

**FOI 17/02800 Requester:** [REDACTED]

**Request received 21<sup>st</sup> November 2017. Response due by 20<sup>th</sup> December 2017.**

Please release the following information:

- All documents related to, or referencing, the Scottish Survey of Numeracy and Literacy Performance Management Board
- Any and all material regarding the use and availability of SSLN assessment resources following the introduction of national standardised testing

The date range for this request is September 2014 – present

**Document 1 Agenda for meeting 10<sup>th</sup> September 2014**

**SCOTTISH SURVEY OF LITERACY AND NUMERACY  
PROJECT MANAGEMENT BOARD  
WEDNESDAY 10<sup>th</sup> SEPTEMBER 2014  
MEETING ROOM 2D 46  
10.00 am to 12.00 pm**

**AGENDA**

1. Welcome and Apologies for Absence
2. Minutes of last meeting (22<sup>nd</sup> May) (enc)
3. Matters Arising
  - 3.1 Review of Action Log (enc)
4. 2013 (Numeracy)
  - 4.1 2013 Numeracy Professional Learning Resource update (ES)
5. 2014 (Literacy)
  - 5.1 2014 Delivery update (EAS/SQA)
  - 5.2 2014 Group Discussion evaluation (SQA)
  - 5.3 2014 Literacy Professional Learning Resource update (ES)
  - 5.4 Paper on possible publication dates (EAS) (enc)
6. 2015 (Numeracy)
  - 6.1 Development update (SQA/EAS)
7. The future of SSLN/SSLN review (SQA/EAS) (encs)
  - 7.1 2014 Numeracy pre-test/e: assessment update (SQA)
  - 7.2 2015 Literacy pre-test
  - 7.3 2016 Group discussion model
8. SSLN Communications
  - 8.1 Scottish Learning Festival

9. Any other business
10. Date of next meeting & future meeting schedule (enc)

## Document 2

### MEETING OF THE SSLN PROJECT MANAGEMENT BOARD HELD ON 10<sup>th</sup> SEPTEMBER 2014 IN 2D-46, VQ AT 10.00 AM

#### Present

Project Management Board:

[redacted], A&Q Unit (Chair)  
[redacted], Curr Unit  
[redacted], ES  
[redacted], SQA  
[redacted], EAS

Also attending:

[redacted], EAS  
[redacted], EAS (Minutes)  
[redacted], A&Q Unit

#### 1. Welcome & Introductions

1.1 The Chair welcomed everyone to the meeting and introduced [redacted] who has replaced [redacted] on the board.

#### 2. Minutes of last meeting

2.1 The minutes of 22<sup>nd</sup> May were approved with the following amendments:

8.2 [redacted] [redacted] to provide additional line on role of Support Assessors.

**Action 2.1** [redacted] [redacted] to re-circulate minutes of 22<sup>nd</sup> May following additional line from [redacted] [redacted]

#### 3. Matters arising

3.1 Review of action log – majority of items completed or on agenda and updates were provided as follows:

135 – [redacted] enquired if a substantive discussion was required. [redacted] [redacted] suggested it was not required as there were good links with Education Scotland's Literacy Team. He highlighted two meetings with the Literacy Team, as well as attendance at the International Literacy Network Day. [redacted] agreed, making reference to improved staffing resources. ES would continue to review how the Numeracy Hubs develop. [redacted] ([redacted] suggested a summary of how links were being made would be helpful. It was agreed that [redacted] would provide a brief summary paper for PMB's next meeting (20<sup>th</sup> November)

141 – [redacted] [redacted] confirmed review of the PMB risk register would be an agenda item at PCT on 5<sup>th</sup> November.

[redacted] informed members that GTC had approved the training provided for SSLN Support Assessors for this year's survey for Professional Recognition.

**Action 3.1 [redacted] to prepare brief summary on how links with the Literacy and Numeracy Hubs are being made for PMB meeting on 20<sup>th</sup> November.**

#### **4. 2013 (Numeracy)**

4.1 2013 Numeracy Professional Learning Resource update – [redacted] provided update on publication timeline. The PLR on 'Skills in Numeracy and Maths' was published in June and the 'Time' PLR was due for publication in September and 'Number and Number Processes' in March 2015. In addition the 'National Numeracy Progression Framework' was scheduled for publication in October. [redacted] highlighted the importance of sharing drafts as early in process as practicable in order to review the items used and statistics quoted. It was noted that partners were still awaiting sight of the September draft. [redacted] agreed stating that it helped the process of engagement to see drafts at an earlier stage. [redacted] stated that [redacted], who has responsibility for the Numeracy Reference Group, had a clear plan to establish timetable for reference groups to meet at opportune times. [redacted] undertook to clarify process and promote early engagement in sharing draft PLRs.

**Action 4.1 [redacted] to clarify PLR drafting process and promote early engagement in sharing draft PLRs.**

#### **5. 2014 (Literacy)**

5.1 2014 Delivery update – [redacted] advised that all survey activities were complete in schools and data capture was well underway. Data was being sent to EAS following confirmation of agreed revised deadlines. [redacted] confirmed that EAS were in process of loading receipted data into the validation system.

[redacted] advised that the teacher questionnaire response rate was considerably lower than in previous years (a drop of 10 percentage points). It was noted that the issue particularly related to completion by S2 teachers. [redacted] advised that EAS had conducted some initial analysis and were reassured that they could produce a national estimate but there would be limitations on what else could be presented. [redacted] referred to recent discussions at PCT regarding the relationship between the questionnaire and the survey with respect to content and timing. [redacted] advised such factors would form part of wider review of both the pupil and teacher questionnaires.

5.2 2014 Group Discussion evaluation - [redacted] provided summary of issues relating to the 2012 GD model and developments that lead to the 2014 approach of visiting assessors undertaking GD assessments. SQA had commissioned an independent evaluation of the 2014 process. It was noted that this was largely complete and initial feedback was that the 2014 approach had been well received. EAS were required to confirm quality of the receipted data to establish if it correlates with fieldwork findings. [redacted] stated that Walter Paterson would present the draft report and make recommendations to PMB on 20<sup>th</sup> November.

[redacted] enquired regarding any additional feedback. [redacted] highlighted that following the survey SQA had been receiving requests from schools for CPD to support their work in assessment of listening and talking. It was noted that it was not SQA's role to provide on-going support. Alan Milliken (AM) stressed SQA were responsible for the delivery of the survey, not the follow through. AM referred to the revised funding approach in 2014 and the on-going role of local authorities, in utilising their Support Assessors to deliver CPD / build capacity in the system. There was lengthy discussion on possible approaches to promote

SA's and pulling LA evidence together via LA Assessment Coordinators, as well as relevant sensitivities around promoting a standard etc. Members agreed that Education Scotland would issue an e-card. It was agreed that [redacted] [redacted] would draft for agreement with partners.

It was noted that listening and talking assessments were sometimes undertaken as part of school inspections. It was also noted that this had not been considered as part of development of the 2014 group discussion model. There was some discussion on how aligned the SSLN assessment criteria was with that of school inspections. [redacted] undertook to determine whether the inspection process and SSLN criteria were aligned. It was noted that the 2012 criteria was published as part of the PLR alongside the 2012 report <http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/sslN/resources/literacydiscussionnew/literacydiscussionsupport/aims.asp>

**Action 5.2** [redacted] to draft wording for e-card (re Support Assessors) for agreement with partners.

**Action 5.3** [redacted] to advise if inspection process and SSLN criteria are suitably aligned.

5.3 2014 Literacy Professional Learning Resource update – [redacted] provided update form [redacted] [redacted] based on activity following publication of 2012 resources, including five road shows held in May/June. [redacted] advised that partners had not been aware of the road shows and were therefore unable to participate/advise. [redacted] agreed to pick up communications. AM noted interest in picking up on feedback in contributing to the development of future PLRs. It would be useful to determine if the profession viewed they were getting value from the PLRs. This data would be useful intelligence in determining whether and how a PLR should be developed rather than just part of a procedural process. It was noted if PLRs were having the desired impact on learning and teaching, then it should be possible to see improvement in certain areas i.e. fractions. [redacted] undertook to provide brief summary of high level messages for PMB on 20<sup>th</sup> November.

**Action 5.4** [redacted] to provide brief summary of feedback, from road shows, for PMB on 20<sup>th</sup> November.

5.4 Paper on possible publication dates - [redacted] referred to the circulated meeting paper. She advised that it had been pitched in terms of a publication date for the 2014 report but ideally would establish principle for future publications. Factors such as parliamentary recess and school holidays had been taken into account in proposing a provisional date of Wednesday 29<sup>th</sup> April 2015. It was noted that this was consistent with the 2012 and 2013 reports, both of which were published in April. [redacted] referred to the exam diet which had been a perceived issue for the 2013 report but had not proved to be substantive. [redacted] agreed with setting precedent for last Wednesday in April, as this would be beneficial to communications and aid planning process. [redacted] noted an April publication would fit well with OECD review in June 2015. AM noted establishing a set publication timeframe would be helpful to the system. [redacted] referred to the practicalities of delivering analysis. He reminded members that last year was the first year a complete set of analysis was provided and that if the date was brought forward this may reduce what could be published. He also reminded members of National Statistics requirements to preannounce and adhere to publication dates. Members were in agreement that a later date (after April) was not desired. [redacted] referred to future national, local and European elections which were often held in the first week in May. It was agreed that this be considered however a decision would be required before November's PMB meeting. [redacted] will consult with policy colleagues regarding exam diet issue and report back in November.

**Action 5.5** [redacted] to consult policy colleagues regarding exam diet issue, in relation to publication of report, an report back in November.

## **6. 2015 (Numeracy)**

6.1 Development update – It was noted that a Survey Delivery Group was scheduled for 1<sup>st</sup> October to finalise plans for 2015. No radical departure from the 2013 design was envisaged and SQA had a stock of task items to draw from.

## **7. The future of SSLN/SSLN review**

7.1 [redacted] summarised the EAS paper on the potential for a review. It had been considered timely to revisit the aims of the survey, consider if they were being met and determine the future direction of the survey. The EAS paper invited views on the appetite for a review and the scope of the review. A second paper, from SQA was summarised by [redacted]. It set out some of the main contextual factors that may influence the future purpose of the SSLN etc. [redacted] invited members views. It was agreed that a review would be a lengthy exercise which would need to be undertaken alongside delivery of the SSLN. It was not deemed suitable to have a gap survey year to undertake review. However, if any changes were required in respect of the 2016 survey then decisions would be required soon. [redacted] referred to the unique selling point of the SSLN to provide trend data over time and stressed that this principle should not be lost. There was also some discussion on the on-going issue of assessing at S2 as opposed to S3, given CfE marker of pupils being secure at 3<sup>rd</sup> level by the end of S3. It was noted that to completely move away from S2 would remove the time series, however one option could be for the survey to assess S2 at 2<sup>nd</sup> & 3<sup>rd</sup> Level and S3 at 3<sup>rd</sup> & 4<sup>th</sup> Level. There was lengthy discussion on the call for LA breakdowns. It was noted that there was no desire to present a national LA picture and concerns were raised to ensure the SSLN does not evolve into a standardised testing tool. However, it was agreed there would be a benefit to LA's having more data available to them to aid their self-evaluation processes. AM noted that LA's & schools should not be focussing on one single measure of attainment. SSLN data should form part of a package of intelligence to aid classroom teachers. It was suggested that LA's could opt-in but that samples would need to be scaled up, and there would be considerable cost implications.

There was some discussion on retaining a core survey whilst evolving to changing circumstances (modular) and particular reference as made to the PISA survey.

After much discussion it was agreed further exploration was required and EAS, in consultation with SQA and ADES, was tasked with setting out an options paper on producing LA data and the S2/S3 issue, for PMB consideration in November. It was noted that existing survey should not be compromised. It was a noted that CfE Management Board had to be content with proposal.

It was noted that the original agenda items 7.1 – 7.3 were markers for the discussion which had taken place.

**Action 7.1 EAS to further develop review paper including consultation with SQA and ADES (AM).**

## **8. SSLN Communications**

8.1 [redacted] advised that the Comms Group were in process of finalising a revised Communications Plan, following comment from PCT on 27<sup>th</sup> August. An Activity Plan is being developed and both would be presented to PMB at November's meeting.

**Action 8.1** [redacted] to lead on finalising Communications and Activity Plans for consideration by PMB on 20<sup>th</sup> November.

8.2 Scottish Learning Festival – [redacted] advised that Education Scotland’s Literacy Team had a seminar on both days ‘SSLN – using literacy survey results to improve teaching and learning’. There was also a combined partner presentation on the 24<sup>th</sup> entitled ‘SSLN – Numeracy attainment in 2011 and 2013’.

## **9. Any other business**

9.1 [redacted] referred to recommendation at recent Survey Delivery Group that the SSLN be a standing item at future Local Authority Assessment Forums. It was also suggested that partners be made aware of when these meetings are. [redacted] agreed to take this forward.

**Action 9.1** [redacted] to recommend that the SSLN be standing item on future LA Assessment Forums and ensure partners are kept informed.

## **10. Date of next meeting & future meeting schedule**

10.1 [redacted] suggested that the next meeting on 20<sup>th</sup> November be in 3 distinct parts to allow for overview of business, Walter Paterson’s presentation and Group Discussion evaluation. It was agreed to extend the length of the meeting to accommodate.

**Action 10.1** [redacted] to issue extended meeting requests.

### **Summary of action points:**

**Action 2.1** [redacted] to re-circulate minutes of 22<sup>nd</sup> May following additional line from [redacted]

**Action 3.1** [redacted] to prepare brief summary on how links with the Literacy and Numeracy Hubs are being made for PMB meeting on 20<sup>th</sup> November.

**Action 4.1** [redacted] to clarify PLR drafting process and promote early engagement in sharing draft PLRs.

**Action 5.2** [redacted] to draft wording for e-card (re Support Assessors) for agreement with partners.

**Action 5.3** [redacted] to advise if inspection process and SSLN criteria are suitably aligned.

**Action 5.4** [redacted] to provide brief summary of feedback, from road shows, for PMB on 20<sup>th</sup> November.

**Action 5.5** [redacted] to consult policy colleagues regarding exam diet issue, in relation to publication of report, an report back in November.

**Action 7.1** EAS to further develop review paper following consultation with SQA and AM.

**Action 8.1** [redacted] to lead on finalising Communications and Activity Plans for consideration by PMB on 20<sup>th</sup> November.

**Action 9.1** [redacted] to recommend that the SSLN be standing item on future LA Assessment Forums and ensure partners are kept informed.

**Action 10.1** [redacted] to issue extended meeting request for meeting on 20<sup>th</sup> November.

## Timing of SSLN 2014 (literacy) publication

### Background

1. The purpose of this note is to set out considerations regarding the choice of date for the publication of the SSLN literacy results in 2015. A decision regarding the date of publication needs to be made now for timetabling and resourcing purposes.

### Practical considerations

The timing of Parliamentary recess and Easter holidays need to be taken into account.

2. Recess, 6<sup>th</sup> – 17<sup>th</sup> April.

Publication is not possible during recess, immediately after recess and not ideal immediately before recess (Ministerial briefing occurs 5 working days before publication, which also rules out 20<sup>th</sup> to 24<sup>th</sup> April).

3. School holidays 30<sup>th</sup> March – 17<sup>th</sup> April.

Some Local Authorities begin Spring holidays on 30<sup>th</sup> March, and the rest do not return until 17<sup>th</sup> April (Good Friday 3<sup>rd</sup> April, Easter Monday 6<sup>th</sup> April). Publication would be frowned upon during school holidays.

School holiday and recess dates together rule out 30<sup>th</sup> March – 24<sup>th</sup> April.

### Other factors and previous publication date setting considerations

4. Data receipt and validation

Due to change in writing data collection process EAS are scheduled to receive this data two months later this year than in 2012.

5. The importance of meeting a set publication date

There are practical (workload, planning and impact on other work of EAS and SSLN partners) and presentational issues (for Ministers, organisations involved and in securing support of the target audience) in having to take a decision to delay any publication, particularly a high profile one such as SSLN.

6. Comparison to other large scale surveys.

Typical publication schedules for other similar surveys are 20 months (PISA), 17 months (Scottish Survey of Adult Literacies) and 9-14 months (Scottish Survey of Achievement).

7. Consistency

The SSLN has been published in April for the previous two cycles. It would make sense to keep this consistent for stakeholders.

8. Exam diet, 28<sup>th</sup> April – 5<sup>th</sup> June

The exam diets begins on the 28<sup>th</sup> April on 2015 and concludes on 5<sup>th</sup> June. Intermediate 1, 2 and National 5 English exams are on 14<sup>th</sup> May. Higher, New higher and Advanced Higher exams are on 15<sup>th</sup> May. It is our intention to consult with the Head of Learning Directorate on this issue specifically.

### **A suitable publication date**

9. Considering the factors set out above, the proposal is that SSLN (literacy) results 2014 should be published on 29<sup>th</sup> April 2015, a gap of 11 months since the field work commenced in May 2014. This is comparatively quick compared to other similar surveys. This avoids the risk of delaying the publication late in the day, and provides sufficient time to properly QA the data and brief the necessary partners (including Ministers).

10. Given the constraints of Parliamentary timetable (February recess), the only other option would be to aim for mid to late March, but this presents significant risk to the project.

### **Action**

11. PMB is asked to agree the publication date of 29<sup>th</sup> April 2015 for the 2014 Literacy data from SSLN.

### **EAS August 2014**

### **Document 4 - Agenda item 7 EAS – SSLN PMB meeting 10<sup>th</sup> September 2014**

#### **Scottish Survey of Literacy and Numeracy – Potential for a Review**

1. To date, two SSLN numeracy surveys and one literacy survey have been completed and published. The second set of literacy results will be published in 2015. At this stage it is a timely opportunity to revisit the aims of the survey, consider if the survey meets these aims, and determine future direction of the survey.

2. The attached paper was drafted by EAS to invite views on the appetite for a review and what the scope of a review could encompass. The second paper, a thinkpiece from SQA, complements this by setting out some of the main contextual factors that might influence any decision regarding the future purpose of the SSLN and outlining possible developments.

3. Initial policy responses suggest that there may be an appetite for undertaking a review of SSLN and that the timing of the secondary assessment (i.e. S2, rather than S3) and possibility of expansion to produce local authority level results are areas of potential interest.

4. It should, of course, be noted that any review of SSLN would be predicated on its continued alignment with Curriculum for Excellence. It is for the CfE Management Board and Ministers to determine any significant changes to the SSLN. PMB would, however, have an important advisory role in relation to the scope and delivery of a review.

5. PMB are asked to consider whether or not a review is appropriate at this stage and, if so, the factors that should be considered within the scope of a review.



## Scottish Survey of Literacy and Numeracy – Potential for a Review

### Introduction

1. **The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which assesses national performance in literacy and numeracy, in alternate years, of P4, P7 and S2 pupils. It was developed in line with learning, teaching and assessment approaches under Curriculum for Excellence (CfE) and is run in partnership by the Scottish Government, SQA, Education Scotland and ADES.**
2. Development of the SSLN began in 2010 and, to date, two sets of numeracy results and one set of literacy results have been published. The second set of literacy results will be published in spring 2015.
3. On the approach to publication of the second set of literacy results and a second (small) time series, it is a timely opportunity to consider if the SSLN should continue in its current format or be replaced or amended in some way.

### Background

4. Each year the SSLN surveys around 11,000 pupils in 2,200 (almost all) schools. Around 3,500 teachers complete the teacher questionnaire and each school nominates an SSLN co-ordinator to administer the survey within their school. The survey consists of written, online and practical assessments, as well as a pupil questionnaire, and two questionnaires for teachers (the teacher questionnaire and an evaluation questionnaire).
5. The administration, publication and continuous development of the survey involve a large number of staff in all three partner organisations. Estimated annual costs of the SSLN include:

Grant funding to SQA for administration of the survey	£679k
Support Assessor costs for 2014 literacy survey	£117k
EAS staff costs	£175k
Cost of compliance for schools participating in the survey	£455k
<b>Total</b>	<b>£1.4m</b>

Other costs will include Education Scotland staff costs and T&S costs for literacy and numeracy reference group members, for example.

### Context

6. In reviewing the SSLN, both the benefits and the limitations of the survey should be considered.
7. The SSLN survey model and outputs have been praised for their design, innovation and usefulness within schools:
  - a. The SSLN provides reliable national information about two key priority areas which informs policy and practice

- b. The partnership model through which the survey is delivered is effective
  - c. The survey items are developed using a rigorous process ensuring they are appropriate for the CfE level, experiences and outcomes
  - d. A subset of survey items are made available and/or cloned for Career Long Professional Learning/classroom practise purposes
  - e. The Professional Learning Resources, based on item level analysis of the survey results, are a widely used and comprehensive set of resources designed for use at teacher cluster and local authority level
  - f. SSLN assessment design is innovative – the assessment of the literacy skills of listening and talking is unique to Scotland
  - g. The SQA training programme for Support Assessors for the listening and talking 2014 model has received professional accreditation from the GTCS
  - h. The SSLN administration model creates opportunities for capacity building in the system (e.g. group discussion Support Assessors (and observing teachers), writing assessors and task developers)
  - i. The SSLN has also generated a wealth of knowledge on education issues not specific to pupil attainment e.g.
    - i. IT readiness of the sector (current usage, internet availability)
    - ii. Greater insight into pupils' cognitive traits from manual marking, coding and inspection of pupil work
8. The SSLN design has also been subject to some criticism due to its design and other factors:
- a. Reliable results lower than national level (e.g. Local Authority or school level) are not possible using the current survey design
  - b. There is debate about at which CfE level and which stage would be most appropriate to assess at Secondary
  - c. The reporting categories and labels are not easily interpreted, it is difficult to ascertain what results constitute success
  - d. The original survey design sought participation of independent schools. Despite repeated efforts, engagement from this sector has been low. Inclusion of this sector causes disproportionate administrative burden and potential bias to the survey results
  - e. There are challenges in a designing an assessment model in line with the aspirations of CfE (classroom teacher assessment) which would produce robust data
  - f. Some elements of the SSLN are more difficult to assess than others. The 2014 group discussion model was successful, but more burdensome to administer and was more expensive
  - g. A decrease in the teacher questionnaire response rate in 2014 may be an indication that there is lower engagement with the survey. This could be indicative of a perception of decreased usefulness of the teacher questionnaire results, of the SSLN results as a whole, or indicative of the burden of the survey in the context of other workload pressures
  - h. On consideration of the total cost of the survey and the demand for localised statistics the survey is not designed to provide, it could be considered poor value for money

## Options

- 9. There are three initial options for consideration. Each consider a range of elements which could be considered individually or combined to create further options:
  - a. Keep the current SSLN methodology (with minor tweaks if desired) and change delivery model from SQA grant funding to competitive tender and contract out

- b. Keep the SSLN assessment approach but implement more fundamental changes to the survey methodology to enable more useful outputs e.g. production of local authority level results, clearer presentation and interpretation of results, review timing of assessments etc. This option could also include a shift to an entirely online delivery mode.
- c. Replace SSLN. This would obviously require a more fundamental review, with a view to developing other options which would align with Curriculum for Excellence One option could be to develop an assessment bank of items that could be used by schools, though the overlap with NAR and the danger of this being seen to represent a move back to 5-14 approaches would need to be considered.

## **Conclusion**

10. The scope of a review of the SSLN needs to be agreed in order that the options can first be refined on that basis. On the assumption that the review is undertaken alongside the existing SSLN survey work, the parameters of this work must be well defined.

11. If it is decided to keep the survey cycle in train, any changes required for the 2016 survey would need to be finalised by spring 2015.

## **Learning Analysis July 2014**

### **Document 5 – Agenda item 7 SQA – SSLN PMB meeting 10<sup>th</sup> September 2014**

#### **Scottish Qualifications Authority**

#### **The future of the SSLN – Influencing factors**

##### **Introduction**

This paper was shared with EAS in August 2014, prior to submission to SSLN PMB on 10<sup>th</sup> September. It was subsequently modified slightly in the light of some EAS queries and comments. It should be noted that the paper is intended as a contribution to thinking on issues related to the future of the SSLN, and is not a statement of SQA's views or policy.

##### **Issue**

The SSLN has now been running for four years and has completed 2 full cycles of both literacy and numeracy. In terms of both content and methodology it is approaching a steady state. With small annual content top-ups, the survey could continue in its present form for several more cycles. To ensure that the survey in its current and any future incarnations remains fit for purpose and bearing in mind the timescales involved in effecting significant change, it is important to take the opportunity to consider the medium and long term future of the survey. This paper is aimed at contributing to thinking on this.

The key question to be answered is 'What should be the purpose of the SSLN or any other cohort based survey that may take its place?' in the wider context of CfE and its implications

for Scottish education. This paper is deliberately **NOT** an options paper offering choices of future content and/or methodologies. Both content and methodology should be tailored to meet a clear purpose. This paper therefore sets out some of the main contextual factors that might influence a decision regarding future purpose, and then outlines some possible purposes.

## **Contextual factors**

### **1. Current purpose(s)**

The core purpose of the SSLN is to monitor national performance in literacy and numeracy for school pupils at P4, P7 and S2.

A secondary purpose is to inform the development of Professional Learning Resources for practitioners to facilitate improvements in learning, teaching and assessment at classroom level.

A third outcome (although not a purpose) of the survey is that it provides valuable CPD for teachers who act as assessors, resulting in hundreds of teachers gaining GTCS Professional Recognition.

### **2. Technology**

SSLN has increasingly used ICT throughout its existence (online reading, online numeracy, teacher and pupil questionnaires, collecting evidence and assessments in group discussion and writing). The extension of the use of e-assessment within the SSLN has been a recurring aspiration, both of SQA and more broadly in partner organisations. However, the mixed picture of the current state of technology across Scottish local authorities and schools must be acknowledged and taken into account when considering future developments. The use of e-assessment also needs to be appropriate to the purpose of the survey.

### **3. Survey space**

EAS and SQA agree that there is no need for pretests either of literacy in 2015 or of numeracy in 2016. This creates survey space in which innovations could be introduced without increasing school workload. There is no point, however, in using survey space simply because it exists. Any use of survey space should serve the agreed future purpose of the survey.

### **4. Local authority requirements**

Some local authorities have expressed the wish that the SSLN could provide information at local authority level and in some cases school or individual pupil level. Many have sought to collect data themselves by purchasing commercially available assessment materials (often not aligned with CfE), or by contracting customised services. It should be noted, however, that providing survey information at local authority level would require a considerable increase in sample size (in some cases

to census status) for that local authority (with accompanying resource and cost implications). To go even further and provide information at school or individual level would require a census rather than a survey.

#### **5. National Assessment Resource**

NAR is currently undergoing a major review with the contract with the current supplier due to expire in March 2015. This review is likely to result in the introduction of a new iteration of NAR with simplified functionality and improved performance. This would be an appropriate time to consider the content of NAR from an SSLN perspective.

#### **6. SQA NQ/SSLN tracking**

SQA are investigating possible ways of facilitating improved (and earlier) tracking of pupils taking part in National Qualifications so that setting of grade boundaries can be informed by a reliable cohort measure from earlier stages of pupils' school careers. The SSLN would seem to offer one possible approach to this. This would require closer alignment between SSLN and senior phase. More detailed work would be needed to establish the specific purpose of this closer alignment and how it would best be achieved. Consideration might be given, as part of this process, to revisiting the question of whether S2 or S3 is the most appropriate point of assessment for survey purposes in future.

#### **7. Value for money**

Any consideration of the future purpose of the survey needs to be informed by careful review of the costs of any new model balanced against the benefits arising from it.

#### **8. Planning and preparation time**

Finally, it is essential to bear in mind that any major changes to SSLN will need at least 2 years planning and preparation before implementation. Any consideration of future purposes, therefore, should seek to envision a purpose for 2016 and beyond.

### **Possible future purposes**

#### **1. Monitor more curricular areas**

This could be done in many ways. Two obvious options are

- i. Develop permanent additions to the survey cycle, by adding (for example) science or HWB as annual focusses. This might see the following schedule of surveys: 2014 – literacy, 2015, numeracy, 2016 – science, 2017 – literacy, and so on.
- ii. Develop spotlight surveys alongside the annual surveys of literacy and numeracy. This would allow spotlight surveys of specific areas of numeracy (eg decimal fractions) or other curricular areas (eg science investigations). Against the

background of the survey's current core purpose of allowing for comparison of performance over time, we would need to be certain that such spotlight surveys have value, especially as the costs associated with them as one-offs are likely to be higher than for an annual survey.

## **2. Offer local authority level reporting**

Allow local authorities to opt into larger samples which would allow them to monitor performance at authority level over time. As noted above, this would have resource and cost implications. It would also increase burden on schools affected, and could lead to calls for school-level surveys, with obvious implications.

## **3. Develop national benchmarking tools**

The demise of the 5-14 National Assessment Bank created a perceived vacuum which has been filled expensively and, in many cases, inappropriately including through the use of commercial available standardised tests referred to above. The SSLN could provide the vehicle to develop, test and make available national benchmarking tools. Careful consideration would need to be given to this to ensure that it did not smack of a return to 5 – 14 and that the purpose and operation of such tools were clearly distinguishable from 5 – 14.

## **4. Use SSLN as a development area for NAR**

The content of NAR has been a source of disappointment to many educators. The SSLN could provide the vehicle to develop, test and create materials with which to populate future iterations of NAR. Nar could act as a repository for released and 'approved' SSLN materials which schools and/or local authorities could use for their own purposes.

## **5. Expand tracking**

As things stand, there is no clear alignment between performance in the SSLN and performance in National Qualifications. Aligning the survey and NQs more directly would allow tracking across primary and secondary education.

This is by no means a comprehensive list of possible future purposes, nor does it constitute an either/or set of choices. Many of these options could be combined.

It should also be acknowledged that two further options are:

- a) Simply stop monitoring national performance
- b) Continue with the current model which in terms of design will inevitably become less fit for purpose unless it is allowed to evolve and adapt.

SQA, August 2014

**Document 6 – agenda item 10 – SSLN PMB – 10<sup>th</sup> September 2014**

**Scottish Survey of Literacy and Numeracy  
Proposed SSLN Meetings for 2014/15**

	<b>SSLN Project Management Board</b>	<b>SSLN Project Coordination Team</b>	<b>SSLN Survey Delivery Group</b>	<b>SSLN Reference Groups (to be scheduled)</b>	<b>SSLN Communication Group</b>
<b>2014</b>	<b>22<sup>nd</sup> May 10.00 – 12.00</b>	<b>20<sup>th</sup> May 10.00 am – 12.00</b>	<b>7<sup>th</sup> May 10.00-11.30 am</b>		<b>4<sup>th</sup> April 3.00-4.00 pm</b>
			<b>4<sup>th</sup> June 10.00-11.30</b>	<b>Numeracy 12<sup>th</sup> &amp; 18<sup>th</sup> June</b>	<b>4<sup>th</sup> June 2.00 – 3.00pm</b>
			<b>2<sup>nd</sup> July 10-12.00</b>		
		<b>27<sup>th</sup> August 10.00 am – 12.00</b>	<b>6<sup>th</sup> August 10.00-11.30 am</b>		<b>20<sup>th</sup> August 11.00-12.00</b>
	<b>10<sup>th</sup> September 10.00 – 12.00</b>		<b>3<sup>rd</sup> September 10.00 – 11.30 am</b>	<b>8<sup>th</sup> September 10.00-12.30</b>	
			<b>1<sup>st</sup> October 10.00 – 11.30 am</b>	<b>7<sup>th</sup> October 10.00-12.30</b>	<b>2<sup>nd</sup> October 10.30-12.00</b>
	<b>20<sup>th</sup> November 10.00 – 12.00</b>	<b>5<sup>th</sup> November 10.00 – 12.00</b>	<b>12<sup>th</sup> November 10.00 – 11.30 pm</b>		
			<b>3<sup>rd</sup> December 10.00 – 11.30</b>	<b>18<sup>th</sup> December 10.00-12.30</b>	
<b>2015</b>		<b>21<sup>st</sup> January 10.00 – 12.00</b>	<b>14<sup>th</sup> January 10.00 – 11.30</b>		
	<b>5<sup>th</sup> February 10.00 – 12.00</b>		<b>4<sup>th</sup> February 10.00 – 11.30</b>		
		<b>4<sup>th</sup> March 10.00 – 12.00</b>	<b>11<sup>th</sup> March 10.00 – 11.30</b>		
			<b>4<sup>th</sup> April 10.00 – 11.30</b>		

**SCOTTISH SURVEY OF LITERACY AND NUMERACY  
PROJECT MANAGEMENT BOARD  
THURSDAY 20<sup>th</sup> NOVEMBER 2014  
MEETING ROOM 2D 46  
10.00 am to 2.00 pm**

**AGENDA**

<b>10-10.05</b>	1. Welcome and apologies for absence
<b>10.05-11</b>	2. Group Discussion presentation (encs) (SQA/WP)
<b>11-12</b>	3. SSLN review (enc.) (All)
<b>12-12.30</b>	Lunch
<b>12.30-2</b>	4. PMB 4.1 Minutes of last meeting (22 <sup>nd</sup> May) and review of action log (encs) 4.2 PMB risk register (to follow) 4.3 SSLN Communications & Activity Plan (encs.) (A&Q) 4.4 Data Sharing Agreement (enc.) (EAS)  5. Delivery and activity updates 5.1 2014 Literacy and 2015 Numeracy update (SQA/EAS) 5.2 Professional Learning Resources and ES SSLN activity update (ES) 5.3 Literacy & Numeracy Hub links (enc.) (CU)  6. PMB role – discussion on current remit (to follow) (EAS/SQA)  7. Date of next meeting/AOB

**Document 8**

**MEETING OF THE SSLN PROJECT MANAGEMENT BOARD  
HELD ON 20 NOVEMBER 2014 IN 2D-46, VQ AT 10.00 AM**

**Present**

Project Management Board:

[redacted], A&Q Unit (Chair)

[redacted], Curr Unit

[redacted], ES

[redacted], SQA

[redacted], EAS

[redacted], A&Q Unit



Also attending:

[redacted], EAS

[redacted], EAS (Minutes)

[redacted], A&Q Unit

Walter Paterson (item 1)

[redacted] (item 1 & 3)

[redacted] (item 1 & 3)

[redacted], EAS (item 3)

## 1. Welcome & apologies for absence

1.1 The Chair welcomed everyone to an extended meeting of the SSLN Project Management Board. Introductions were made for the benefit of those not usually present. Apologies had been received from Alan Milliken (ADES). [redacted] advised members that this was her last meeting as she had moved to a new post. [redacted] was introduced as her replacement in A&Q Unit and therefore the new PMB Chair. She thanked all partners on the support and delivery of the SSLN. Particular thanks were extended to [redacted] and [redacted] for their individual contributions.

## 2. Group Discussion Presentation

2.1 [redacted] provided brief background to the assessment of listening and talking in the SSLN and the problems that had arisen with the 2012 model. Consequently, a different model had been deployed in 2014 which involved Support Assessors visiting schools to undertake the assessments. An independent evaluation of the process had been commissioned to help determine the future direction. Walter Paterson Consultancy had undertaken the review and WP's report had been circulated as part of the meeting papers. WP summarised the report by providing the following presentation.



Listening & Talking  
Component of SSLN 2

[redacted]

Document 9 - Presentation attached as separate document

[redacted] thanked WP for his evaluation report and presentation and congratulated SQA on an 81% response rate. It was noted that areas of improvement had been identified not only as part of the evaluation but that SQA were already taking steps to address. [redacted] noted that difficulties experienced by some schools in providing internal resource (a teacher to observe) may have impact on future decision. WP advised that problems with availability appeared to be in small primaries but that he would re-visit notes and provide further information.

[redacted] stated that it would be interesting to ask pupils for their thoughts on the process. He referred to previous inspection experience and difficulties in a stranger getting the best out of pupils and prompting discussion with a group of children who do not know each other. [redacted] advised that tasks were intentionally engaging for this purpose. It was also noted that in S2 a 3<sup>rd</sup> level E&O is the ability to have discussion with individuals that you may not know.

It was noted that this did not affect the validity of the results as this was the assessment in place. It was noted that the fact that only one observing teacher disagreed with a SA judgement was encouraging. The GTCS accreditation of the SA role was commended and there was some discussion on how to further develop / expand capacity within the system. It

was agreed that ES literacy and numeracy leads and SQA would draw up some tangible examples of how to involve SA's for consideration by PMB.

Members were asked to consider the model to be deployed in the 2016 literacy survey. It was acknowledged that the longer term goal was for classroom teachers to be facilitating GD assessments. However, it was noted that the evaluation findings showed this may not be appropriate for 2016. It was suggested that to allow for familiarity, a chance to build capacity and comparability of data etc. that the model remained the same for another iteration. However, a joint approach had been one of the options tabled and [redacted] suggested that if this was not to be fully implemented in 2016, that a trial of this model be undertaken with a control group. It was agreed that ES / SQA would develop proposal for consideration by PMB.

**Action 2.1 ES /SQA to develop proposals for involving SA's in building capacity in the assessment of listening and talking.**

**Action 2.2 ES/SQA to develop proposal on feasibility of 2016 GD model including control group of classroom teachers facilitating the GD assessments.**

### **3. SSLN Review**

3.1 [redacted] provided a comprehensive summary of the circulated review paper. Consideration had been given to the implications of providing local authority data and EAS had undertaken analysis of five local authorities to establish reliability based on the current survey model. It was noted that for the 2013 numeracy survey, the number of pupils sampled in local authorities ranged from 300 per stage in Highland and Glasgow to around 100 per stage in twenty local authorities. Attainment results, as well as gender and deprivation breakdowns were calculated for the five authorities. Comparisons with local authority data is laid out in Annex A for illustrative purposes. It was noted that the margin of error increased considerably and therefore the estimates could not be considered reliable for local authorities to use. Annex B was a previous paper setting out considerations around producing Scottish Survey of Achievement (SSA) LA results. Any major scaling up of the survey would be a departure from the primary purpose and survey ethos of providing national estimates. Annex C provided cost implications of increasing the SSLN sample size. It was noted that any scaling up could not result in later publication of the report as would hold little relevance to the profession. It was agreed that the current timescale of publishing before the next survey was carried out in schools was preferable.

[redacted] stated that this was a very helpful paper that distilled key considerations for PMB. The absence of an ADES rep was noted as the local authority appetite is critical alongside such a strong range of considerations. Members discussed possible reasons for local authority appetite and if there was any beneficial use to providing them with SSLN data at an authority level. [redacted] stated that local authority data would be possible by scaling down the SSLN to a simplistic test. However, it was agreed that a short test would not align with the principles of CfE. [redacted] referred to previous advice from Alastair Pollitt that the SSLN was a national survey for national monitoring and that there can be secondary purposes but they should never detract from the primary purpose. [redacted] agreed that it would not be appropriate to confuse the purpose of the SSLN. He noted a range of tools for monitoring learning for different purposes and advised of complementary work on development of a 'National Performance Improvement Framework' for education.

After some discussion, it was agreed that scaling up the current survey model to produce LA results is not an option. Whilst it was acknowledged that there may be a desire from local authorities we needed to be mindful of any unintended consequences. Therefore, it may be necessary to establish what could be delivered in the context of CfE. However, PMB were

minded to take no further action at this juncture until further details on the improvement framework was available. [redacted] to contact Alan Milliken (AM) to obtain ADES perspective on review paper. [redacted] reminded members that the analysis contained in **Annex A was for illustrative purposes** only and should not be shared wider.

**Action 3.1** [redacted] to contact Alan Milliken (AM) for ADES perspective on SSLN review paper, and inform PMB.

**Action 3.2** [redacted] to keep PMB members informed on 'Performance Improvement Framework' developments.

3.2 S2/S3 Paper – [redacted] referred to the 2<sup>nd</sup> review paper which sets out options around the appropriate secondary stage to assess CfE literacy and numeracy 3<sup>rd</sup> Level Experiences and Outcomes. PMB were asked to discuss and agree on a preferred option. Option 1 – assess 3<sup>rd</sup> Level at end S3 – it was noted that this was more aligned to CfE and the Broad General Education (BGE) until end of S3. However, it negated the ability to compare with previous years which could have presentational issues in terms of credibility of system.

Option 2 – expand assessment of 3<sup>rd</sup> level skills to both S2 & S3

Option 3 – expand assessment of SSLN to include 3<sup>rd</sup> & 4<sup>th</sup> level skills e.g. assess 2<sup>nd</sup> & 3<sup>rd</sup> level skills at S2 and 3<sup>rd</sup> and 4<sup>th</sup> level skills at S3

Option 4 – continue with current model

[redacted] noted that this particular review had been prompted by SG policy and the basic aspiration that all learners are secure at 3<sup>rd</sup> Level by the end of S3. [redacted] highlighted that this was a more complex than previous discussion. He noted that whilst it is simplistic to swap the year assessed it presents a whole range of other issues (credibility of results, comparability over time etc.) and PMB needed to be mindful of handling the positioning of the survey rather than the practicalities. [redacted] commented on the helpful paper whilst highlighted the final bullet point 'that S2 is too early to assess 3<sup>rd</sup> level skills'. He referred back to Walter Paterson's GD Evaluation Report and comments on timing of the survey within the school year. However, it was noted that there would always be a perceived problem with timing, regardless of when it was, due to busy academic years. [redacted] noted that this review also fitted into discussions on the Performance Improvement Framework. [redacted] emphasised the CfE principle of the journey travelled rather than particular milestones. He advised that ES were currently visiting secondary schools to ascertain what is happening in terms of BGE and NQ's in S3. It was noted that a blend of both with pupils commencing exam courses in S3 was where ES want schools to be at but the picture in schools is too complex at present.

[redacted] emphasised that SQA would respond to any policy decision but was minded that this formed part of wider review and recommended that no change be made at present.

[redacted] referred back to the purpose of the information. If it is for use in the PLR's and improving performance over time, then an earlier signal would be helpful. It was also noted that there is broader range of items in the current S2 assessment. A move to 3<sup>rd</sup> level at S3 may result in dip in performance due to pupils struggling with some elements. [redacted] also noted the lack of longitudinal data on CfE noting exam data, PISA and the SSLN as the only national sources. After much discussion, [redacted] summarised position that PMB was minded to caution against any significant change at this stage. [redacted] noted it may be revisited in future in view of further policy discussions.

#### **4. PMB**

4.1 Minutes of last meeting and review of action log – The minutes of 10<sup>th</sup> September were approved. Majority of items on action log were on-going, completed or on agenda and updates were provided as follows:

145 – Superseded

146 – [redacted] advised no requirement for meeting at this stage.

150 – [redacted] advised that a literacy PLR would be published in March 2015 with outreach events to follow. [redacted] sought clarification if ES planned to publish a PLR alongside the literacy report. [redacted] to confirm position with [redacted]).

152 – [redacted] reported that an internal piece of work had been commissioned to ensure inspection process and SSLN criteria were aligned. A full report would be provided at the next PMB (5<sup>th</sup> February).

153 – [redacted] advised that around 8 to 10 numeracy events were planned for February / March.

**Action 4.1 [redacted] to confirm ES plans for publication of PLR alongside 2014 Literacy Report.**

4.2 PMB Risk Register – [redacted] sought comments on the PMB Risk Register following revision by PCT

Risk 6 - [redacted] suggested addition of 'on SSLN' to ensure clarity

Risk 9 – reword response to mitigate risk (remove reference to NAR 2)

4.3 SSLN Communications & Activity Plan – [redacted] referred to both the circulated Communication and Activity plans for comment. The SSLN Communications Group were reviewing comments made by PCT. on the activity plan and would include in this in the next iteration of the plan. [redacted] noted that it would be beneficial to separate the day to day activities from the opportunities to promote the survey. [redacted] to feedback comments separately. [redacted] to present revised plans to next PMB (5<sup>th</sup> February).

[redacted] advised that the 2015 AEA Europe Conference is to be held in Glasgow.

[redacted] advised that she and [redacted] were on the group shaping the event and would include the SSLN in their discussions.

**Action 4.3: [redacted] to present final communication and activity plans to PMB on 5<sup>th</sup> February.**

4.4 Data Sharing Agreement – [redacted] circulated the finalised SSLN Data Sharing Agreement for signature by partner organisations. EAS would forward a scanned copy to named individuals for their records.

**Action 4.4 EAS to forward scanned copy of Data Sharing Agreement to named individuals in partner organisations for their records.**

## **5. Delivery and activity updates**

5.1 2014 Literacy and 2015 Numeracy updates – All 2014 data had been received and EAS were progressing with validating data. 2015 registration went live on 17<sup>th</sup> November and 46% of schools had registered by 2pm on 19<sup>th</sup> November. It was noted that this was the second year the online registration was used and the high early response rate was an indication that schools were becoming familiar with the model.

5.2 Professional Learning Resources and ES SSLN activity update – no further update provided (see 4.1 – Action 150)

5.3 Literacy and Numeracy Hub links – [redacted] referred to the circulated paper on links with literacy and numeracy hubs as requested at PMB on 10<sup>th</sup> September. [redacted] summarised the background to the development of the five inter-authority literacy and six inter-authority numeracy hubs. SG funding of the literacy hubs ended in June 2014 with the

lead authorities continuing to collaborate with partner authorities in a self-sustaining manner. An ADES evaluation published in 2014, found that the SG investment had been well-used to support effective working across authorities. SG are continuing to fund the six numeracy hubs in 2014/15. Developments and progress are shared through the National Numeracy Network and other national events. Education Scotland are involving the hubs in developing a virtual numeracy hub, which is to be launched in Spring 2015. [redacted] referred to strong links with both the ES literacy and numeracy teams. In conclusion, PMB noted that strong links existed as well as the wider support from partners. It was noted that Ministers may wish to do something following the second set of literacy results.

## **6. PMB role – discussion on current remit**

6.1 [redacted] summarised paper which seeks to re-affirm the role of the PMB going forward. It was noted that recent changes to the SSLN governance and delivery structures were designed to ensure effective working activity, responsibility and accountability between groups. In addition, recent PMB meetings had focussed on operational activity rather than strategic discussion or direction to sub-groups. PMB endorsed the following key principles:

- PMB's primary function is to 'provide leadership, strategic direction and resources' through engagement with all key partners etc
- PMB should have scope and space to discuss substantial project-level issues and future developments
- Delivery updates to PMB should be kept to a minimum. Subgroups should provide a steer to PMB on matters that warrant PMB discussion.
- PMB members should suggest items for discussion on agenda. It was noted that EAS would facilitate this by prompting members in advance.
- PMB should seek to make wider connections to improve the development and use of the SSLN.

**Action 6.1: EAS to introduce operational step of requesting strategic agenda items for discussion at PMB.**

## **7. Date of next meeting / AOB**

7.1 The next meeting is scheduled for Thursday 5<sup>th</sup> February 2015 at 10.00 am in meeting room 2D-46, Victoria Quay.

7.2 [redacted] advised that the SSLN Literacy 2014 report will be published in April 2015.

### **Summary of action points:**

**Action 2.1 ES /SQA to develop proposals for involving SA's in building capacity in the assessment of listening and talking.**

**Action 2.2 ES/SQA to develop proposal on feasibility of 2016 GD model including control group of classroom teachers facilitating the GD assessments.**

**Action 3.1 [redacted] to contact Alan Milliken (AM) for ADES perspective on SSLN review paper, and inform PMB.**

**Action 3.2 [redacted] to keep PMB members informed on 'Performance Improvement Framework' developments.**

**Action 4.1 [redacted] to confirm ES plans for publication of PLR alongside 2014 Literacy Report.**

**Action 4.3 [redacted] to present final communication and activity plans to PMB on 5<sup>th</sup> February.**

**Action 6.1 EAS to introduce operational step of requesting strategic agenda items for discussion at PMB.**

**Document 10 agenda item 2 – SSLN PMB meeting 20<sup>th</sup> November 2014**

**Key messages**

- The recruitment of sufficient numbers of Support Assessors was achieved through good collaboration between the SSLN team at SQA and Local Authority SSLN coordinators. Many of the recruited SAs were already performing lead roles in relation to literacy in their schools.
- The training experience was very well planned and supported by high quality resources and knowledgeable trainers. The face-to-face training was ‘book-ended’ with online elements that prepared SAs well for the training day and then engaged them in collaboration and support in the run-up to live assessment. The webinar was positively received by the SAs.
- The deployment of SAs to schools was a labour-intensive exercise for SQA’s SSLN team to balance the requirements of sample coverage with minimising the demands on individual SAs in terms of travel and time out of school.
- Some SAs found the process of contacting schools and agreeing a visit date more protracted and onerous than expected. The support of SQA’s SSLN team to help contact the recalcitrant schools and secure an appointment was much appreciated. Interestingly, school coordinators did not register any such difficulties!
- The SAs interviewed (22) all agreed that they embarked on their live assessments with a high level of confidence. The provision of assessment packs that included task descriptions, prompt cards and recording forms was much appreciated. The recording forms were straightforward to use and helped SAs arrive at well-founded judgements.
- It was not uncommon for SAs to encounter at least one school where the guidance provided by SQA’s SSLN team had not been fully understood by the school. This included the purpose of the SSLN itself, as well as the provision for sample pupils with ASN or EAL.
- At all stages of this process, the SAs found the support, help and guidance from SQA’s SSLN team to be of high quality. It was always effective, delivered promptly, and supportive.
- Some 40% of schools were unable to release a member of staff to be present during the group discussion assessments. Of those who took up the option to have a teacher present, almost all judged it to be beneficial. SAs also reported considerable levels of interest in the tasks and criteria at the post-assessment debrief that was offered to schools.
- The pupil judgements were recorded directly online by the SAs. The validation exercise conducted on this data identified some common data entry errors that will be addressed in future training. Almost all of these were resolved by cross-referencing other data sources, and the final participation rate for Listening and Talking is around 81% of the planned sample. This compares very favourably with the 38% participation rate for

Listening and Talking in 2012 and is in line with the 88% participation rate for Reading and Writing in 2012.

- There is a cadre of well-trained and experienced Support Assessors who might make further contributions to the development of literacy at local, regional and national levels. There is an improved methodology for scoring performance and making informed judgements about Listening and Talking in CfE. There are high quality resources, including video materials, to help build capacity in teachers across Scotland

## **Document 11 Additional paper – agenda item 6 – PMB meeting 20<sup>th</sup> November 2014**

### **SSLN PMB – Role of PMB**

This short note seeks to re-affirm the role and function of PMB going forward. For a range of reasons, there is some feeling that recent meetings have become rather operational, with limited discussion of more strategic issues, and are not providing the level and type of direction that is needed by the survey delivery partners as they carry out and develop the survey in the wider context of CfE.

The recent changes to SSLN governance and delivery structures were designed in part to ensure effective working activity and a clearer relationship and division of responsibilities and accountability between the groups and the survey partners sitting on them.

- The primary function of PMB is to “provide leadership, strategic direction and resources” through engagement with all key partners, with more operational issues being dealt with by the groups established beneath PMB. PMB is also ultimately accountable for ensuring that delivery is on track and that any necessary corrective action is taking place.
- PMB should have scope and ‘space’ to discuss substantial, project-level issues and future developments. This will require appropriate input to PMB from the Project Coordination Team (PCT) and other sub-groups, but also a notable degree of responsibility allocated to PCT and other sub-groups.
- To that end, delivery updates to PMB should be kept to a minimum to enable it to fulfil its role of ensuring that delivery in any specific year is on track, and preferably be by exception. The sub-groups should provide a steer to PMB on matters of significance that warrant PMB consideration or require a PMB decision.
- As the strategic direction of SSLN should be driven by all PMB members, so should the agenda items for discussion, and these should not be limited to current operational matters. Items should be sought from all members some time prior to the issue of papers for each meeting to allow time for discussion and papers to be prepared. It is likely that some strategic issues will feature regularly on meeting agendas as they will, by their nature, take time to work through and resolve.
- PMB, and its members, should seek to make wider connections to help place, and improve, the development and use of the SSLN in context.

**[redacted] (SQA)**  
**[redacted] (EAS)**



## SSLN Review – Assessment of CfE 3<sup>rd</sup> Level

This paper briefly sets out options around the appropriate secondary stage at which to assess CfE literacy and numeracy 3<sup>rd</sup> Level Experiences and Outcomes within the SSLN. It is based on a preliminary review of the options and associated issues by EAS and SQA. The considerations are largely from a statistical, administration and presentational point of view.

This paper is designed to prompt discussion and to enable PMB to advise on a preferred option.

CfE and assessment perspectives are largely not covered, but due consideration should rightly be given to these also.

### Option 1 – Assess 3<sup>rd</sup> Level at end of S3

#### *General*

- In CfE terms, 3<sup>rd</sup> level is defined as covering the years S1 – S3. The end of S3 is described as representing the end of ‘broad general education’. In terms of national monitoring, there is therefore logic to carrying out a survey at that point. *(However, as 4<sup>th</sup> level runs concurrently with 3<sup>rd</sup> level from S1-S3 and Senior Phase begins in S4, should end of S3 assessment include both 3<sup>rd</sup> and 4<sup>th</sup> level assessments? (see Option 3))*
- A potential further use of S3 SSLN data could be as a cohort measure to help inform setting of grade boundaries for National Qualifications.
- Consideration would have to be given to any impact that individual local authority/school structures might have. For example, it may be that some pupils have already made subject choices by S3. This however must be seen in the context of literacy and numeracy being the responsibility of all teachers. Advice from ADES would be useful on this point.

#### *Statistical*

- Moving to S3 stage would create a discontinuity in the data. This would negate the objective of reporting over time.
- If the survey moved from S2 to S3, the changeover would require the same cohort to be sampled in consecutive years, although not in the same curricular area. Consideration might be given to this point during sampling.

#### *Administration*

- SSLN assessment materials are set at a level, not a stage, and therefore the current (and future) 3<sup>rd</sup> level assessment materials (and cut scores) for both literacy and numeracy would continue to be fit for purpose.
- A shift of stage with no increase in the scale of the survey would have no foreseeable impact on the operational aspects of survey administration.

#### *Presentational/reputational*

- A fundamental change in the methodology such as this could raise concerns externally regarding:
  - The reliability of the previous 3<sup>rd</sup> level SSLN results based on S2 stage
  - The credibility of the survey overall



- A change would have to be communicated effectively to avoid confusion.

## **Option 2 – Expand assessment of 3<sup>rd</sup> level skills to both S2 and S3**

### *General*

- Would provide data on the progression of 3<sup>rd</sup> level skills throughout the latter stages of broad general education

### *Statistical*

- Would enable continued reporting over time (of S2-based results)
- Pupil samples at secondary schools would have to double (4,000 at both S2 and S3) to have enough data to continue to produce gender and deprivation breakdowns by stage
- Would impact on data validation and analysis workload of EAS

### *Administration*

- Would impact on workload of SQA. The current model is only scalable to a certain extent. Major changes to design or sample size would require a redesign of the model.
- Would impact cost of compliance for schools
- Increased burden on schools, especially for particular SSLN elements e.g. numeracy pupil-teacher interaction, group discussion

### *Presentational/reputational*

- Would have to carefully consider how to explain this model to stakeholders

## **Option 3 – Expand assessment of SSLN to include both 3<sup>rd</sup> and 4<sup>th</sup> level skills e.g. assess 2<sup>nd</sup> and 3<sup>rd</sup> level skills at S2 and 3<sup>rd</sup> and 4<sup>th</sup> level skills at S3**

### *General*

- This approach may well better reflect the ethos of CfE, that different learners progress at different rates

### *Statistical*

- Would enable continued reporting over time (of 3<sup>rd</sup> level S2-based assessments only)
- The sample size or length of assessment at S2 would have to increase in order to report at both 2<sup>nd</sup> and 3<sup>rd</sup> levels. Similarly, this sample size would also be required at S3.

### *Administration*

- Would impact on workload of SQA. The current model is only scalable to a certain extent. Major changes to design or sample size would require a redesign of the model
- New 4<sup>th</sup> level assessments and marking criteria would need to be developed for reading, writing, group discussion and numeracy assessments
- Would impact cost of compliance for schools
- Increased burden on schools, especially for particular SSLN elements e.g. numeracy pupil-teacher interaction, group discussion

### *Presentational/reputational*

- Would have to carefully consider how to explain this model to stakeholders

## **Option 4 – Continue with current model**

### *General*

- Leaving the methodology as it is would be reflective of the decision making process that was taken at the early SSLN design stages. Specifically:
  - To allow some distance between secondary SSLN assessment and national qualifications (reduce burden for schools and pupils)
  - Given S1-S3 covered 3<sup>rd</sup> and 4<sup>th</sup> levels, assessment at S2 fitted well with 3<sup>rd</sup> level.
  - Given S2 is over half way through 3<sup>rd</sup> and 4<sup>th</sup> levels, should survey also contain some 4<sup>th</sup> level tasks i.e. perhaps an assessment of only 3<sup>rd</sup> level tasks would not be challenging enough

### *Statistical*

- A third of S2 survey materials already include a proportion of 2<sup>nd</sup> level items:
  - Numeracy – 34% of S2 assessments are 2<sup>nd</sup> level items (since many applications of numeracy at 3<sup>rd</sup> level are based purely on 2<sup>nd</sup> level numeracy skills, items selected for the S2 booklets will be from both the 2<sup>nd</sup> level and 3<sup>rd</sup> level)
  - Literacy – 34% of S2 reading assessments are accounted for by marks that could be gained using 2<sup>nd</sup> level skills or by guessing (in the case of multiple choice questions).

### *Presentational/reputational*

- This option would not address the view that S2 is too early to assess 3<sup>rd</sup> level skills

## **EAS & SQA**

**November 2014**

### **Document 13 – agenda item 2 – SSLN PMB 20<sup>th</sup> November 2014 – Evaluation of the arrangements for the assessment of group discussion in SSLN 2014**

This 33 page document is attached separately as a PDF



SSLN\_Final\_Report\_1  
41111.pdf

### **Document 14 – agenda item 3 – SSLN PMB meeting 20<sup>th</sup> November 2014**

## **Scottish Survey of Literacy and Numeracy Review**

### **1. Introduction**

1. The primary objective of the SSLN is to monitor national performance in literacy and numeracy for school pupils in P4, P7 and S2 in alternate years and over time. To date, there

have been four survey cycles, with the results of two numeracy surveys and one literacy survey published and the results of the second literacy survey due to be published in spring 2015.

2. The current survey model is designed to report only at the national level, with breakdowns including gender, deprivation and curriculum organisers. However, recently there has been an appetite to investigate the feasibility of producing local authority level results, in order to produce results more relevant at a local level.

3. This paper aims to set out some of the issues and implications of altering the survey model to be able to report at a local authority level, with consideration given to the additional time, resources and costs that would be required.

## **2. Current survey design**

1. All mainstream schools are currently invited to participate in the SSLN and pupils are selected using a disproportionate stratified random sample, with a fixed number provided per school. The overall target of 4,000 pupils per stage is based on two pupils per stage in primary schools (P4 and P7) and twelve pupils at S2, with the aim of producing estimates with a margin of error of +/- 2 percentage points for the main national estimates.

2. This design has provided an effective sample size of around 10,000 to 11,000 pupils overall across the three stages for national reporting of numeracy or literacy reading in the published surveys. In literacy survey years, 50% of pupils also complete the writing element and 40% complete the group discussion element of the survey, meaning the sample sizes for these tasks are considerably smaller.

3. The survey design means the number of pupils sampled per local authority in the SSLN is dependent on the number of participating schools in each authority. For the 2013 numeracy survey, the number of pupils sampled in local authorities ranged from around 300 per stage in Highland and Glasgow City to around 100 per stage in twenty local authorities.

## **3. SSLN 2013 results by local authority**

1. The reliability of authority level reporting based on the current survey design was investigated by producing analysis of five LA examples from the 2013 numeracy results. These were Glasgow City, Highland, Fife, Stirling and West Dunbartonshire. Attainment results, as well as gender and deprivation breakdowns, were calculated for each of these authorities. The standard error was also calculated to provide a measure of the variation in the data, i.e. how each observation differs from the mean. The technical design document for the SSLN sets out the aim of producing estimates with a margin of error of +/- 2 percentage points for the main national estimates. Standard errors are used to produce confidence intervals, which show a range of values within which one can reasonably be confident the actual value would lie if all pupils were assessed.

2. The numbers of pupils who completed the assessments were smaller than the intended sample sizes across all authorities due to respondent attrition caused by absences, withdrawals and non-responding schools. In Glasgow City, which had the highest number of pupils who completed the survey, a total of 761 pupils completed the full suite of three numeracy assessments and were included in the final analysis (233 pupils at P4, 234 at P7 and 294 at S2).

3. When reporting overall attainment for Glasgow City and attainment by gender, the calculated standard errors for all stages were around three times higher than the equivalent errors in the Scotland level reporting and greater than the target error of +/- 2 percentage

points, meaning there is a higher level of variation in the data. This results in wider confidence intervals indicating a greater uncertainty around the attainment estimates, so reliable conclusions cannot be drawn from the data. When displaying attainment by deprivation category, the standard errors were considerably higher, with many categories showing a standard error greater than 8 percentage points as a result of the small number of pupils in the least and middle deprivation categories in each stage. Some results are included in Annex A.

4. The issue of small sample size was more evident when analysing results for the smaller local authorities of Stirling (212 pupils across the three stages) and West Dunbartonshire (185 pupils) respectively. The standard errors across all attainment results and breakdowns for these two authorities were high, with the deprivation breakdowns also leading to very small numbers of pupils in each category and very large errors.

5. Due to the sample sizes of the current survey model producing local authority estimates on this basis would result in estimates based on small numbers, particularly for the deprivation categories, and have large margins of errors. These estimates could not be considered reliable, and indeed are misleading, so would not be appropriate for publication or for authorities to use.

#### **4. Scottish Survey of Achievement (SSA) local authority reporting**

1. Between 2005 and 2008, the SSA provided local authority level reporting of pupil attainment in the written assessments. To reduce the burden of the survey in schools nationally, only half of the 32 local authorities were selected to provide samples for authority level reporting in 2005, with the other half being reported in 2006. Sample sizes of around 400-450 pupils per stage (P3, P5, P7, S2) were drawn in reporting authorities, with around 27,000 pupils completing assessments in each of these years.

2. For 2007 and 2008, the survey moved to an opt-in approach to receiving authority level reporting, with 22 and 20 authorities choosing to opt for this in each year respectively. For those authorities, samples sizes were aimed to be around 450 pupils per stage, with smaller samples taken from the non-reporting authorities. The overall intended sample size for these years was around 50,000, with the survey completed by just under 40,000 pupils in these years.

3. Authority level reports were produced to the same timescales as the national report; however the data analysis work was contracted out to Assessment Europe before being passed to EAS to produce the publication and tables. Local authority tables were published as part of the SSA supporting evidence documents with authority reports also provided directly to the respective LAs.

4. The SSA sample sizes, whilst much larger than the current SSLN samples, were not designed to be able to detect significant gender differences at authority level so gender breakdowns were displayed for information purposes only, with high standard error values. Publication of statistics such as these is potentially misleading and not advisable under the now published Code of Practice for Official Statistics. Increasing the scale of the survey in order to be able to improve the accuracy of local estimates was considered for the 2009 SSA. This would have resulted in a substantial increase in the sample size to around 1,000 to 2,000 pupils per stage per authority to reduce the margins for error. In some authorities it would have required all pupils to participate. However, it was decided that an increase in the sample of the magnitude required was not feasible as the perceived burden it would place on schools was judged to be unacceptable. There were also concerns that the scale of such a survey would be close to national testing. The decision was taken that the SSA 2009

would become a national only survey, and 13,000 pupils completed the survey across the four stages assessed with results only published at Scotland level.

5. If the SSLN was to start to produce local authority estimates, it would need to be considered as to whether this would be at the overall attainment level or whether it was required to detect significant differences in the gender and deprivation breakdowns. There would be cost and resource implications for either of the approaches. In addition it may not be possible to draw sample size large enough to produce robust estimates of the deprivation level breakdowns in the smaller authorities.

## **5. Considerations and implications of changing SSLN**

1. If the SSLN was to proceed with authority level reporting, in addition to the sample sizes issue discussed above, detailed consideration to a number of other factors would be required.

### **5.1 Survey Purpose**

1. Any move towards producing local authority level results would require a change in the underlying survey purpose as set out in the policy criteria document, which states that the survey 'will not report at local authority or school level where teacher-led assessment will continue to be the main means of assessing young people until the end of S3'. The implications of the change to this purpose would need to be considered as reporting local authority level data would likely lead to comparisons between authorities and possibly league tables. In addition, highlighted relative poor performance in a local authority may lead to reluctance from schools to engage with the survey if it is perceived that poor performance will lead to criticism.

2. Consideration would also need to be given to what use the authorities would make of the results. Whilst authority level reporting could be used to aid benchmarking against other local authorities or Scotland, it must be remembered that the SSLN reporting categories only refer to performance in the survey and are not meant to be used for general classroom reporting of performance.

#### **Main issue**

- **Changing SSLN to provide local authority data would require a considerable shift in the survey ethos.**

### **5.2 Survey model**

1. As the SSLN survey sample size and data collection model was created specifically to report national estimates, a major concern is that this is not the most appropriate model for producing authority level results and other models may need to be considered. There is a danger that simply scaling up the current model would at some point lead to issues in manageability, deliverability and school and local authority cooperation. However, any change in survey design may have implications for the comparability of the national results over time, which is a key feature of the current SSLN.

2. Any authority level reporting would need to be on an opt-in basis, where LAs agree to fund boosted samples to meet the requirements for reporting at that level. For some smaller local authorities opting in would result in providing samples close to a census of pupils at that stage with the time and resource implications this would cause.

3. If a scaled up version of the current model where all schools participate was assumed to be used then there would be work required to identify the minimum numbers threshold for a

school to be required to participate. Currently in primary stages this is set at two pupils, and five at S2, but if the sample size required from a school increased the minimum numbers required would also likely increase. As a result, there may be an increased proportion of schools in rural areas that would not have sufficient pupils to be required to participate. Omitting such schools could possibly bias the survey sample towards larger urban schools and impact on authority level reporting.

#### **Main issues**

- **Survey model only designed to report at national level and unlikely to be fully scalable.**
- **Smaller local authorities would need to provide a very high proportion of pupils in each stage for assessment.**

### **5.3 Survey Components**

1. Consideration would need to be given to whether all components of the surveys could feasibly be scaled up successfully as there would be challenges specific to numeracy and literacy due to the respective designs. The numeracy survey consists of two written booklets and a pupil teacher interaction, with the survey results consisting of an aggregation of marks from all three. Whilst, it may be realistically possible for a class to all complete written booklets at the same time, the pupil teacher interaction element would be more difficult for schools to organise and resource on a larger scale.

2. The reading component of literacy surveys consists of a written booklet and an online component. The online component has been problematic in some local authorities in both literacy survey years thus far, so increasing the sample size would likely lead to further access issues unless these LAs upgrade their IT infrastructure. SQA would also need to ensure that their server capacity could also cope with an increased demand for online activity. If it was decided that not all elements of the numeracy or reading were feasible at an authority level, then there would be an issue that the authority reporting would not be based on the same components as the national reporting and would not be on the basis of an assessment of the full suite of reading Experiences and Outcomes.

3. Collecting writing scripts for authority level reporting would result in extra work for teachers sourcing the examples and a substantial increase in number of scripts to be marked by SQA assessors. This would either require a greater number of assessors to be recruited and subsequently trained, or the same number of assessors marking a much larger amount of scripts with additional time required. For the 2014 survey, the timescales for marking and coding the writing data were extended due to the high level of processing required to scan and batch the scripts for assessors. A possible improvement to the process would be to request the writing scripts in a standardised format that could be readily scanned, which would allow the scanning work to be contracted out. However, this would place an additional burden on schools by requiring pupils to complete the writing in the correct format.

4. Group discussion would provide similar challenges to writing in that any increase in sample size would result in the need for additional support assessors to perform the assessments in schools, with the feasibility of recruiting more support assessors and the logistics of organising discussions for a greater number of pupils, likely to be challenging and a burden for schools.

5. Currently one additional pupil in each primary stage and two at S2 are involved in completing a survey pre-test, where items are trialled prior to use in future surveys. As the survey has an item release and replacement policy, where a small proportion of items are released after each survey cycle, it is important to be able to test these items and ensure

they work as expected. A larger sample size for the main survey would reduce the number of pupils available to be involved in the pre-test, particularly in small schools. A reduction in the ability to pre-test would potentially have a negative impact on the quality of items being added into future surveys.

6. The survey is currently conducted in schools between May and June each year. Completing any of the survey components on a larger scale would place a high burden on school resources, particularly at a time of year where schools are already within a busy assessment period,

7. Any larger pupil sample would also cause additional work for LA ScotXed Coordinators who would require a longer period to match pupil IDs to pupil names and issue these to schools. There would also be additional work involved in providing replacement samples to authorities as there would likely be an increase as a result of the larger samples.

#### **Main issues**

- **Components of the current survey would be very challenging for schools to complete on a larger scale particularly during an already busy assessment period.**
- **A significant increase in the number of writing assessors and group discussion support assessors would be required.**

#### **5.4 Task development/allocation**

1. Currently in the SSLN, there are a set number of tasks and booklet combinations in numeracy, reading and group discussion. Scaling up the number of pupils in the survey would result in greater exposure of these items and tasks than in the current SSLN design and could lead to challenges.

2. We would need to consider whether the current booklet allocation design of pupils in a school completing different combinations could be continued as in theory a larger schools could be exposed to all survey materials within a stage. This could compromise the security and integrity of the survey if schools are aware of the possible content.

3. The item release and replacement strategy may need to be broadened to replace a higher proportion of contents after each survey cycle. This would have implications for the time series element of the survey results and would also cost more time and money in task development work. Also, as previously mentioned, an increased sample size limits the ability to pre-test items alongside the main survey.

#### **Main issues**

- **A wider exposure of SSLN items and materials may compromise the security and integrity of the survey.**
- **The item release and replacement strategy may need to change, with a subsequent impact on the time series analysis.**

#### **5.5 Administration**

1. Printing and distribution of a larger number of assessment materials would need to be started earlier in the year to meet any increased sample. Larger storage facilities may be required to house and collate these materials.

2. As the assessment booklets are allocated to pupils using a spiral design, SQA have to manually pick the booklet combinations to provide to schools and a larger sample size would

result in this task taking significantly longer. SQA have previously checked whether this process could be automated but were informed it was too complex. This would impact on the allocation of numeracy and reading booklets and group discussion tasks which have to be sent to schools.

#### **Main issue**

- **Likely to be a significant increase in time take to collate booklet combinations for distribution.**

#### **5.6 Data coding and analysis**

1. Schools may require a longer timeframe to complete the survey if they have to provide larger sample sizes for assessment, particularly if they have to complete several components, so this may result in a later start to the coding process.

2. A higher number of booklets returned would result in more coders being required to process the data to be able to achieve timelines similar to the current survey cycle. This will result in increased training and associated costs for SQA, as well as potentially requiring a bigger office to host the coders.

3. The process of loading the data files into the EAS processing system would be extended as, with more data, the number of upload and subsequent validation errors would likely increase. This will result in considerably more work for SQA staff to manually check and correct these errors.

4. If EAS was to be handling larger datasets from the SSLN then more SQL knowledge would be required in the team to improve the resilience of the processing system. This is currently heavily reliant on an individual from the ScotXed team but it would be sensible for the SSLN team to have a team member with specialised SQL knowledge or a formal agreement with ScotXed around support. It would also be worth considering if any parts of the process could be automated to improve efficiency.

5. For authority level results, individual local authority based weights would need to be calculated by EAS. While the SAS code used to produce these weights would be broadly similar, this would require additional time to calculate for all 32 LAs. A rough estimate would be an additional 4 days' work for numeracy attainment data and 7 days for literacy attainment data (3 components to be calculated separately for each authority).

6. Overall, the time taken for SQA to code all the response data and for this to be received and uploaded by EAS would likely be significantly extended, even taking account of any additional staffing resources.

#### **Main issues**

- **Substantial increase in temporary staff would need to be recruited to code the assessment data, with associated training costs and resources.**
- **Validation checks of the data would increase in number and would take significantly longer and weighting process would need to change to calculate weights for each authority.**

#### **5.7 Report production**

1. The survey results are normally published about a year after the survey is sent to schools. Increasing the sample size to allow authority level reporting would increase the timeline



needed for the coding, validation, analysis and quality assurance parts of the process so it would be incredibly difficult to produce LA results to the same timescale.

2. However, publishing LA results separately later, and over a year later than first collected would impact on the relevance of the results.

#### **Main issue**

- **Producing LA results would make it very difficult to maintain the current timeline of publishing results within a year of the survey taking place.**

#### **5.8 Costs**

1. It is estimated that the current overall annual costs of the SSLN are around £1.7 million. This is split between funding SQA for administration of the survey, covering the cost of having support assessors in the 2014 literacy survey, EAS staffing costs and cost of compliance for schools participating in the survey.

2. SQA have provided rough estimates of possible costs based on increasing the sample size of the current survey model for indicative purposes only. In a numeracy survey, the biggest increases in cost would stem from the need to hire additional coders that would be required to code the larger amount of data and renting a suitable venue to use for the coding process. There would also be a substantial increase in staffing costs for the SQA team and the production of assessment materials amongst others.

3. For the literacy survey, the biggest increase in costs would relate to the assessment of writing scripts, as teachers are paid to perform this exercise, and providing compensation to schools for the release of support assessors for the group discussion assessments. Similar to numeracy, there would be additional costs related to hiring coding staff and venue, SQA staffing costs and also production of materials amongst others.

4. There would be an increase in EAS staffing costs in order to ensure the team had suitable staffing resources to cope with an increased survey. Finally, there would be a significant increase in the resource cost of completing the survey in schools, with more teachers required to supervise the completion of the surveys.

5. As costs would be highly dependent on the survey model selected and the sample size required to achieve the desired level of accuracy, it is not possible to provide a more accurate estimate of costs.

#### **Main issue**

- **Any move to local authority results would have substantial cost implications for SQA, EAS and schools.**

EAS

November 2014

#### **Annex A – Local authority SSLN 2013 results**

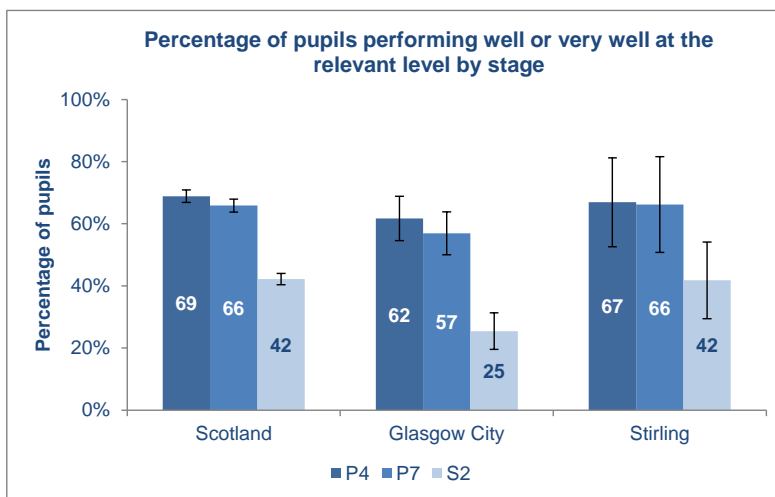
Some local authority results from the 2013 numeracy survey are provided below for illustrative purposes only. Overall attainment at each stage, defined as the percentage of pupils performing well or very well, is displayed for Scotland (as published in April 2014), Glasgow City and Stirling. The Scotland analysis is based on effective sample sizes of 3,411 pupils in P4, 3,460 in P7 and 3,690 in S2. Glasgow City was the local authority with the highest number of pupils completing the 2013 survey, with the results based on 233 pupils at

P4, 234 at P7 and 294 at S2. Stirling was chosen as an example of a smaller local authority, with results based on 74 pupils at P4, 67 at P7 and 71 at S2.

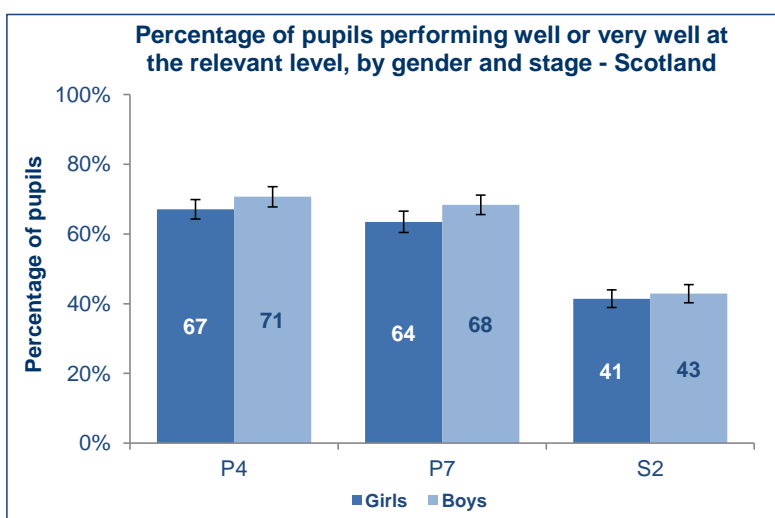
In section A1, the percentage of pupils performing well or very well at each stage is displayed for Scotland, Glasgow City and Stirling on the same chart. In sections A2 and A3, attainment by gender and by deprivation for Scotland, Glasgow City and Stirling are presented on separate charts.

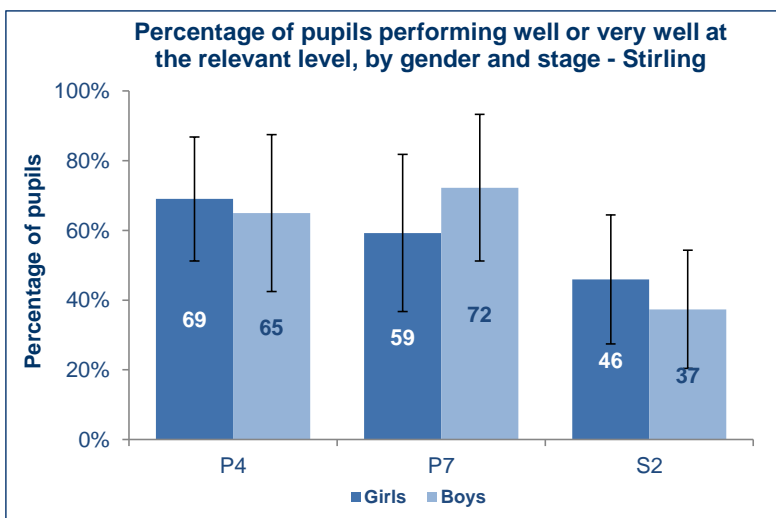
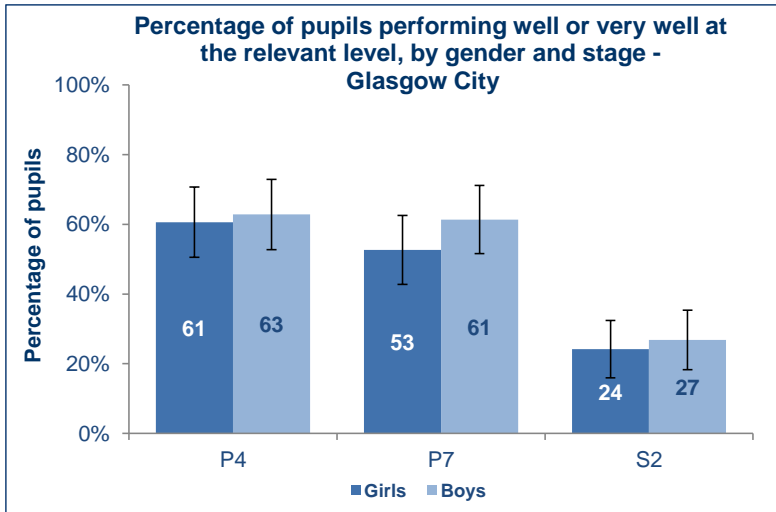
The results show the larger confidence intervals around the local authority estimates compared to the overall Scotland estimates. The uncertainty around the Glasgow City and Stirling increases in the gender and deprivation breakdowns, highlighting that reliable conclusions cannot be drawn from these data.

### A1 Overall attainment

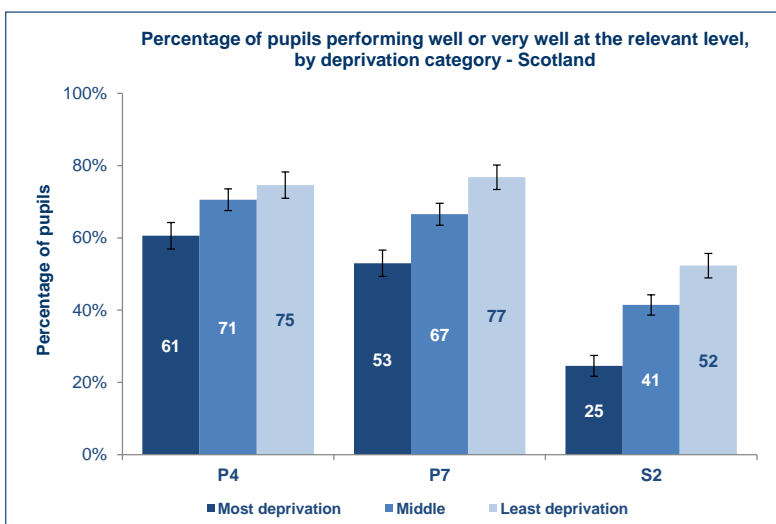


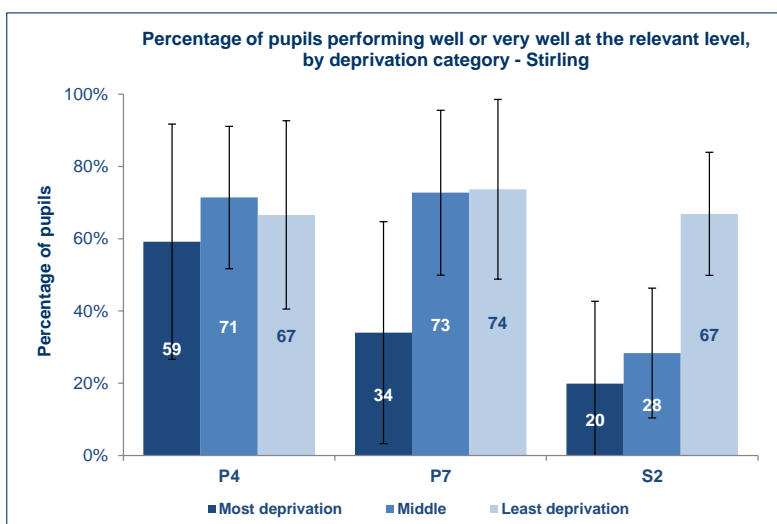
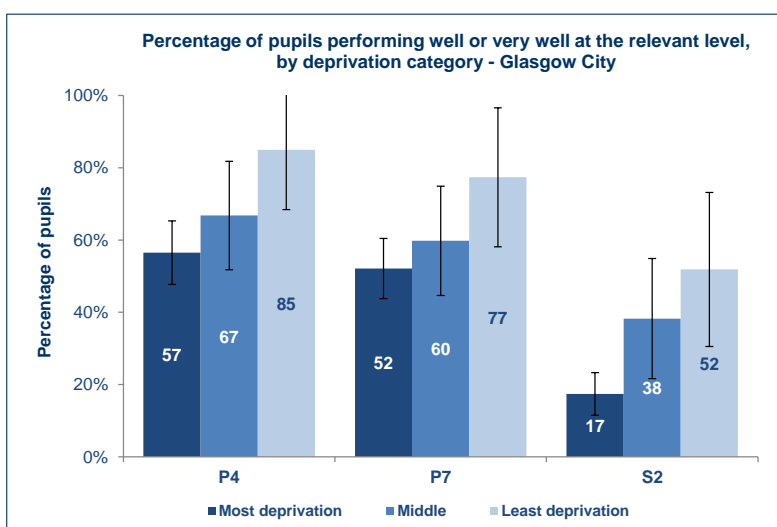
### A2 Attainment by gender





### A3 Attainment by deprivation category





## Annex B

### SSA 2009+

#### Local Authority Level Collection of Pre-NQ Attainment Data

#### Purpose

This paper sets out a number of issues relating to the collection of attainment information on pupils in the primary and early secondary prior to National Qualifications at the level of Local Authority. The paper sets out a potential strategy to address these. It is intended to compliment the development of single outcome agreements and to address the immediate concerns around the move to a national only survey in 2009.

#### Background

It has been agreed by the Cabinet Secretary that in 2009 the SSA will become a national only survey of pupil attainment. In previous years the SSA allowed reporting at authority level for a subgroup of LAs in each year. In each of 2005 and 2006 sixteen authorities were

selected covering all 32 across the two years. In 2007 and 2008 authorities chose to opt-in for local reporting if required.

The decision to collect national only data in 2009 is a result of two separate workstreams. The introduction of Curriculum for Excellence in 2010 required a review of the content and operation of the SSA to reflect the change in curriculum content and the increased emphasis on literacy and numeracy. In order to prepare for 2010 the cabinet secretary agreed that the 2009 survey would be kept to a minimum. In particular this meant reducing the sample size to free space for pre-testing new CfE based test material.

Following the election of the new administration the government has agreed a concordat with Local Authorities designed to free up local authorities to focus on their own priority areas within a national framework of outcomes without being constrained by overly prescriptive central government requirements. This led to the introduction of a set of local Single Outcome Agreements (SOA). These agreements between the government and each individual authority contain a set of performance indicators against which each authority will measure its success in achieving its local outcomes and its contribution to the overarching national outcomes. In each SOA authorities are expected to show year on year progress against agreed targets.

The implication for the SSA of the concordat was that in order to be included in the performance indicators the SSA would be required to detect year on year change in the levels of pupil attainment within each authority. To do this the sample size within each authority would need to be increased in order to increase the accuracy of the local attainment estimates. In order to achieve margins of error in the region of +/- 2 to 3 percentage points all schools would be required in most authorities and in the region of 1,000 to 2,000 pupils per stage would be required<sup>1</sup>. This is an increase from around 400 pupils in previous years giving margins of error in the region of +/- 8 points. In terms of the total roll, 1,000 pupils per authority would be approaching two thirds of the pupils available in a stage and in around a third of authorities it would require all pupils to be selected. In total over 120,000 pupils would be required for the SSA, more than doubling the scale of the largest SSA previously run, and leaving no additional capacity for pre-testing 2010 material.

## **Decision**

An increase in the scale of the SSA of the magnitude required was not acceptable as it would create an unacceptable burden on pupils, teachers and schools, it would not leave any capacity within the system for pre-testing 2010 material and it would bring the scale of the SSA close to being a national test along with the associated problems of this approach (i.e. teaching to the test, narrowing the curriculum, league tables)

It was decided therefore that for 2009 the SSA would be a national only survey.

However consideration must be given to whether central government should support the collection of pre-national qualification data at the local authority level and if so how this should be achieved.

## **Need for LA level pre-NQ attainment data**

During the drafting and agreement of the SOAs direct discussion with authorities on the specifics of the SSA has not taken place. SSA decisions were made on the basis of securing

---

<sup>1</sup> This is assuming a simple random sample of pupils within each authority meaning that all schools are likely to be included. Maintaining our existing two stage sampling approach would be less efficient as it would require almost all pupils to be included, and would most likely result in almost all schools being selected anyway.

the national survey with the assumption that the provision of local data would be addressed through the SOA process. The decision to move to a national only survey has not been consulted on with authorities.

Evidence from the draft SOAs produced by each authority shows a clear desire within the group of authorities to gather information at the local authority level on pre-NQ attainment. With the exception of the following specific authorities all have included local indicators related to (we assume) their own local collections of 5-14 data or some equivalent. The following authorities are notable exceptions;

- Dumfries & Galloway, East Dunbartonshire, Midlothian, Orkney, Borders – all have stated in their SOA that they will use the SSA to monitor pre-NQ attainment
- Argyll and Bute – have stated that attainment is not a local priority so have set no local indicator on pre-NQ attainment

Clearly there is a desire within the group of authorities to measure attainment amongst pupils prior to National Qualifications. This is supported by the relatively high uptake in 2007 and 2008 when 22 and 18 authorities respectively requested a boosted SSA sample to allow reporting at the LA level from the SSA

NB outcome three of the OECD report

Recommendation 3 - that the SSA be extended to all children throughout Scotland as a basis for negotiating resource and outcome agreements with local authorities and to enable improvements in schools to be measured at an individual and sub group level.

Issues

The following issues must be addressed relating to the collection of LA level attainment data pre-NQ

*ISSUE: LAs were not consulted on the decision to drop the option of authority level reporting for 2009*

*ISSUE: Clear desire for pre-NQ data in authorities that is not being addressed centrally*

*ISSUE: Five authorities are expecting to be able to use the SSA on an ongoing basis*

*ISSUE: One authority has chosen not collect anything on pre-NQ attainment*

*ISSUE: Authorities are still referring to 5-14 which will be replaced by 2010.*

## Annex C - SQA - Scottish Survey of Literacy and Numeracy: Cost Implications of increasing sample size

### Numeracy

Pupil Numbers	13000	20000	30000	40000
FTE	10.1	12.1	12.1	13.1

	£'000	£'000	£'000	£'000
Staffing costs	365	425	425	455
Other Staff costs & Expenses	8	10	10	10

Temp staff	117	180	270	360
Consultancy	10	10	10	10
Postage	36	36	54	54
Rel Comp/Attend Fees	41	41	41	41
Appointee Fees and Expenses	33	36	36	40
Assessment Materials	31	48	72	95
External Venues for coding	0	20	20	20
Contracted Out Services	20	20	30	30
Other	7	33	39	44
	<b>668</b>	<b>859</b>	<b>1,006</b>	<b>1,159</b>

### Assumptions

- For the costing model it is assumed that core content, model of assessment and nature of data capture for SSLN will remain unchanged from the existing model. However it is unlikely that the existing model is fully scaleable.
- It is assumed that the refresh rate for assessment tasks will remain at current levels.
- It is assumed that the sample size for pre-tests will remain at current numbers.
- It is assumed that staff can be accommodated within current offices. If this is not possible there may be additional costs e.g. office space planning, desks, pcs etc.
- Costings are based on the assumption that the current model for double coding continues. However this model is not likely to be scaleable as both the time required to complete and ensuring the quality of resulting data would become unmanageable.
- Storage/work space facilities are assumed to be available on site at SQA and at Newtongrange for distribution. If this is not available this will result in additional costs.
- It is assumed that all assessment material printing can be conducted in-house. There is a risk that this activity may need to go an external supplier if there is insufficient in-house capacity and there would be a subsequent increase to costs.
- It is assumed that coding will take a minimum six weeks over all scenarios and that the number of coders will increase to cover additional activity.
- It is assumed that accommodation will not be available in the SQA building to accommodate all temp staff for coding and that external accommodation will be required. It is assumed that the external accommodation will be fully equipped.
- It is assumed that postage costs will increase only after weight per school pack exceeds a certain level. It is expected that this will happen at 20k pupils.
- It is assumed that schools continue to support the survey without payment.
- A 3% contingency has been included for pupils numbers being 20k and above to cover additional unexpected costs.
- Inflation has not been included in the above costings.
- As we currently only claim for direct costs, corporate overhead has not been included in the above costings.

### Literacy

<b>Pupil Numbers</b>	<b>13000</b>	<b>20000</b>	<b>30000</b>	<b>40000</b>
<b>FTE</b>	<b>10.1</b>	<b>12.1</b>	<b>12.1</b>	<b>13.1</b>

	<b>£'000</b>	<b>£'000</b>	<b>£'000</b>	<b>£'000</b>
Staffing costs	365	425	425	455

Other Staff costs & Expenses	8	10	10	10
Temp staff	83	128	192	255
Consultancy	16	16	16	16
Postage	50	60	76	101
Rel Comp/Marking/Appoint Exps	145	223	335	446
Appointee Fees and Attend Fees	48	48	48	48
Assessment Materials	29	45	67	89
External Venues for coding	0	20	20	20
Scanning Costs	13	20	30	40
Contracted Out Services	21	21	32	42
Other	2	33	42	51
	<b>780</b>	<b>1,048</b>	<b>1,292</b>	<b>1,574</b>

#### Assumptions

- For the costing model it is assumed that core content, model of assessment and nature of data capture for SSLN will remain unchanged from the existing model. However it is unlikely that the existing model is fully scaleable.
- It is assumed that the refresh rate for assessment tasks will remain at current levels.
- It is assumed that the sample size for pre-tests will remain at current numbers.
- It is assumed that staff can be accommodated within current offices. If this is not possible there may be additional costs e.g. office space planning, desks, pcs etc.
- Costings are based on the assumption that the current model for double coding continues. However this model is not likely to be scaleable as both the time required to complete and ensuring the quality of resulting data would become unmanageable.
- Storage/work space facilities are assumed to be available on site at SQA and at Newtongrange for distribution. If this is not available this will result in additional costs.
- It is assumed that all assessment material printing can be conducted in-house. There is a risk that this activity may need to go an external supplier if there is insufficient in-house capacity and there would be a subsequent increase to costs.
- It is assumed that coding will take a minimum six weeks over all scenarios and that the number of coders will increase to cover additional activity.
- It is assumed that accommodation will not be available in the SQA building to accommodate all temp staff for coding and that external accommodation will be required. It is assumed that the external accommodation will be fully equipped.
- It is assumed that postage costs will increase only after weight per school pack exceeds a certain level. It is expected that this will happen at 20k pupils.
- It is assumed that schools continue to support the survey without payment.
- A 3% contingency has been included for pupils numbers being 20k and above to cover additional unexpected costs.
- Inflation has not been included in the above costings.
- As we currently only claim for direct costs, corporate overhead has not been included in the above costings.



## Document 15 – Agenda item 4.4 – SSLN PMB meeting 20<sup>th</sup> November 2014



29 page document attached separately.

## Document 16 – Agenda item 5.3 – SSLN PMB meeting 20<sup>th</sup> November 2014

### SSLN PMB, 20 November – Paper on Literacy and Numeracy Hubs

**Action 3.1 (10.9.14 PMB meeting)** – [redacted] to prepare brief summary on how links with the literacy and numeracy hubs (to Education Scotland's wider support for literacy and numeracy) are being made for PMB meeting on 20<sup>th</sup> November.

#### Background to the literacy and numeracy hubs

The Scottish Government has supported the development of five inter-authority **literacy hubs** in North Lanarkshire, Fife, Edinburgh, Highland and West Dunbartonshire; and six inter-authority **numeracy hubs** in Dumfries & Galloway, Glasgow, Midlothian, East Lothian, Angus and Moray. The literacy hubs were allocated a total of £495,997 from September 2012 to end June 2014; the numeracy hubs have thus far been allocated a total of £301,915 from October 2013 to end March 2015. Both the literacy and numeracy hubs continue to share with their partners successful approaches developed at local level to improve literacy or numeracy outcomes for children and young people.

#### Literacy Hubs

The Scottish Government's **Literacy Action Plan** (published 27 October 2010) signalled Ministers' commitment to a heightened, more targeted focus for improving literacy skills in Scotland through better co-ordination and partnership working focused on clear objectives. The Plan states clearly that improvements cannot be confined to a particular sector or point in the learning journey.

The Plan's overarching vision is to raise standards of literacy for all from the early years through to adulthood. **The Plan also highlighted the need for more strategic guidance for local authorities to support their planning and development of their own literacy improvement strategies which meet local priorities.** In line with this need, the Scottish Government has been supporting four local authorities - Edinburgh, Fife, North Lanarkshire and West Dunbartonshire – since August 2012 as literacy hubs to enable them to work with other authorities on developing local literacy strategies and plans in a systematic manner. A fifth Authority, Highland, were given a small amount of funding from September until end of December 2012, after which their hub work ended.

**The Scottish Government funded the literacy hubs until end of June 2014.** The four hub lead authorities are continuing to collaborate with partner authorities in some form or another in a self-sustaining manner.

An **ADES evaluation** of the impact of the literacy hubs, published in April 2014, found that the SG money had been well-used to support effective partnership working across authorities in areas such as pedagogy, evaluation, bespoke resource development, teacher and other staff CPD and intelligent use of assessment data. The Education Scotland Literacy Team is building the evaluation findings in to their ongoing work to support the system to improve local literacy strategies and literacy outcomes for young people.

## Numeracy Hubs

The **six numeracy hubs** – led by Angus, D&G, East Lothian, Glasgow, Midlothian and Moray – have been leading partnership working with their partner authorities since September 2013 to improve local numeracy strategies and numeracy outcomes for young people. SG Learning Directorate is continuing to fund the six numeracy hubs in 2014/15. Developments and progress are being shared in an ongoing manner through the National Numeracy Network and national level events such as the Scottish Learning Festival and other relevant conferences e.g. the Children in Scotland numeracy conference held in January 2014. Plans are in place with Education Scotland to develop a virtual national numeracy hub to be launched next spring. The existing numeracy hubs are centrally involved in its development (see section below for more details).

## Links between the hubs and Education Scotland's ongoing support for literacy and numeracy within the system

The work of the literacy and numeracy hubs is featured as part of ongoing support for local authorities provided through **Education Scotland's National Numeracy Network and National Literacy Network**. For example, the literacy hubs' work often features as part of the strategic discussion section of the standing agenda. This happened most recently at the 6 November NLN meeting in Dunblane when the hubs' 'success criteria' and ADES evaluation findings were shared and discussed during the pm strategic leads session as part of a presentation from the SG on progress with Literacy Action Plan commitments. Hub lead authorities in both networks have also made presentations at network meetings on the work and future plans of their hubs.

In addition to their featuring as part of National Numeracy Network sessions, ES and SG numeracy leads held two meetings with representatives from the six numeracy hubs in June and August this year to explore how we could work together to create and sustain a **virtual national numeracy hub**. The commitment to create such a virtual hub came about as a result of the second SSLN numeracy survey results, when Ministers committed to "expanding and accelerating the development of numeracy hubs" (SG press release 30.4.14). The virtual hub is now being developed, with two new Education Scotland Development Officers recruited to work specifically on its development. The DOs are currently visiting the hubs to film example of good practice which will then be used to populate the virtual hub. The hub will also contain advice and guidance, and CLPL materials, around effective numeracy pedagogy and approaches. This will include the new National Progression Framework for Numeracy currently in development.

The virtual hub is planned for **launch in early spring 2015**, with further materials and resources to be added from this date. Existing SG funding for the six numeracy hubs will end on 30 June 2015. The SG has committed to providing funding to Education Scotland to develop and maintain the virtual hub for 2014/15, 2015/16 and (provisionally, subject to Spending Review) 2016/17.

## Conclusion

PMB members are invited to note details of the links currently being made between the work of the SG-funded literacy and numeracy hubs and the wider support for literacy and numeracy that Education Scotland and other national partners are providing.

[redacted]

SG Learning Directorate, Curriculum Unit

12 November 2014

**Document 17 – Agenda for meeting 5<sup>th</sup> February 2015**

**SCOTTISH SURVEY OF LITERACY AND NUMERACY  
PROJECT MANAGEMENT BOARD  
THURSDAY 5<sup>th</sup> FEBRUARY 2015  
MEETING ROOM 2D 46  
10.00 am to 12.00 pm**

**AGENDA**

1. Welcome and apologies for absence
2. Minutes of last meeting (20<sup>th</sup> November) (enc)
3. Matters Arising
  - 3.1 Review of Action Log (enc)
  - 3.2 Review of Risk Register (enc)
4. SSLN Beyond 2016 (SQA)
5. What more can we learn from SSLN data? (SQA)
6. Inspections and SSLN listening and talking criteria (ES)
7. Feedback from ADES conference (LA results/NPF) (ADES)
8. 2013 (Numeracy)
  - 8.1 2013 Numeracy Professional Learning Resource update (ES)
9. 2014 (Literacy)
  - 9.1 2014 Delivery update (including 2012 revisions) (EAS/SQA) (enc)
  - 9.2 2014 Literacy Professional Learning Resource update (ES)
10. 2015 (Numeracy)
  - 10.1 Delivery update (SQA/EAS)
  - 10.2 Pupil and Teacher Questionnaire Review update (enc)
11. SSLN Communications
  - 11.1 Comms Activity Plan etc (A&Q) (enc)
  - 11.2 Scottish Learning Festival (ES)
12. Any other business
13. Date of next meeting & future meeting schedule (enc)

## Document 18

### MEETING OF THE SSLN PROJECT MANAGEMENT BOARD HELD ON 5<sup>th</sup> FEBRUARY 2015 IN 2D-46, VQ AT 10.00 AM

#### Present

Project Management Board:

[redacted], A&Q Unit (Chair)

[redacted], Curr Unit

Alan Milliken (ADES)

[redacted], ES (by phone)

[redacted], SQA

[redacted], EAS

Also attending:

[redacted], EAS

[redacted], EAS (Minutes)

[redacted], A&Q Unit

#### 1. Welcome & apologies for absence

1.1 The Chair welcomed everyone and introductions were made for the benefit of those not at the last meeting. [redacted] advised he retained responsibility for the SSLN following a recent restructure and assessment issues now fell under the remit of the 'Strategy and Performance Unit'. No apologies had been received.

#### 2. Minutes of last meeting

2.1 The minutes of 20<sup>th</sup> November were approved with the following amendments:  
Reword Action 2.2 to say "ES/SQA to develop proposal on feasibility of 2016 GD model including control group of classroom teachers facilitating the GD assessments."  
remove action 3.3

**Action 2.1** [redacted] to amend previous minutes & re circulate.

#### 3. Matters arising

3.1 Review of action log – The majority of items on-going, completed or on agenda and updates were provided as follows:

152/204/205 – on agenda

159 – [redacted] advised that EAS/SQA had been in discussion however, progress was slow due to difficulty with getting on agenda for National Literacy Network on 5<sup>th</sup> March.

[redacted] agreed to pursue with [redacted].

201 – completed & to be discussed on agenda (item 7)

202 – [redacted] advised that Education Scotland had submitted 'National Improvement Framework' proposals to gauge progress in significant aspects of learning to SG. [redacted] confirmed that advice was due to be submitted to Ministers this week. It was noted that collaboration on future direction would commence once the Cabinet Secretary approval was received. There was acknowledgement at the ADES Conference on 27<sup>th</sup> January that ES/SQA/SG and ADES were all involved. [redacted] noted that the HE sector also be included.

203 – remove

**Action 3.1 [redacted] to confirm with [redacted] position re agenda for National Literacy Network on 5<sup>th</sup> March.**

3.2 Review of Risk Register – it was noted that the Risk Register had been updated following comments at PMB on 20<sup>th</sup> November. No further comments were made.

**4. SSLN Beyond 2016**

4.1 [redacted] referred to discussion at previous PMB (20<sup>th</sup> Nov) for a more strategic focus to PMB meetings and for members to suggest issues for discussion. With that in mind, [redacted] had suggested that PMB give early consideration to the SSLN post 2016. [redacted] reminded members that the current rationale was to continue with the current survey model till 2016 at least. PMB had also endorsed a move towards more e:assessment to ensure the survey is up to date but that it still enables comparisons over time. It was noted that any change takes time to effectively embed and the length of time is dependent on the extent of change. It was acknowledged that, in principle, changes to assessments needed a two year lead in time. For example, any changes for 2017 should be discussed and agreed in 2015, developed and pre-tested in 2016, for delivery in 2017. Members were asked to consider options for the future development within the model of maintaining consistency. [redacted] noted that another important factor to be considered was presentational implications of changing the design, especially as PMB has previously agreed the USP of the SSLN, which is that it enables comparisons over time. It was noted that longer lead in times would be required if looking to introduce assessment of other curricular areas. [redacted] again referred to the forthcoming 'National Improvement Framework' and how the SSLN fits within it. Alan Milliken (AM) referred to the integrity of the SSLN and its value and purpose. [redacted] stressed that any change needs to be for the right reason and not to fit a requirement. It was noted that there was a lot of disconnected information and consequently a risk of the SSLN being eroded if the system did not understand its purpose and tried to gather information via the SSLN. After some discussion it was agreed to revisit at next meeting once more detail on the National Improvement Framework was available.

**Action 4.1 May PMB meeting to include an agenda item on SSLN beyond 2016.**

**5. What more can we learn from SSLN data**

5.1 [redacted] raised a further area for consideration. Members were asked to consider if greater use could/should be made of SSLN data beyond the headline reporting and development of PLRs. [redacted] advised that EAS had been having similar considerations and the team were due to meet in May to discuss the feasibility of additional analysis. AM noted that it was equally important to consider not just what we can learn from data but what can we do with it. [redacted] agreed, noting that Education Scotland can plan interventions and PLRs but there is no evidence of change until the next set of relevant results become available. AM noted the system has a responsibility to know how its performing, it is not for the SSLN to inform the system on its performance. [redacted] acknowledged there was scope to combine data across years and with other sources on pupils' strengths/weaknesses. It was noted that Ministers would have particular interest in data on the attainment of socio-economically disadvantaged groups. It was also acknowledged that the National Improvement Framework would help inform requirements. After some discussion it was agreed that EAS would present a paper to PMB in September.

**Action 5.1 EAS to provide paper on feasibility of additional SSLN data analysis at PMB on 10<sup>th</sup> September.**

## **6. Inspections and SSLN listening and talking criteria**

6.1 [redacted] referred to previous discussions as to whether the assessment criteria for listening and talking were aligned with that of the inspection process. This had resulted in a larger piece of work than originally envisaged with ES colleagues being commissioned to research and provide paper. [redacted] reported that there was a consistent read across with CfE experiences and outcomes and case studies were being drawn out. A final report would be available in March but [redacted] undertook to provide draft to PMB members on confidential basis.

**Action 6.1** [redacted] to email members copy of listening and talking report, post meeting.

## **7. Feedback from ADES conference**

7.1 AM provided feedback from ADES conference on 27<sup>th</sup> January. The focus was an ADES 2020 vision of the education system and their place in it. There was particular emphasis on improving the system and the need for a National Improvement Framework. It was noted that the SSLN formed part of broad national intelligence but that there lacked detail of attainment at establishment level. LA's were looking for comparative data and it was acknowledged that whilst LAs found INSIGHT useful the lack of comparative data in the broad general education was a deficit. Again it was noted that the SSLN should not be used to fit a need without careful consideration. It was acknowledged that PMB needed to be confident that the SSLN results were providing a national picture of what was actually happening at classroom level. [redacted] advised that ADES were involved in the development of the National Improvement Framework which will consider these issues. Members agreed that further discussions were required as details of the framework became available

## **8. 2013 (Numeracy)**

8.1 2013 Professional Learning Resource update – [redacted] referred to the 2013 PLR's published to date and that the Number and Number Process PLR was due to be published in March. The ES Numeracy Team were undertaking a series of road shows to publicise the Numeracy PLRs. The National Numeracy hub was due to be launched in May. [redacted] referred to ES plans not to produce a PLR following the Numeracy 2015 results. ES planned to issue physical postcards publicising the results and focus activity on working with authorities / practitioners to increase use made of existing materials rather than developing a new PLR. [redacted] sought clarification to this deviation from current plans. It was noted that if 2016 results were not as expected then a range of measures would be required including a PLR. AM highlighted the need to provide national reassurance to results, again noting that the SSLN should be a confirmation of actual practise. [redacted] noted that the National Numeracy Hub were a major national intervention which would be well placed to respond to the numeracy results in 2016. However, it was acknowledged that negative results may highlight that such measures had not made a difference. It was acknowledged that Education Scotland Inspections and interventions to support numeracy should highlight in advance any issues schools have with numeracy learning and teaching practice. Consideration of whether further support for schools and authorities is required will be made when the results are known.

## **9. 2014 Literacy**

9.1 2014 Delivery update – [redacted] provided verbal update to information in meeting paper 9.1 (see paper). [redacted] noted she has since had notification that the wider range of incorrect reading answers recorded may have been due to improved recording practices

by SQA data coders. [redacted] suggested that EAS would be made aware of other similar improvements to data management in future. PMB had no further comments.

9.2 2014 Literacy Professional Learning Resource update – [redacted] advised that ES planned to refresh the current Literacy PLR and to re-launch alongside the literacy report in April. [redacted] undertook to confirm the extent of the refresh with [redacted] and advise PMB accordingly.

**Action 9.2** [redacted] to confirm extent of Literacy PLR refresh and inform PMB.

## **10. 2015 Numeracy**

10.1 Delivery update – [redacted] and [redacted] confirmed that everything was on track for delivery of the 2015 survey.

10.2 Pupil and Teacher Questionnaire Review update – [redacted] referred to previous PMB discussions and QRG decisions regarding the pupil and teacher questionnaires. PMB were asked to note recent developments and next steps as set out in meeting paper 10.2. The review had recently been extended to include the following additional activity: user consultation on use made of questionnaire results and stakeholder engagement with policy colleagues with data requirements linked to literacy and numeracy attainment. [redacted] noted one omission from the paper which was planned consultation with partners on finalisation of all revised/new questions.

## **11. SSLN Communications**

11.1 Comms Activity Plan etc – [redacted] referred to the circulated Comms Plan, Activity Plan and Key Facts Sheet. [redacted] advised that the Activity Plan and Key Facts Sheet had recently been updated by [redacted] in EAS following comments from the Communications Group. PMB confirmed they were content with format. [redacted] advised that the fact sheet would be shared with literacy and numeracy reference groups for consultation and then issued by Education Scotland. AM noted the following needed to be reflected: the lessening link with the PLRs and the work being undertaken to support numeracy and literacy. Members were asked to submit any further comments to [redacted].

**Action 11.1** Comments on Comms Plan, Activity Plan or Fact Sheet to be submitted to [redacted].

11.2 Scottish Learning Festival – [redacted] advised that [redacted] was collaborating with SG colleagues on a joined up SSLN submission. [redacted] advised that [redacted] was liaising with [redacted] and [redacted] on the same matter.

## **12. Any other business**

12.1 [redacted] circulated papers relating to an attainment indicator in respect of the Child Poverty Strategy and undertook to email papers to members. PMB were asked to for views on the detail of the indicators proposed. Concerns were raised as to the legitimacy of using the SSLN data for this purpose. [redacted] noted that Ministers had made a commitment to include an attainment measure in the Child Poverty Strategy Annual Report and that there was internal policy agreement to use SSLN.

12.2 [redacted] informed PMB that advice had been submitted to Ministers on the 'Read, Write, Count' campaign which was due to commence in August 2015. [redacted] also informed PMB that work had started on the Standing Literacy Commission's final report on

the SG's Literacy Action Plan. He said that careful choreography would be needed vis-à-vis publication of the SSLN 2014 literacy results.

12.3 [redacted] asked members to consider if the pupil questionnaires should continue to be translated into Gaelic. He noted that very small uptake for Gaelic questionnaires and given the nature of translation questions may not be directly comparable. It was noted that this required further consideration and forthcoming Education Bill may determine if an on-going requirement.

### **13. Date of next meeting & future meeting schedule**

13.1 [redacted] referred to the proposed meeting schedule. PMB endorsed meeting dates from May 2015 to February 2016.

**Action 13.1** [redacted] to send PMB meeting requests as per agreed 2015/16 schedule.

#### **Summary of action points:**

**Action 2.1** [redacted] to amend previous minutes & re circulate.

**Action 3.1** [redacted] to confirm with [redacted] position re agenda for National Literacy Network on 5<sup>th</sup> March.

**Action 4.1** May PMB meeting to include an agenda item on SSLN beyond 2016.

**Action 5.1** EAS to provide paper on feasibility of additional SSLN data analysis at PMB on 10<sup>th</sup> September.

**Action 6.1** [redacted] to email members copy of listening and talking report, post meeting.

**Action 9.2** [redacted] to confirm extent of Literacy PLR refresh and inform PMB.

**Action 11.1** Comments on Comms Plan, Activity Plan or Fact Sheet to be submitted to [redacted].

**Action 13.1** [redacted] to send PMB meeting requests as per agreed 2015/16 schedule.

### **Document 19 – agenda item 9.1 – SSLN PMB – 5<sup>th</sup> February 2015**

#### **SSLN 2014 Delivery Update**

1. The SSLN 2014 (literacy) results will be published on 29<sup>th</sup> April 2015.

1.1. **Reading data** – final validation work is being carried out on the reading data. In terms of incorrect answers provided by some pupils there appears to be a wider range of wrong answers that are not *common* wrong answers. This will require further investigation to see if it is possible to explain the reasons behind this.

1.1.1. **Reading cut scores** – the cut score between the bottom two reporting categories (not at level and working within level) will remain the same as SSLN 2012. This is in line with the survey design policy that, even with item release and replacement, the overall assessment will be the same over time (i.e. replacing items on a like with like basis).

1.2. **Writing data** – final validation work on the writing data is being carried out which may include closer inspection of some individual scripts to verify marks.



- 1.3. **Group discussion data** – final validation of the group discussion data is being undertaken. There are fewer validation checks possible on this data due to differing methodologies from the previous survey, only one assessor judgement per pupil (writing has two or three) and inability to recheck source data (i.e. no reading assessment paper or writing script). These limitations were accepted as part of the 2014 model.
- 1.4. **Questionnaire data** – questionnaire analysis is underway and will include time series comparisons with two or more previous years' data.
- 1.5. **Report and tables** – in order to respond to user feedback, adhere to GSS guidance and EAS publication “house style”, there will be a few improvements to the report and supplementary tables including:
  - 1.5.1. Clearer explanation of statistical significance and confidence intervals at start of report
  - 1.5.2. Clearer executive summary and key findings highlighted at start of each chapter (e.g. <http://www.scotland.gov.uk/Resource/0046/00465732.pdf>)
  - 1.5.3. Improved contents page in supplementary tables and addition of background notes page to supplementary tables (e.g. <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/teachcenssuppdata/teachcensus2014>)
  - 1.5.4. Removal of standard errors from supplementary tables (moved to an annex) and addition of confidence intervals
  - 1.5.5. Addition of headline findings to supplementary tables (i.e. “working well/very well” for reading tables and “working well/very well/beyond” for writing and group discussion tables)

## 2. SSLN 2012 revisions

- 2.1. It is necessary to publish revisions to some SSLN 2012 data for two reasons:
  - 2.1.1. Gaelic reading data was not included in original published results
  - 2.1.2. Independent school pupil data were included in the “least deprived” category which is not necessarily correct and not in line with the approach taken with SSLN 2011 and 2013 data.
- 2.2. These revisions will result in small number of changes of small magnitude, specifically:
  - 2.2.1. Table 1.3 (reading data by gender – one small changes to one figure)
  - 2.2.2. Table 1.4 (reading data by deprivation – small changes to “least deprived” figures and one small change to one “middle group” figure)
  - 2.2.3. Table 1.7 (writing data by deprivation - small changes to “least deprived” figures).
- 2.3. All revised figures and explanatory text will be signposted appropriately.
- 2.4. On republishing the SSLN 2012 supplementary tables we will use the opportunity to publish additional pupil and teacher results which were not published at the time.

**EAS**  
**January 2015**

**Document 20 – agenda item 10.2 – SSLN PMB – meeting 5<sup>th</sup> February 2015**

**SSLN Pupil and Teacher Questionnaire Review**

1. This paper presents an update on the SSLN Pupil and Teacher Questionnaire Review, as first discussed at PMB in November 2012 and subsequent meetings thereafter. PMB are asked to note developments.

## **Background**

2. The Review originally consisted of:
  - a. SSLN Questionnaire Review Group activity developing new questions and identifying obsolete questions
  - b. Pre-testing new questions in SSLN 2014
  - c. Trialling delivery of the teacher questionnaire online

and was recently extended to include the following additional activity:

- d. User consultation on use made of questionnaire results
- e. Stakeholder engagement with policy colleagues with data requirements linked to literacy and numeracy attainment

## **Findings**

3. New pupil questionnaire questions were developed around the topics of behaviours and ICT. The pre-testing of the new questions was successful. All of the new questions will now be included in the 2015 pupil questionnaire in a modular format as proposed (see Annex A).
4. The questions identified as obsolete were teacher questionnaire questions on confidence in understanding and improving learning using CfE.
5. Given the continuation of the Behaviour in Scottish Schools Survey (BiSSS), there is now no need for the two teacher questions on behaviour originally proposed. The additions to the teacher questionnaire in SSLN 2015 will be pre-tested questions on parental support, schools' links with their local community and ICT.
6. The teacher questionnaire has now been online for two survey cycles. A decrease in response rate has been observed. This year we are trialling the use of a hard copy teacher questionnaire flyer to be circulated to all sampled teachers, personalised with questionnaire log in details and setting out the importance and use made of the data, in an effort to increase awareness of the questionnaire and, ultimately, response rate.
7. The user consultation on the use made of the pupil and teacher questionnaire results ended on Friday 16<sup>th</sup> January. 187 responses were received. Analysis of the data is in two stages:
  - a. A quick assessment of any proposals for new data requirements (which would need pre-tested in May 2015). This is complete and no new data requirements were identified.
  - b. A fuller analysis of results culminating in a report, due to be published in Summer 2015.
8. Alongside the online user consultation, stakeholder engagement with policy colleagues was undertaken to assess new data requirements in relation to the Read, Write, Count campaign and the Digital Learning strategy. New questions are being finalised and will be pre-tested in SSLN 2015.

## Next Steps

9. The next steps are as follows:
- Finalise new questions to be pre-tested in SSLN 2015 (Feb 2015)
  - Finalise content and format of teacher questionnaire flyer for sampled teachers (Feb 2015)
  - Full analysis and publication of user consultation findings report (summer 2015)

## EAS

January 2015

### Pupil Questionnaire – Proposed Module Structure

Following Questionnaire Review Group discussions and stakeholder engagement with policy colleagues, additional pupil questionnaire data requirements has been identified. Due to space limitations it was decided that the new questions would have to be modular.

There are 3 modules:

- Home – literacy and numeracy related activities outside of school. Includes Read, Write, Count data requirements.
- Behaviours and Environment – pupil behaviours and Responsible Citizen domain evidence. Includes data requirements from behaviour policy team, complementing BiSSS evidence.
- Technologies – literacy and numeracy activities using technology. Includes data requirements from Digital Learning and Teaching team.

There were a number of options on timing of the modules to consider:

- One module a year
- Two modules a year
- Three modules a year

One module a year was discounted as data pertaining to each module would only be collected every three years.

Three modules a year (i.e. a third of the pupil sample answer each module) was discounted as the sample size would be small. It would provide national level data but the statistical error would be large if results were to be presented by gender or deprivation.

Two modules a year (i.e. every module would be undertaken by half of the pupil sample in two out of three years) would provide a large enough sample to allow this information to be presented by gender or deprivation.

Sampling two modules every year means for every module, data is not gathered for one year out of three, as illustrated below:

School year	Assessment	Technologies	Behaviours	Home	Survey	Results
2014/15	Numeracy	✓	✓	-	2015 (May)	2016
2015/16	Literacy	✓	-	✓	2016 (May)	2017

2016/17	Numeracy	-	✓	✓	2017 (May)	2018
2017/18	Literacy	✓	✓	-	2018 (May)	2019

**P0010-00EB How often do you do these things outside of school?**

The Behaviours module has been scheduled to coincide with BiSSS 2016. The Home module (including Read, Write, Count questions) has been scheduled to provide a baseline for the evidence base which is P4 pupils that have not been part of the campaign.

Details of the questions for each module are below.

**Home Module**

- P0010-01EB I watch television and DVDs.  
 P0010-02EB I play computer games.  
 P0010-03EB I play or talk with friends.  
 P0010-04EB I do jobs at home.  
 P0010-05EB I play sports.  
 P0010-06EB I get involved in a group or a club in the area where I live.  
 P0010-07EL I read comics.  
 I read books that explain things (for example, books about your favourite sports person or animals).  
 P0010-09EL  
 P0010-10EL I read online (for example, web pages or blogs).  
 P0010-14EL I read a book or a comic for enjoyment.  
 P0010-15EN I use the internet.  
 P0010-16EN I do homework.  
 P0010-17EN I do puzzles.  
 P0010-18EN I do cooking/baking.  
 P0010-19EN I use money.  
 P0010-20EN I play a musical instrument.  
 I read a book using an electronic device (for example a kindle, a tablet or a smart phone).  
 P0010-21EN

**P4 only**

- P0010-08ELW I read stories or storybooks.

**P7 and S2 only**

- P0010-08ELW I read storybooks (novels).  
 P0010-22EL I read magazines or newspapers.  
 I read directions or instructions (for example, to learn how to play a game or download music).  
 P0010-13EL

	P4	P7	S2
Questions	18	20	20

**Behaviour and Environment Module**

**NP0012-00B How much do you agree with the following?**

- NP0012-01B Most pupils behave well in my class.  
 NP0012-02B I am often distracted from my work by other pupils talking or misbehaving.  
 NP0012-03B In school I am learning ways to help me get along with people.

**NP0013-00B If I don't understand what we are learning in class, I:**

- NP0013-01B Ask the teacher or classroom assistant.  
 NP0013-02B Ask another pupil to help me.  
 NP0013-03B Ask someone at home.  
 NP0013-04B Find out for myself (for example, by using the internet or a book).

- NP0014-00B How often are you included in making a decision in your class or school, for example through a class vote or a pupil council ?

**NP0015-00B** **During the current school year, have you and your class taken part in any of these activities?**

- NP0015-01B Activities related to the environment (for example, litter picking; a school allotment; an eco-garden)
- NP0015-02B Activities related to a charity (for example, Red Nose Day; Children in Need; volunteering)
- NP0015-03B Cultural activities (for example, theatre; music; cinema; Burn's Night)
- NP0015-04B Activities that involve interacting with members of your local area (for example, a gala day; school performances; Duke of Edinburgh Award)
- NP0015-05B Activities related to improving facilities for the local area (for example, parks; sports facilities)

**P4 only**

- NP0012-04BW Teachers in my school make it a friendly place to work.

**P7, S2 only**

- NP0012-04BW Teachers in my school create a friendly working environment.

	P4	P7	S2
Questions	14	14	14

**Technologies Module**

- NP0016-00B** **How often do you use computers or other electronic devices (for example, tablets) when completing the following activities?**
- NP0016-01B Homework
- NP0016-02L Literacy work
- NP0016-02N Numeracy work
- NP0016-03B Project work
- NP0016-04B Class tests

- NP0017-00B** **How confident are you when using a computer to do the following?**
- NP0017-01B To find out information or carry out research
- NP0017-04B To create tables, graphs and charts
- NP0017-03B To make a presentation

- NP0018-00B** **How much do you agree with the following?**
- NP0018-01B I enjoy doing school work on the computer/tablet.
- NP0018-02B I find working on a computer/tablet boring.
- NP0018-03B I usually do well in tasks when I use a computer/tablet.
- NP0018-04B I am just not good at completing tasks on the computer/tablet.

**P4 only**

- NP0017-02BW Typing work (for example stories, reports or project work)

**P7 and S2 only**

- NP0017-02B Typing work or editing work. (for example stories, reports or project work)

	P4	P7	S2
Questions	13	13	13

## Document 21 – agenda item 11.1 – SSLN PMB – 5<sup>th</sup> February 2015

### SSLN Communications Plan

October 2014 – September 2015

#### Background

- The Scottish Survey of Literacy and Numeracy (SSLN) is an annual national sample-based survey, involving all schools, monitoring performance in literacy and numeracy in alternate years, at P4, P7 and S2.
- A secondary purpose of the survey is to provide information which will inform improvements in learning and teaching and assessment. The first survey in numeracy took place in May 2011 and the first literacy survey took place in May 2012.
- The SSLN is aligned with assessment approaches for Curriculum for Excellence. The guidance for assessment for CfE is set out in *Assessment for Curriculum for Excellence: Strategic vision and key principles* published in September 2009 and *Building the Curriculum 5: A Framework for Assessment* in January 2010 and its supporting suite of publications.
- The SSLN Project Management Board (PMB) has the following membership of key partners: Scottish Government, Scottish Qualifications Authority, Education Scotland and ADES. The Board provides strategic direction on the development and implementation of the SSLN. Advice to the Board on the SSLN is provided by the SSLN Operational Project Team (OPT) whose membership includes SG, SQA and Education Scotland.

#### Partner roles

Scottish Government, Assessment and Qualifications Unit has policy responsibility for the focus and direction of the SSLN. Scottish Government, Education Analytical Services Division has key responsibility for the project management, design, analysis, delivery and reporting of the SSLN. SQA is responsible for the development of tasks and delivery of the SSLN, delivery of materials, data capture and administration of the survey. Education Scotland and SQA have joint responsibility for developing criteria for assessing literacy and numeracy at first, second and third level for the survey. Education Scotland has responsibility for developing professional learning resources based on analysis of the SSLN reports.

##### 1.1 Aim

The aim of the communications plan is to ensure that a wide range of audiences have a high awareness of the value of the SSLN, both the literacy and numeracy professional learning resources and a positive perception of the survey for their learning and teaching practice and are committed to participating in it.

##### 1.2 Objectives

- To raise awareness and understanding of the SSLN among the education community and ensure it has knowledge of how the SSLN supports CfE.

- Ensure consistency of all SSLN communications across the partner organisations to strengthen stakeholder understanding.
- Encourage all Local Authorities and schools to recognise the value of participating in the SSLN.

### 1.3 Key Messages

- The SSLN is aligned to CfE and supports assessment approaches and programmes to support raising attainment in literacy and numeracy.
- The purpose of the survey is to monitor national performance in literacy and numeracy at P4, P7 and S2 on an annual basis including over time. Another important purpose is to provide Professional Learning Resources that inform improvements in learning and teaching.
- Schools participation in this survey helps inform the development of key resources to support your learning and teaching practice.
- Young people's participation in this survey provides a national picture of literacy and numeracy, helping inform the development of resources to raise attainment.
- The SSLN is a sample survey which focuses on literacy and numeracy in alternate years.
- Schools from every local authority in Scotland are involved in the survey.
- Pupils from each school are randomly selected to take part by the Scottish Government's Education Analytical Services.
- To minimise the burden on schools, only three pupils are selected from P4 and two from P7. In secondary schools, up to fourteen pupils are selected from S2.
- Information is collected for statistical and research purposes only. The survey data is safe and secure and pupils' names, addresses or any other personal data are not collected.
- As the survey is designed to monitor performance at a national level, no information on individual pupils, schools or local authorities is reported.
- The SSLN does not reflect all of the richness of assessment approaches, which teaching staff do daily as part of learning and teaching.
- Pupil and teacher questionnaires are included as part of the survey and gather information including pupil attitudes and experience in class and teachers experience of delivering numeracy across the curriculum.



## 1.4 Key Communication Channels

*Channels available to us through each partner and other organisations*

<p><b>SQA channels:</b></p> <ul style="list-style-type: none"> <li>• SQA Website</li> <li>• SQA monthly e-newsletter</li> <li>• SQA weekly Centre News (targeted to SQA Co-ordinators)</li> <li>• SQA internal channels</li> </ul> <p><u>Social Media:</u></p> <ul style="list-style-type: none"> <li>• SQA Twitter</li> <li>• SQA Facebook</li> </ul>	<p><b>Education Scotland channels:</b></p> <ul style="list-style-type: none"> <li>• Education Scotland website</li> <li>• Today's news</li> <li>• CfE Implementation bulletin</li> <li>• Education News Digest</li> <li>• SSLN website</li> <li>• Education Scotland e-cards</li> <li>• Education Scotland internal channels</li> <li>• EA Forums</li> <li>• Numeracy Hubs</li> <li>• Literacy Hubs</li> </ul> <p><u>Social Media:</u></p> <ul style="list-style-type: none"> <li>• Education Scotland Facebook</li> <li>• Education Scotland Twitter</li> </ul>
<p><b>Scottish Government channels:</b></p> <ul style="list-style-type: none"> <li>• Scottish Government website</li> <li>• Learning Update</li> <li>• Engage for Education website</li> <li>• Scottish Government internal channels</li> </ul>	<p><b>Face-to-face channels</b></p> <ul style="list-style-type: none"> <li>• Education Scotland education teams</li> <li>• Education Scotland Area Liaison Officers</li> <li>• Education Scotland Inspectors</li> <li>• SQA Curriculum for Excellence Liaison Team</li> <li>• SQA BDCS Team</li> <li>• CfE events/literature</li> <li>• Engagement events</li> <li>• Scottish Learning Festival</li> <li>• National Numeracy Network</li> <li>• National Literacy Network</li> <li>• NPFS online newsletter</li> <li>• Parentzone Scotland</li> </ul>
<p><b>Press and media:</b></p> <ul style="list-style-type: none"> <li>• TESS</li> <li>• Herald</li> <li>• Scotsman</li> <li>• BBC Scotland</li> <li>• Local radio</li> <li>• STV</li> <li>• All Scottish regional and local press</li> <li>• Specialist press where appropriate</li> </ul>	<p><b>Professional journals:</b></p> <ul style="list-style-type: none"> <li>• Teaching Scotland (GTCS magazine)</li> <li>• SEJ (EIS journal)</li> <li>• Sec Ed</li> <li>• Education Scotland Connected magazine</li> <li>• Broadcast (Scotland's Colleges magazine)</li> <li>• Ed Exec</li> </ul>

Survey Milestones

2014/15

**September 2014**

- **Numeracy Professional Learning Resources published**

#### October 2014

- invitations to schools to participate in May 2015 numeracy survey

#### March 2015

- Numeracy Professional Learning Resource published
- Initial guidance sent to schools and information sent to parents on the May 2015 numeracy survey

#### April 2015

- 29 April 2015 literacy report published
- initial information on the literacy learning and teaching resources published
- numeracy assessment materials sent to schools

#### May 2015

- 2015 numeracy survey takes place
- 2015 literacy pre-test takes place

SSLN COMMUNICATIONS ACTIVITY PLAN 2014/15					
<p>Routine survey activity <input type="checkbox"/> Additional communication activity <input type="checkbox"/></p> <p>Ownership key - Education Scotland (ES), Scottish Government Assessment &amp; Qualifications Unit (SG; A&amp;Q)</p> <p>Scottish Government Education Analytical Services (SG; EAS), Scottish Qualifications Authority (SQA)</p>					
OCTOBER 2014					
Aim	Date	Action	Audience	Ownership	Completion date
Promote Numeracy PLR	06/10/14	<p>Include PLR links via Education Scotland:</p> <ul style="list-style-type: none"> <li>• social channels</li> <li>• news channels</li> <li>• e-card</li> </ul>	Practitioners	ES	On-going
Encourage local authorities to maximise the potential of GTCS registered practitioners	06/10/14	<p>Include message in Education Scotland</p> <ul style="list-style-type: none"> <li>• e-card</li> <li>• social channels</li> </ul>	Local authorities and practitioners	ES	1/11/14
Raise awareness of SSLN 2015 registration	06/10/14	Issue letters to all Directors of	Local authorities	SG: EAS	

		<i>Education</i>			
	10/10/14	<i>Issue letters to all Scottish primary and secondary schools</i>	<i>Practitioners</i>	<i>SG: EAS / SQA</i>	
	27/10/14	Education Scotland news and social channels	Practitioners	ES	
SSLN activity update	29/10/14	Numeracy Reference Group	Practitioners	All	
Promote Numeracy PLR and SSLN 2015 registration	31/10/14	SQA include messages in: <ul style="list-style-type: none"> <li>• SQA e-newsletter</li> <li>• social channels</li> <li>• retweet ES content</li> </ul>	Practitioners	SQA	On-going
<b>NOVEMBER 2014</b>					
<b>Aim</b>	<b>Date</b>	<b>Action</b>	<b>Audience</b>	<b>Ownership</b>	<b>Completion date</b>
Promote 2015 Numeracy Survey to schools. Encourage use of GTCS practitioners	03/11/14	Include message on use of GTCS practitioners in CfE Implementation e-bulletin	<i>All Stakeholders</i>	<i>All</i>	On-going
<i>SSLN activity update</i>	04/11/14	<i>Provide update on SSLN activity at National Numeracy Network meeting</i>	<i>Shareholders with key interest in numeracy</i>	<i>ES</i>	4/11/14
	27/11/14	<i>Provide update on SSLN activity at Literacy Reference Group meeting</i>	<i>Shareholders with key interest in literacy</i>	<i>ES</i>	27/11/14
Inform CAQ Network of recent SSLN developments	07/11/14	Update briefing for ADES CAQ Network with details of letters to Directors and GTCS recognition	ADES	SG: A&Q	11/14
Highlight registration for the 2015 Numeracy survey opening (open for two weeks)	7/11/14	Promote registration through :	Practitioners	ES / SQA	7/11/14

		<ul style="list-style-type: none"> <li>Education Scotland news and social media channels</li> <li>SQA news and social channels</li> </ul>			
Inform EA Forum of recent SSLN developments	11/11/14	Provide update on SSLN activity at EA Forum	Local authorities	ES/SQA	11/11/14
<b>JANUARY 2015</b>					
SSLN activity update	15/01/15	Provide update on SSLN activity at National Numeracy Network meeting	Shareholders with key interest in numeracy	ES	
<b>FEBRUARY 2015</b>					
<b>Aim</b>	<b>Date</b>	<b>Action</b>	<b>Audience</b>	<b>Ownership</b>	<b>Completion date</b>
Highlight call for Scottish Learning Festival submissions (closing date 27 <sup>th</sup> Feb)	02/02/15	Co-ordinate SSLN submissions for Scottish Learning Festival sessions	All SSLN partners	SG / ES / SQA	
<i>Promote SSLN 2015 and PLRs at Education Scotland Numeracy roadshows</i>	<i>24/02/15 (multiple dates in Feb/March)</i>	<i>Promote the survey and learning resources at numeracy roadshows</i>	<i>Key stakeholders with an interest in numeracy</i>	<i>ES</i>	
<b>MARCH 2015</b>					
<b>Aim</b>	<b>Date</b>	<b>Action</b>	<b>Audience</b>	<b>Ownership</b>	<b>Completion date</b>
Promote 2015 Numeracy Survey	01/03/15	<i>Distribute initial guidance, letters and information leaflets</i>	<i>Practitioners and parents</i>	SQA	
	01/03/15	Ensure SSLN information is updated on Parentzone	Parents	ES	
<i>Promote latest Numeracy PLR</i>	<i>TBC</i>	<i>Include PLR links via Education</i>	<i>Practitioners</i>	<i>ES / SQA</i>	

		<i>Scotland and SQA:</i> <ul style="list-style-type: none"> <li>• <i>social channels (both)</i></li> <li>• <i>news channels (both)</i></li> <li>• <i>e-card (ES)</i></li> </ul>			
<i>Inform EA Forum of recent SSLN developments</i>	<i>2/03/15</i>	<i>Provide update on SSLN activity at EA Forum</i>	<i>Local authorities</i>	<i>ES/SQA</i>	
<b>APRIL 2015</b>					
<b>Aim</b>	<b>Date</b>	<b>Action</b>	<b>Audience</b>	<b>Ownership</b>	<b>Completion date</b>
Promote the publication of the 2014 literacy report and the Literacy PLR	TBC	Produce press release and send messages through all relevant and available Scottish Government, Education Scotland and SQA communication channels	All stakeholders	SG / ES / SQA	
<b>MAY 2015</b>					
<b>Aim</b>	<b>Date</b>	<b>Action</b>	<b>Audience</b>	<b>Ownership</b>	<b>Completion date</b>
Highlight closing date for returning materials to SQA	Mid-May	Send messages through SQA and Education Scotland: <ul style="list-style-type: none"> <li>• social channels (both)</li> <li>• news channels (both)</li> </ul>	Local authorities and practitioners	SQA / ES	
<b>SEPTEMBER 2015</b>					
<b>Aim</b>	<b>Date</b>	<b>Action</b>	<b>Audience</b>	<b>Ownership</b>	<b>Completion date</b>
Promote SSLN at Scottish Learning Festival 2015	23/09/15	Ensure consistent messages given at SSLN sessions	Local authorities and practitioners	SG / ES / SQA	

			rs		
--	--	--	----	--	--

**Document 22 – agenda item 13 – SSLN PMB – 5<sup>th</sup> February 2015**

**Scottish Survey of Literacy and Numeracy  
Proposed SSLN Meetings for 2015/16**

	<b>SSLN Project Management Board</b>	<b>SSLN Project Coordination Team</b>	<b>SSLN Survey Delivery Group</b>	<b>SSLN Reference Groups (to be scheduled)</b>	<b>SSLN Communication Group</b>
<b>2015</b>	<b>28th May 10.00 – 12.00</b>	<b>13th May 10.00 am – 12.00</b>	<b>6th May 10.00-11.30 am</b>		
			<b>3rd June 10.00-11.30</b>		
			<b>1<sup>st</sup> July 10- 11.30</b>		
		<b>26<sup>th</sup> August 10.00 am – 12.00</b>	<b>5<sup>th</sup> August 10.00-11.30 am</b>		
	<b>10<sup>th</sup> September 10.00 – 12.00</b>		<b>2nd September 10.00 – 11.30 am</b>		
		<b>28<sup>th</sup> October 10.00 – 12.00</b>	<b>7<sup>th</sup> October 10.00 – 11.30 am</b>		
	<b>26<sup>th</sup> November 10.00 – 12.00</b>		<b>4<sup>th</sup> November 10.00- 11.30</b>		
			<b>2<sup>nd</sup> December 10.00 – 11.30</b>		
<b>2016</b>		<b>27th January 10.00 – 12.00</b>	<b>13<sup>th</sup> January 10.00 – 11.30</b>		
	<b>4<sup>th</sup> February 10.00 – 12.00</b>		<b>3rd February 10.00 – 11.30</b>		
		<b>16th March 10.00 – 12.00</b>	<b>2<sup>nd</sup> March 10.00 – 11.30</b>		
			<b>6th April 10.00 – 11.30</b>		

**SCOTTISH SURVEY OF LITERACY AND NUMERACY  
PROJECT MANAGEMENT BOARD  
WEDNESDAY 1<sup>st</sup> JULY 2015  
MEETING ROOM 2D 46  
10.00 am to 12.00 pm**

**AGENDA**

1. Welcome and apologies for absence
2. Minutes of last meeting (5<sup>th</sup> February) (enc)
3. Matters Arising
  - 3.1 Review of Action Log (enc)
  - 3.2 Review of Risk Register (enc)
4. 2014 Literacy Report – publication (EAS) ([www.gov.scot/Publications/2015/04/7639](http://www.gov.scot/Publications/2015/04/7639))
  - 4.1 Policy activity following publication (CU)
5. 3- 18 Literacy and English Review and Standard Literacy Commission reports (CU)
6. SSLN and the National Improvement Framework (ES/S&P)
7. e:assessment paper (SQA) (to follow)
8. SSLN Group Structure update
  - 8.1 SSLN Communications Group (EAS) (enc)
  - 8.2 PCT name and remit (EAS) (enc)
  - 8.3 SSLN Questionnaire Action Group (EAS)
9. PLR and related activity
  - 9.1 SSLN Numeracy Roadshows – update (ES)
  - 9.2 2014 Literacy Professional Learning Resource plans (ES)
10. 2015 (Numeracy)
  - 10.1 Delivery update (SQA)
  - 10.2 Numeracy Design Document (EAS) (enc)
11. Any other business
12. Date of next meeting -10<sup>th</sup> Sept

**MEETING OF THE SSLN PROJECT MANAGEMENT BOARD  
HELD ON 1<sup>st</sup> JULY 2015 IN CONFERENCE ROOM 12, VQ AT 10.00 AM**

**Present**

Project Management Board:

[redacted], SAP Unit (Chair)  
[redacted], ADES  
[redacted], ES (by phone)  
[redacted], Curr Unit  
[redacted], SQA  
[redacted], EAS

Also attending:

[redacted], EAS  
[redacted], EAS (Minutes)

**1. Welcome & apologies for absence**

1.1 The Chair welcomed everyone and apologised for the late cancellation of the meeting on 28<sup>th</sup> May. [redacted] was attending on behalf of [redacted] and [redacted] was representing Education Scotland. Introductions were made for their benefit.

**2. Minutes of last meeting**

2.1 The minutes of 5<sup>th</sup> February were approved with the following amendments:  
9.1. amend to read 'may have been due' rather than 'were due' to improved recording practices'  
12.3 to make clear that concerns related not only uptake of Gaelic questionnaires but that the questions are directly comparable given the nature of translation.

**Action 2.1** [redacted] to amend previous minutes & recirculate.

**3. Matters arising**

3.1 Review of action log – The majority of items completed or on agenda and updates provided as follows:

159 – [redacted] advised that this had not progressed but SQA were happy to take forward with SDG / Reference Groups.

202 – to be covered under item 6.

210 – In progress – [redacted] advised that due to reallocation of resources given current priorities further progress was to be made over the summer.

3.2 Review of risk register – [redacted] referred to the recent refresh of the risk register advising that it no longer complied with recommended SG format. However, given context of pending discussions on the SSLN and the National Improvement Framework it was decided to review prior to next meeting on 10<sup>th</sup> September.

[redacted] suggested that risk 5 'Schools do not participate in the SSLN' was no longer relevant as schools are engaged with, to date, 96% of packs returned for the 2015 survey.



[redacted] enquired as to the relevance of risk 4 'LA's, Schools (including) independents do not understand the value of the SSLN'. [redacted] suggested that the recent literacy results and media coverage had heightened awareness however the SSLN was not always viewed positively. [redacted] noted that there was now an increased awareness within schools and was viewed as part of the annual assessment cycle. Alan Milliken (AM) noted that there remained a gap in awareness of what schools got back from the SSLN due to results being neutralised at a national level. The group agreed to keep the risk on the register.

[redacted] noted that a full discussion on the risk register should be on the agenda for 10<sup>th</sup> September.

**Action 3.2 EAS/SAP to review and re-draft risk register prior to PMB on 10<sup>th</sup> September.**

**Action 3.3 [redacted] to include review of risk register on next PMB agenda (10<sup>th</sup> September)**

#### **4. 2014 Literacy Report**

[redacted] provided a brief summary of the main results and confirmed that the 2014 S2 cohort was the 2012 P7 cohort but not the same sample of pupils, following enquiry from [redacted]

4.1 Policy activity following publication – [redacted] advised of significant reaction including parliamentary activity. This included a Labour debate on the economy on 20<sup>th</sup> May where the motion included reference to pupils' literacy and numeracy skills on the economy. There was also an 'Equity and Excellence in Education' debate on 26<sup>th</sup> May which was meant to focus on report by Standing Literacy Commission (SLC) but had consequently broadened out to include attainment. [redacted] advised that the SG Press Release to accompany the publication of the SLC report focussed on action already taken by SG such as: The Attainment Challenge; Raising Attainment for All (RAFA); Read, Write Count (RWC) Campaign and POLAAR. However it was noted that the SSLN results led Cab Sec and FM to request action to improve standards.

[redacted] referred to the ES report on 3-18 Literacy and English Review and the Standing Literacy Commission report which were published on 23<sup>rd</sup> April and that provided a slightly different picture and therefore resulted in some mixed messages for Ministers. The media mainly focussed on the SSLN results. A paper had been prepared for Cab Sec to discuss actions around literacy with FM. Consequently, it had raised the importance of performance measurement in schools, especially during the Broad General Education (BGE).

[redacted] referred to £1.5 million being allocated to the (RWC) campaign which will be based on the Bookbug principles from P1-P3. Its aim is to promote early intervention in reading and SG are working with the Scottish Book Trust. Individual books would be provided to P1 pupils but it was envisaged that a pack of books would be provided for class libraries in P2/3. The packs would also include books in Gaelic, as well as modern languages in terms of 1+2 model. There would also be an emphasis on counting and numeracy related activity at home.

[redacted] again highlighted this had been a period of heightened activity and sought comments. AM stressed the importance of making a real change and not just focussing on activity that is seen publicly. He noted that class libraries already exist therefore it was debateable what the provision of further books would do to increase reading attainment. He acknowledged that books were a way in but more needed to be done in terms of professional challenge and funds could be better spent. He emphasised the importance of a change of mind-set leading to the necessary action. AM suggested profiling actions rather

than support. [redacted] referred to difficulty if the 2015 numeracy results were poor given varying announcements and funding provisions despite the lengthy timescales to bring about change, especially in an education context. AM offered to support discussions from an ADES perspective.

[redacted] referred to discussions with GTCS and universities regarding how Initial Teacher Education covers the teaching of literacy and numeracy.

## **5. 3-18 Literacy and English Review and Standing Literacy Commission Reports**

5.1 Further to the above [redacted] provided a brief update on the publication of both reports on 23<sup>rd</sup> April 2015. It acknowledged that progress was required at all levels and literacy and numeracy were the fundamentals of any school improvement plan. Education Scotland's 3-18 Literacy and English Review was also published on 23<sup>rd</sup> April.

## **6. SSLN and the National Improvement Framework**

6.1 [redacted] stated that the publication of the SSLN results focussed minds of Ministers that there was a need for information on progress across the Broad General Education (BGE). The principle of a National Improvement Framework had been around for a while and had been discussed at PMB. Discussions had since been held with Ministers in May in terms of what could be developed and by when. It was widely acknowledged that schools know where their pupils are in terms of CfE levels but there is not necessarily national consistency in terms of assessments applied etc. and no current central collation of such information. [redacted] stressed that, as yet, there was no clear decision from Ministers on what the National Improvement Framework would look like and when it would be implemented. However, he did stress that Ministers would like to have a framework in place as soon as practicable. A core group had been established to take the Framework forward. An initial meeting had been held in early June with a further meeting with stakeholders a couple of weeks later. [redacted] referred to concerns regarding standardised testing and its role within CfE. [redacted] advised that FM had responded quickly to advice submitted in mid-June and subsequently further detailed advice was being prepared.

AM referred to the importance of health and wellbeing in reducing the equity gap and, along with readiness to learn, being critical to success in all curricular areas. He noted that health and wellbeing should be at the forefront, alongside literacy and numeracy. He also stressed the need to know what we are measuring and for what purpose to ensure value to the education system. Again there was discussion on the need to make a real difference and not just initiatives. Reference was made to the Attainment Challenge approach where LAs are being asked to set out their plans for raising attainment prior to the award of funds.

[redacted] advised that there was no clear view at this stage from Ministers, as to the role and future of the SSLN within the National Improvement Framework. It was acknowledged that a decision was required soon, as initial 2016 activity is scheduled for Autumn 2015. It was noted that the 2016 survey would allow for 3 years of data for both literacy and numeracy. In addition, there could be negative publicity in discontinuing the SSLN, as it may suggest that there was something wrong with the survey when this is not so. [redacted] questioned whether it provided Ministers with what they needed to know. [redacted] referred to previous PMB discussions on the provision of LA data and the conclusions reached that this could not be provided by scaling up the current survey model. [redacted] acknowledged it may be possible to adapt and scale up elements such as reading and numeracy to a larger scale. Caution was expressed about the Framework discarding a 'hard' assessment in favour of a 'soft' one.

[redacted] also advised that the 2016 SSLN is scheduled for publication in Spring 2017. Again he cautioned that if there was a requirement for National Improvement Framework outputs via a different measure by then, experience would suggest that the media focus would be on the numbers.

[redacted] emphasised that the SSLN was the one 'hard' national measure which provided performance over time. He noted the level of stability that had been achieved through the SSLN, as opposed to the SSA where there was more variation in what was being assessed, was valuable. He too cautioned about discontinuing the SSLN without proper thought and consideration. He suggested that consideration should be given as to what the SSLN can provide and what can be developed.

[redacted] confirmed that the SSLN would continue to assess at S2 rather than S3, if it continued, following enquiry by [redacted]

AM noted that he found it hard to see role of SSLN within the Framework, but viewed them as very separate products that could co-exist, especially if the National Improvement Framework does not include a harder measure. [redacted] reiterated the importance of considering the elements of the SSLN which could be included in the Framework.

[redacted] made reference to pending OECD findings and recent reports from other countries. Particular reference was made to Denmark which has a computer based assessment system and a range of evidence from teachers.

After much discussion, [redacted] concluded that the core group were due to meet next week with further advice being sent to Ministers later this month. [redacted] advised that the position would be clearer by the time PMB met on 10<sup>th</sup> September.

**Action 6.1: SG to keep PMB members informed regarding decisions regarding the SSLN and the National Improvement Framework.**

**7. e:assessment paper**

7.1 [redacted] summarised the paper referring to previous discussions at PMB regarding e-enabling the SSLN. A pre-test of numeracy e:assessment tasks were undertaken in 2014 and PMB were asked to consider the options from conclusions of the pre-test as set out in paper and listed below.

1. No change
2. Replace one written booklet with one online booklet
3. Replace both written booklets with online assessments
4. Replace one written booklet with online atomistic only (losing the extended task)
5. Replace one written booklet with online web-based only (losing the atomistic)

[redacted] referred to some of the disadvantages identified such as rolling out of different delivery systems and scrolling issues within Moodle. [redacted] confirmed that SQA would work to resolve issues acknowledging that ICT should not impinge assessment. Obvious reference was made to the earlier discussion on the future of the SSLN and the National Improvement Framework. However, members felt that it was important to make progress and not lose the opportunity. It was noted that it would send a strong message to the system that as to the relevance of e:assessment in the current learning environment. PMB favoured the exploration of option 3 and endorsed SQA to take this forward.

**Action 7.1 SQA to progress the replacement of both written booklets with online assessments for the 2016 numeracy pre-test.**

## **8. SSLN Group Structure update**

8.1 & 8.2 SSLN Comms Group / PCT remit – [redacted] provided a brief summary of all both papers seeking PMB approval. Given the heightened comms activity it was felt this was more an action for PCT drawing in expertise from SQA/ES Comms colleagues when required. It would also provide a clearer line of comms activity to PMB. This was endorsed by PMB. PMB also endorsed the refreshed remit of PCT to ensure a greater focus on substantive discussion items rather than reflecting on activity.

8.3 Questionnaire Action Group – [redacted] advised of the requirement to re-establish & re-name the Questionnaire Review Group to consider some outstanding issues from a recent workshop to finalise the 2015 questionnaires. This would allow full consideration prior to finalising 2016 questionnaires. PMB endorsed this move.

## **9. PLR and related activity**

9.1 [redacted] undertook to provide a short paper update, possibly for circulation with minutes.

**Action 9.1** [redacted] to provide [redacted] with short update paper on PLR related activity.

## **10. 2015 (Numeracy)**

10.1 Delivery update – [redacted] advised that the survey had closed and had run particularly smoothly. He noted that 96% of assessment packs had been returned to date and despite lower response rate for questionnaires they were comparable with previous years and therefore should meet requirements for analysis. [redacted] advised that SQA would be commencing coding and data capture on 13<sup>th</sup> July. It was acknowledged that any substantive change to the SSLN would need to be documented and evaluated properly.

10.2 Numeracy Design Document – [redacted] sought PMB sign-off to the draft 2015 design document which would be published alongside the 2015 Numeracy Report. She noted that it was largely based on the 2013 design document and she had updated in conjunction with [redacted] at SQA. A couple of typographical suggestions were made but PMB signed off in principle.

**Action 10.2** [redacted] to make suggested typographical changes to 2015 Numeracy Design Document.

## **11. Any other business**

11.1 National Parent Forum of Scotland (NPFS) – [redacted] advised of questionnaire from the NPFS based on the 2014 Literacy results. He provided a brief summary of questions asked but undertook to make available to PMB members with the minutes. AM suggested that NPFS be asked how they intended to support this agenda once they had been provided with the relevant information.

**Action 11.1** [redacted] to circulate NPFS questions to group for input and to circulate final response when issued.

11.2 [redacted] made reference to recent ES inspection guidance which included particular reference to the SSLN and the expectation that schools should be using the SSLN results to inform their strategies for raising attainment.

11.3 [redacted] advised that she may not be the ES representative on PMB going forward, following enquiry from [redacted]. [redacted] advised ES were in process of revising remits and she undertook to send revised remits to [redacted].

**Action 11.3** [redacted] to send revised ES remits to [redacted] for information.

## **12. Date of next meeting**

12.1 The date of the next meeting is scheduled for Wednesday 10<sup>th</sup> September at 10.00 am in meeting room 2D-46, Victoria Quay.

### **Summary of action points:**

**Action 2.1** [redacted] to amend previous minutes & recirculate.

**Action 3.2** EAS/SAP to review and re-draft risk register prior to PMB on 10<sup>th</sup> September.

**Action 3.3** [redacted] to include review of risk register on next PMB agenda (10<sup>th</sup> September)

**Action 6.1:** SG to keep PMB members informed regarding decisions regarding the SSLN and the National Improvement Framework.

**Action 7.1** SQA to progress the replacement of both written booklets with online assessments for the 2016 numeracy pre-test.

**Action 9.1** [redacted] to provide [redacted] with short update paper on PLR related activity.

**Action 10.2** [redacted] to make suggested typographical changes to 2015 Numeracy Design Document.

**Action 11.1** [redacted] to circulate NPFS questions to group for input and to circulate final response when issued.

**Action 11.3** [redacted] to send revised ES remits to [redacted] for information.

**Document 25 – SSLN PMB – Agenda item 7 paper for meeting 1/7/15**

## **SSLN e-assessment Options paper**

### **Background**

In June 2013 a discussion paper on e-enabling SSLN was considered both by OPT and PMB. While it was agreed that there should be no change to the existing model in the immediate future, PMB recognised the arguments in favour of moving forward on e-assessment at some point in the future.

E-assessment is already well-established as part of the literacy survey, but has not featured in the assessment of numeracy. Consequently in 2014 we decided to use the numeracy pre-test space for the following purposes:

1. To trial a new type of extended numeracy assessment task, using web-based sources and delivered and answered online.
2. To build on the written/online mode comparisons carried out in 2012, by conducting a similar trial using parallel versions of written and online numeracy assessments.
3. To assess the potential of the two delivery systems (*Moodle* and *SecureAssess*) to deliver future numeracy assessments for SSLN.

The results of the pre-test were detailed in the **report *SSLN 2014 Numeracy Pre-test Final Report, October 2014***. Further details of the Secure Assess procedures are detailed in ***Report on the use of Secure Assess in the SSLN 2014 Numeracy Pre-test***. ***A summary of the conclusions from the pre-test is included as an appendix for information.***

***An earlier version of this paper was presented to SDG on 10 June 2015 and was subsequently amended, taking account of suggestions by members of SDG. SDG thought it was appropriate to seek further guidance on how PMB wish to progress with e-assessment and it was recommended that the paper should be presented to PMB for discussion.***

The 2014 pre-test provided sufficient justification to continue moving forward to consider what the next stage in moving towards e-assessment might involve. The two different delivery systems used in the 2014 pre-test are considered below, together with potential uses. It is important that any future developments take into account the needs of BOTH literacy and numeracy and how these can best be taken forward.

It is also worth noting that, inevitably, these assessments require pupils to use a range of ICT skills (Within CfE, ICT experiences and outcomes are seen as being met in all curriculum areas.) It is however important that question difficulty is related to the *intended* skill(s) being assessed and not confounded by unintended difficulties.

#### **New web-based numeracy assessments** (*delivered via Moodle*)

Existing uses

1. Delivery of online reading (web-based and moving image) literacy assessments

Possible uses:

1. To replace or supplement the existing numeracy extended tasks (Section B) in the written booklets

#### **Advantages**

1. Uses the same delivery system as the Literacy reading assessments
2. Extends the range of numeracy skills being assessed in real life contexts
3. Has potential for (partial) automatic scoring
4. Output is in a format with which we are familiar (through online literacy)

#### **Disadvantages**

1. Requires a different delivery system from the atomistic online numeracy items
2. A new system for marking would require to be developed (for open ended responses)
3. A wider range of contexts would require to be developed for numeracy
4. Moodle requires the web site to be embedded within each page of the assessment in order that pupils could see both questions and websites together. Consequently

pupils sometimes have to scroll between web site and questions and sometimes also within the embedded website they have to scroll down to find information.

5. (Website functionality would still be limited in comparison to real life web sites)

**Online atomistic numeracy items** (*created in Content Producer and delivered via Secure Assess*)

Possible uses:

To create a bank of atomistic numeracy items (in Content Producer) which could be used to:

1. deliver assessments through SecureAssess, within the context of SSLN, replacing all or part of the current written booklets section A and C
2. provide an online resource with open access (through OpenAssess) available for schools and teachers to use on demand.

Developments within this area may also have the potential to link to the ES/SG National Improvement Framework.

### **Advantages**

1. The system is currently supported and is being further developed in the context of National Qualifications
2. Secondary schools are increasingly becoming familiar with using the system
3. More interactive question types may be developed, with potential for allowing for a wider range of skills to be assessed
4. Once the item bank has been created, the system can be used flexibly to create assessments to meet different specifications and for different purposes
5. The system is capable of automatic scoring of responses, providing immediate feedback and cutting out the need for independent marking and reducing survey costs
6. The system allows for both automatic scoring and expert marking, for example of open or extended responses
7. Replacement of written booklets would obviously reduce survey printing costs and potentially also postal costs

An additional advantage, not directly related to SSLN, is that it may potentially provide a replacement for the National Assessment Bank which was discontinued in 2006, and provide some of the functionality which the replacement National Assessment Resource has now lost (in terms of assessment creation and delivery)

### **Disadvantages**

1. Creating content within the item bank system would require additional staff resources and the development of new skill sets for existing SSLN staff

2. New task development procedures would require additional training of item writers (appointees)
3. Primary schools in particular may require training in using the system
4. Some existing tasks/task types may not replicate within Content Producer
5. The ability to report over time would be compromised
6. Requires a different delivery system from that currently used for the Literacy reading (Moodle) and from extended online numeracy tasks. Therefore increases the number of procedures schools need to use to complete the survey.

#### **PMB are asked to**

- note the content of the paper
- support continued exploration of the use of e-assessment within SSLN
- provide advice on how this should be taken forward, with particular reference to the 2016 numeracy pre-test, and whether the focus should be on a particular assessment approach. Some options / suggestions are included in Appendix 1.
- acknowledge the potential of the SSLN e-assessment model – possibly enhanced – to contribute to the National Improvement Framework

#### **Appendix 1 Options for consideration**

***Looking purely at the e-assessment options explored in 2014, and maintaining the existing design structure of the survey, the following options present themselves:***

#### **Options**

1. No change – status quo maintained
2. Replace one of the written booklet with one online booklet
3. Replace both written booklets with online assessments
4. Replace one written booklet with online atomistic only (losing the extended task)
5. Replace one written booklet with online web-based only (losing the atomistic)

#### **How might we move to a new model?**

As a ‘starter for ten’, here’s a suggestion for how we could move to a new model. This is just a suggestion and it is likely that some alternative model would better deliver the survey objectives, perhaps with a more radical review of the survey design.

To allow the time series to continue

- Retain the current Assessment structure as in sample 1 below

To allow migration to a different assessment structure



- Have a separate sample with a mixture of old and new assessments, as is sample 2 below
- Use IRT to link the two samples

	Assessment 1			Assessment 2			Assessment 3
<b>Sample 1</b>	Atomistic cA	Extended dB	Atomistic C	AtomisticA	Extended B	Atomistic C	P Booklet
<b>Sample 2</b>	Atomistic cA	Extended dB	Atomistic C	SecureAsses s A+C	MoodleB		New P booklet

It would be essential to seek expert advice on the details of any new design, to ensure that the results of the survey could deliver on the required policy outcomes.

Some questions

- could the current sample size be reduced and fewer tasks used without compromising the integrity of the results?
- how large would sample 2 need to be to produce valid and reliable information?

## **Appendix 2 Summary of Conclusions from the pre-test reports**

### **Web-based numeracy assessments (delivered via Moodle)**

1. The use of a single resource for more than one stage was a successful design strategy and allowed for differentiation on the basis of web-page context and content.
2. The number of items with facility values over 75% decreased with stage while the number of items below 25% increased.
3. There was no significant gender effect (however there were on balance more items where girls performed better than boys).

### **Online vs written atomistic numeracy items**

4. There was little difference in performance between the online atomistic and the paper atomistic assessments.
5. There was little evidence that pupils made greater use of workbooks with the paper-based assessments.

### **Atomistic numeracy items (delivered via Secure assess)**

6. Delivery of SSLN atomistic items through SecureAssess is both technically feasible and produces comparable results to similar pencil and paper assessments.
7. Some item types appeared to be more likely to produce different results in the different modes, particularly matching and sequencing items (linking boxes, pick list and re-ordering in CP) where the online versions tended to produce more favourable results.
8. There were no insurmountable barriers to test delivery across both primary and secondary sectors. However, because of the problems with the SSLN server in 2014 (at peak times some pupils had difficulty accessing/completing online elements), it is not possible to quantify problems which schools may have had in accessing SecureAssess using their systems.

- |   |
|---|
| <p>9. Obtaining the output in a comparable format to pencil and paper required a significant amount of additional work.</p> |
|---|

SDG June 2015

Document 26 - agenda item 8.1 – SSLN PMB – 1<sup>st</sup> July 2015

## **SSLN Governance Structure – Communications Activity**

### **1. Background**

- 1.1. The Scottish Budget: Draft Budget 2015-16 indicated that an agreement had been reached for Scottish Government and Local Government to work with others and seek an in-principle agreement to an educational outcomes-based approach.
- 1.2. Following publication of the SSLN 2014 the Cabinet Secretary for Education and Lifelong Learning announced that a National Improvement Framework for education will be developed in conjunction with education partners, to focus on the evidence and data we need to identify, measure and inform progress across Scottish education. This is in addition to an existing programme of work around educational attainment including the Scottish Attainment Challenge, Read, Write, Count and the expansion of Raising Attainment for All programme, all of which will contribute to the national picture.
- 1.3. The increased focus on this activity indicates an upcoming focus on a wide range of education data and a particular focus on SSLN, as a source of literacy and numeracy data at primary level, within this evidence base.

### **2. SSLN Comms Activity**

- 2.1. SSLN comms activity is currently the responsibility of the SSLN Comms Group. This group's remit is:

*To develop a Communications strategy and plan to ensure the value and role of the SSLN is understood by all of the education community; consider wider communication on the SSLN, the professional learning resources and links to communications on numeracy and literacy in the curriculum.*

- 2.2. In the context of the recent announcements and development of a range of other high profile initiatives, SSLN comms activity should be expanded to include:
  - Input to stakeholder engagement on SSLN's role in the NIF
  - Input to stakeholder engagement on SSLN's role in evaluating other literacy and numeracy initiatives
  - Advice on the specific merits and challenges of the SSLN survey design
- 2.3. To reflect the heightened focus on the SSLN going forward, the membership of the Comms Group would have to be revisited, with the most likely outcome being members of the PCT co-opted onto both groups, given that they are best placed to

address this additional activity. A streamlining of the Groups, would also ensure clear lines of communication on any developments between PMB and PCT and reduce the potential for duplication of meetings and burden on members. This would mean there would no longer be a requirement for a stand-alone SSLN comms group, but that the activity would be given greater focus within the governance structure.

- 2.4. Involvement from existing comms specialists is greatly valued. The proposal to move comms activity to PCT would include involvement from comms colleagues as and when appropriate. There would also be scope to commission a short life comms group to focus on particular issues or at particular points in the survey cycle.

### **3. Conclusion**

- 3.1. PCT are asked to consider the proposal to refocus comms activity and for it to be part of the PCT remit, for the current stand-alone comms group to be disbanded and for specialist comms colleagues to be consulted when appropriate. If agreed, this proposal will be taken to the next Project Management Board Meeting.

**EAS**  
**May 2015**

**Document 27 - agenda item 8.2 - SSLN PMB – 1<sup>st</sup> July 2015**

#### **SSLN Governance Structure – Role of PCT**

1. One year on from the introduction of the revised SSLN governance structure, PCT revisited its remit and role at the PCT meeting on 30<sup>th</sup> March.
2. The current remit of PCT is to:
  - coordinate the administration and delivery of the SSLN to the quality standards required through collaborative working across partner organisations
  - coordinate communication around the SSLN, to ensure that the results of the survey are used and developed in ways that enhance education in Scotland
  - coordinate and monitor sub-group activity through use of SSLN project plans; advise and seek advice from sub-groups as necessary and update the Project Management Board on progress and risks
  - monitor the progress of the SSLN against a high level plan
3. The conclusions from the group's discussion are as follows:
  - 3.1. Some repetition between sub-group discussions and PCT discussions existed
  - 3.2. There seemed to be a heavy layer of project management in the governance structure, but necessary to allow sub-group leads to meet, discuss cross-cutting issues and provide advice to PMB
  - 3.3. Current remit did not seem to reflect intention that PCT has an advisory function to PMB
  - 3.4. The cross-over between sub-groups should be a greater focus of PCT meetings

- 3.5. The group should be more forward thinking, rather than reflecting on progress
- 3.6. Proposal to refresh remit to include focus on cross cutting activity and advisory role to PMB

4. Proposed new remit:

- to progress survey development through discussion of future of SSLN and other pertinent survey issues (PCT members to suggest substantive agenda items)
- ensure coordinated delivery of SSLN products through direction of sub-group activity, and identifying cross cutting activity, across all partner organisations utilising project plans
- provide advice to update the Project Management Board, including governance development, progress updates by exception, and any risks
- coordinate communication around the SSLN, to ensure that the results of the survey are understood, valued and used by stakeholders to enhance education in Scotland

5. PMB are asked to approve the refreshed remit of PCT.

**PCT**  
**May 2015**

**Document 28 - paper Agenda item 10.2 – SSLN PMB – 1<sup>st</sup> July 2015**

**Scottish Survey of Literacy and Numeracy (SSLN) 2015**

**Numeracy**

**Survey Design Document**

**CONTENTS**

<b>1. Policy Framework</b>	<b>77</b>
1.1 Survey Aims and Objectives	77
1.2 Parameters	78
1.3 Framework: Curriculum for Excellence (CfE)	79
1.4 Modes of Administration	80
1.5 Other Survey Comparisons	81
1.6 Reporting	81
<b>2. Technical Design</b>	<b>81</b>
2.1 Sampling Strategies	81
2.1.1 Pupils (Written Booklets, Practical Assessments and Pupil Questionnaire)	81
2.1.2 Teachers (Teacher Questionnaire)	82
2.2 Survey Components	83
2.2.1 Component 1: Written Booklets	83
2.2.2 Component 2: Practical Assessments	85
2.2.3 Component 3: Pupil Questionnaires	86
2.2.4 Component 4: Teacher Questionnaires	86
2.3 Material Distribution Strategies	88
2.4 Coding and Marking Strategies	89
2.5 Analysis Methodology	<b>Error! Bookmark not defined.</b>

## 2. Policy Framework

### 2.1 Survey Aims and Objectives

<b>Title</b>	SSLN 2015 - Numeracy								
<b>Timescale</b>	May 2015								
<b>Aim</b>	<p>The SSLN is intended to provide relevant information about pupil achievement, setting national standards of achievement in numeracy and literacy in alternate years which local authorities, schools and ministers can use for purposes of quality assurance, self evaluation and improvement.</p> <p>The SSLN will be published as National Statistics.</p> <p>The principal aim of the 2015 survey is to provide national estimates of numeracy achievement at P4, P7 and S2 with reference to the relevant Curriculum for Excellence (CfE) level for each stage, and enable comparisons to be made with SSLN 2011 and SSLN 2013 (numeracy) results. An important additional purpose is to inform improvements in learning and teaching at classroom level.</p>								
<b>Reporting Level</b>	Reporting will be at national level, with achievement breakdowns by gender, deprivation and CfE curriculum organiser.								
<b>Margin of Error</b>	The survey should be designed with the aim of having a maximum margin of error of +/- 2 percentage points for main national estimates.								
<b>Stages and Levels to be Assessed</b>	<p>The following CfE levels are to be assessed for the following stages:</p> <table border="1" data-bbox="480 1240 967 1384"> <thead> <tr> <th>Stage</th> <th>CfE Level</th> </tr> </thead> <tbody> <tr> <td>P4</td> <td>First</td> </tr> <tr> <td>P7</td> <td>Second</td> </tr> <tr> <td>S2</td> <td>Third</td> </tr> </tbody> </table>	Stage	CfE Level	P4	First	P7	Second	S2	Third
Stage	CfE Level								
P4	First								
P7	Second								
S2	Third								
<b>Objectives</b>	<p>The 2015 SSLN for numeracy has the following primary objectives (prioritised):</p> <ol style="list-style-type: none"> <li>1. To monitor and report nationally on standards of achievement in numeracy at the P4, P7 and S2 stages, overall and broken down by gender and deprivation, and enable monitoring of numeracy achievement over time.</li> <li>2. To identify areas of numeracy strengths and weaknesses among pupils in Scotland to help inform policy initiatives and learning and teaching practices in the classroom.</li> <li>3. To gather information and report nationally on pupils' and teachers' experiences of learning and teaching numeracy, along with their views about this experience.</li> <li>4. To trial new SSLN assessment materials.</li> </ol>								

## 2.2 Parameters

<b>Scale</b>	<ul style="list-style-type: none"> <li>All schools in Scotland, except special schools, will be invited to take part in the survey. Primary schools with only one pupil at <b>both</b> primary stages (P4 and P7) and secondary schools that have fewer than 5 pupils at S2 are not obliged to participate in the survey.</li> <li>The SSLN Team will work with local authorities to ensure the survey is undertaken in the most efficient way and include consideration of manageability for schools and pupils where possible without jeopardising the quality of the survey.</li> <li>Booklets for the younger stages should be designed to take less time for a pupil to complete than booklets for the older stages (approx 40 mins at P4, 60 mins at P7 and S2).</li> <li>The maximum that any individual pupil will be asked to undertake is the equivalent of two written booklets, a questionnaire (approx 15 - 30 mins), and a practical assessment (approx 15 mins).</li> </ul>
<b>Equality and Accessibility</b>	<ul style="list-style-type: none"> <li>The survey design will ensure that the Scottish Survey of Literacy and Numeracy is accessible to as many people as possible, both in participation and dissemination.</li> </ul>
<b>Timing</b>	<ul style="list-style-type: none"> <li>The survey will be conducted in schools between 5/5/2015 and 5/6/2015.</li> </ul>
<b>Conduct</b>	<ul style="list-style-type: none"> <li>There are three pupil survey components to be administered by teachers within the schools: <ol style="list-style-type: none"> <li>Written Booklets</li> <li>Practical Assessments</li> <li>Pupil Questionnaires.</li> </ol> </li> <li>The fourth element is the teacher questionnaire.</li> </ul>
<b>Gaelic</b>	<ul style="list-style-type: none"> <li>Gaelic language pupils are treated in exactly the same way as English language pupils during the selection of the sample. No effort is made to deliberately include or exclude Gaelic language pupils. Survey components (booklets, questionnaires etc.) will be translated as appropriate; provided upon request and marked separately by Gaelic speakers. The results from Gaelic pupils will be included within the national level results. There will be no separate reporting of Gaelic results.</li> </ul>
<b>Overlap with other activity</b>	<ul style="list-style-type: none"> <li>The survey will take account of developments with the numeracy units within the National Qualifications for Mathematics.</li> <li>The survey will, where relevant, complement evidence gathered through Scotland's participation in PISA (Programme for International Student Assessment).</li> </ul>
<b>Data Handling Issues</b>	<ul style="list-style-type: none"> <li>Gaining Consent - all parents/carers of pupils selected to participate in the SSLN will be sent a letter informing them that their child has been selected and that the data will not be released in any form that would make the identification of their child possible. Parents/carers may remove their child from the survey if they wish. If they do not do so, they will have consented by default to the data release conditions</li> </ul>

	<p>described in the letter.</p> <ul style="list-style-type: none"> <li>• Data Protection Act (DPA) – to comply with the DPA, pupil assessment data and pupil and teacher questionnaire responses gathered during the survey must be treated anonymously. The Scottish Candidate Number may be used to anonymously link SSLN data with other data collections within Scottish Government (SG) Education Analytical Services (EAS).</li> <li>• SG Policy Decision – no data will be released that enables individual schools to be identified.</li> <li>• Freedom of Information (Scotland) Act - any analysis or data not protected by the DPA or additional special FOI exemptions may be requested. Individual level data collected for statistical purposes are exempt from such requests.</li> <li>• Decision whether to comply with data requests – the EAS SSLN Team will only comply with a specific request if it can be done within the conditions detailed above and in accordance with relevant Scottish Government release of data protocols. Consideration will also be given to costs of such requests and whether any charges should be made.</li> </ul> <p>The Scottish Government strives to encourage the use of the extensive SSLN datasets for additional analysis and research by Local Authorities, academics or other bona fide third parties. Any such requests will be handled in line with the above restrictions.</p>
--	---

### 2.3 Framework: Curriculum for Excellence (CfE)

<p><b>Structure</b></p>	<p>The CfE framework provides detailed information on the numeracy experiences and outcomes from Early Years provision through to S3. The CfE experiences and outcomes are set out in lines of development which describe progress in learning. They are designed to provide a range of rich, creative and engaging learning experiences for pupils at each curriculum level and (for numeracy) are grouped into eight curriculum organisers:</p> <ul style="list-style-type: none"> <li>○ estimation and rounding</li> <li>○ number and number processes</li> <li>○ fractions, decimal fractions and percentages</li> <li>○ money</li> <li>○ time</li> <li>○ measure</li> <li>○ data and analysis</li> <li>○ chance and uncertainty</li> </ul> <p>Implicit within these outcomes are a range of concepts and skills which pupils need to develop if they are to be successful learners of numeracy. These skills include both ‘basic skills’ such as being able to add, subtract, multiply and divide and higher order skills, for example involving reasoning and the application of numeracy in both familiar and novel situations.</p>
-------------------------	--

<p><b>The Framework for Assessment</b></p>	<p>'Building the Curriculum 5: A Framework for Assessment' provides guidance on the assessment approaches for CfE. Assessing achievement within and through CfE levels takes account of the key aspects of effective learning and progress. In order to progress within a level, learners should be able to demonstrate confidence, proficiency and security across the three aspects of assessment (breadth, challenge and application). This survey therefore should assess performance in numeracy in line with the principles of assessment for CfE, by showing that pupils:</p> <ul style="list-style-type: none"> <li>○ have achieved a <b>breadth</b> of learning across the numeracy experiences and outcomes;</li> <li>○ can respond to the level of <b>challenge</b> set out in the experiences and outcomes, and are moving forward to more challenging learning in some aspects;</li> <li>○ can <b>apply</b> what they have learned in new and unfamiliar situations.</li> </ul>
<p><b>Survey Components</b></p>	<p>In order to achieve the aims and objectives for this SSLN the following survey components will be used:</p> <ol style="list-style-type: none"> <li>1. Written Booklets (2 per pupil) – containing atomistic (short task) items and multi-item (extended) tasks (incorporating a source datasheet and a series of questions).</li> <li>2. Practical Assessments (1 per pupil) – will assess aspects of the numeracy experiences &amp; outcomes that are best measured in a practical way.</li> </ol> <p>Survey components 1 and 2 will be used in combination to report numeracy attainment at a national level by stage, gender, deprivation category and curriculum organiser.</p> <ol style="list-style-type: none"> <li>3. Pupil Questionnaire – will be used to report nationally on pupils' experiences of numeracy learning.</li> <li>4. Teacher Questionnaire – will be used to report nationally on teachers' experiences of teaching numeracy.</li> </ol> <p>The survey will also include a pre-test of literacy materials for future surveys.</p>

#### 2.4 Modes of Administration

<p><b>Written Booklets</b></p>	<p>Pencil and paper assessment will be used for the assessment of the numeracy experiences and outcomes. Booklets designed to assess at a single level will be used (P4=1<sup>st</sup> level, P7=2<sup>nd</sup> level, S2=3<sup>rd</sup> level).</p>
<p><b>Practical Assessments</b></p>	<p>Single level practical assessments will be in the form of a one-to-one pupil and teacher interaction, covering a subset of numeracy experiences and outcomes.</p>
<p><b>Pupil Questionnaires</b></p>	<p>Pupils will be invited to complete an online questionnaire about their numeracy learning experiences and opinions.</p>



<b>Teacher Questionnaires</b>	Teachers will be invited to complete an online questionnaire about their numeracy teaching experiences and opinions.
<b>Literacy Pre-test</b>	The literacy pre-test assessments will reflect the design of future literacy surveys.

## 2.5 Other Survey Comparisons

<b>International Surveys</b>	Overall results from PISA may be compared with the SSLN by considering high level findings and trends. Although PISA does not align directly with CfE, the SSLN should allow broad comparison with this international evidence to help establish the importance of numeracy within CfE.
------------------------------	---

## 2.6 Reporting

<b>Nature of Reports</b>	The SSLN results will be disseminated via the following reports: <ol style="list-style-type: none"> <li>1. Headline Report with accompanying survey design document and supplementary data tables.</li> <li>2. Professional Learning Resources which are based on more detailed analysis of national data to support and inform improvements in learning and teaching practice in the classroom.</li> </ol>
<b>Timescale</b>	The SSLN reports will be published during the following periods: <ol style="list-style-type: none"> <li>1. Headline Report – April 2016.</li> <li>2. Professional Learning Resources – further numeracy materials to be published by Education Scotland.</li> </ol>

## 3. Technical Design

### 3.1 Sampling Strategies

#### 3.1.1 Pupils (Written Booklets, Practical Assessments and Pupil Questionnaire)

<b>Sampling Frame</b>	The sampling frame is made up of all P4, P7 and S2 pupils from all schools in Scotland (including Gaelic and Independent schools) with the exceptions of those at special schools and a small number of schools withdrawn from the survey by their local authority.
<b>Sample Size</b>	The sample size is based on a fixed number of pupils per participating school, 2 per primary school and 12 per secondary school.  With approximately 2,100 primary schools and 410 secondary schools being asked to participate, the sample size per stage will be approximately: <ul style="list-style-type: none"> <li>• P4 = 4,200 pupils</li> <li>• P7 = 4,200 pupils</li> <li>• S2 = 4,920 pupils.</li> </ul>

<b>Sampling Strategy</b>	<p>All schools will be invited to take part in the survey and the pupils from participating schools will be selected using a disproportionate stratified random sample (fixed number per school).</p> <ul style="list-style-type: none"> <li>• The number of pupils to be sampled from each participating school is as follows: <ul style="list-style-type: none"> <li>P4 = 2 pupils per school</li> <li>P7 = 2 pupils per school</li> <li>S2 = 12 pupils per school</li> </ul> </li> <li>• Primary schools must have a minimum of 2 pupils at either of the relevant stages (i.e. P4 or P7) to participate, otherwise they are not obliged to take part.</li> <li>• At S2, where there are not enough pupils in a school to meet the requirements (i.e. 12 pupils), all available pupils will be selected, subject to a minimum of 5. If there are fewer than 5 pupils at S2 then the school is not obliged to take part.</li> <li>• Within strata (schools) simple random sampling will be used with a 50/50 gender split in the pupil sample from each school (if this is not possible, the closest numbers of pupils to a 50/50 split should be used). Pupils with no recorded gender on the Pupil Census will be removed from the sampling frame.</li> </ul>
	<ul style="list-style-type: none"> <li>• A retrospective sample check will be run to ensure that it reasonably reflects the population's deprivation distribution. There are 3 deprivation categories: <ul style="list-style-type: none"> <li>- pupils living in areas with most deprivation (top 30%)</li> <li>- pupils living in areas with least deprivation (bottom 30%)</li> <li>- the remaining 'middle' 40% of pupils.</li> </ul> The deprivation categories are derived from pupils' home postcodes, or by school postcodes where home postcodes are not available, and the latest available Scottish Index of Multiple Deprivation (SIMD) data. </li> </ul>

### 3.1.2 Teachers (Teacher Questionnaire)

<b>Questionnaire Versions</b>	<p>There are three versions of the teacher questionnaire:</p> <ol style="list-style-type: none"> <li>1. Primary teachers</li> <li>2. Secondary mathematics teachers</li> <li>3. Secondary non-mathematics teachers.</li> </ol>
-------------------------------	--

<b>Sampling Frame</b>	<p>For primary stages:</p> <ul style="list-style-type: none"> <li>• all P4 teachers from approximately half of the participating schools will be invited to complete a questionnaire</li> <li>• all P7 teachers from the remaining half of schools will be invited to complete a questionnaire.</li> </ul> <p>In participating secondary schools the following teachers will be asked to complete a questionnaire:</p> <ul style="list-style-type: none"> <li>• Two S2 Mathematics teachers (selected at random)</li> <li>• Two teachers from each of the following curriculum groups (selected at random): <ul style="list-style-type: none"> <li>○ Expressive Arts and Languages;</li> <li>○ Social Studies, Religious &amp; Moral Education and Health &amp; Wellbeing;</li> <li>○ Sciences and Technology;</li> <li>○ Additional Support Needs.</li> </ul> </li> </ul>
<b>Sample Size</b>	<p>There will be approximately 2,100 primary schools and 410 secondary schools participating.</p> <p>Approximate sample sizes will be:</p> <ul style="list-style-type: none"> <li>• 3,000 primary teachers</li> <li>• 820 secondary mathematics teachers (subject to confirmation from participating schools on the number of S2 mathematics teachers within their school)</li> <li>• 3,280 secondary non-mathematics teachers.</li> </ul>

### 3.2 Survey Components

#### 3.2.1 Component 1: Written Booklets

<b>Booklet Allocation</b>	<p>Each participating pupil will be allocated two written booklets using a cartwheel/spiral allocation design. This allows each booklet to be distributed equally amongst the total pupil sample at each survey stage in a way that ensures an overlap between groups of pupils attempting each booklet.</p>
<b>Types</b>	<p>Each written booklet will comprise 3 sections:</p> <ul style="list-style-type: none"> <li>- Sections A &amp; C: atomistic (short task) items</li> <li>- Section B: multi-item (extended) task.</li> </ul> <p>Each booklet will be produced in two versions – A and B. Version B of each booklet will swap the first and last sections so that the atomistic items are asked in a different order.</p> <p>Each multi-item task will be based on a source datasheet with a number of associated questions.</p> <p>Each booklet will include a variety of items and, across the whole survey rather than necessarily individually, will allow pupils to demonstrate breadth of learning, the ability to answer challenging questions, and the opportunity to apply their learning in new and different contexts.</p>

<b>Sources</b>	<p>The tasks and items used to assess numeracy are a mixture of:</p> <ul style="list-style-type: none"> <li>• newly developed, pre-tested atomistic items</li> <li>• newly developed, pre-tested multi-item tasks</li> <li>• existing items which were used in the 2011 and 2013 surveys.</li> </ul>
<b>Number of booklets</b>	Total = 60 booklets (each in two versions differing by question presentation order). This equates to 20 booklets per stage.
<b>Min. number of tasks and items</b>	<p><b>Atomistic tasks</b></p> <p><u>P4</u> There are 16 atomistic items per booklet. Hence, 20 booklets (same items will appear in each version, A &amp; B, of each booklet) = 320 atomistic items.</p> <p><u>P7 and S2</u> There are 20 atomistic items per booklet. Hence, 40 booklets (same items will appear in each version, A &amp; B, of each booklet) = 800 atomistic items, 400 per stage (or CfE level).</p> <p><b>Multi-item tasks</b></p> <p>There is one multi-item task per booklet. Hence, 60 booklets = 60 multi-item tasks in total, 20 per stage (or CfE level). The multi-item tasks at P4 will have 6 items, with all other multi-item tasks (i.e. P7 and S2) containing 8 items.</p>
<b>Min. pupils per task</b>	A minimum of 300 pupils are required to complete each task in order to carry out robust task level analysis. Aim to target 400 pupils per task to allow for attrition.
<b>Item/Task Sampling</b>	In order to robustly monitor change over time, a representative minimum of 75% of both atomistic items and multi-item tasks will remain constant across surveys. The remaining items will be items that were pre-tested by pupils in previous surveys and that aim to maintain the distribution described below as closely as possible.

<p><b>Item/Task Distribution</b></p>	<p><b>Atomistic Items</b>  The booklets within each CfE level will comprise items which reflect a spread of CfE numeracy organisers and degrees of challenge. Across the survey, the booklets must contain a spread of item formats (e.g. open response, multiple choice, mixed, etc.) and include a minimum of 70% contextual items.</p> <p>CfE Numeracy Organisers:  The distribution of items across the survey by organiser, stage and level should approximately follow the table below. These figures represent the proportion of items to be used across the whole survey at each stage, including atomistic items, multi-item tasks and practical assessment items.</p> <table border="1" data-bbox="459 667 1378 1077"> <thead> <tr> <th rowspan="2">Organiser</th> <th colspan="4">Stage (CfE Level)</th> </tr> <tr> <th>P4 (1<sup>st</sup>)</th> <th>P7 (2<sup>nd</sup>)</th> <th colspan="2">S2 (2<sup>nd</sup>) (3<sup>rd</sup>)</th> </tr> </thead> <tbody> <tr> <td>Estimation &amp; Rounding</td> <td>6%</td> <td>5%</td> <td>-</td> <td>5%</td> </tr> <tr> <td>Number Processes</td> <td>28%</td> <td>20%</td> <td>18%</td> <td>10%</td> </tr> <tr> <td>Fractions, decimal fractions and percentages</td> <td>13%</td> <td>15%</td> <td>5%</td> <td>10%</td> </tr> <tr> <td>Money</td> <td>9%</td> <td>15%</td> <td>-</td> <td>12%</td> </tr> <tr> <td>Time</td> <td>13%</td> <td>15%</td> <td>5%</td> <td>7%</td> </tr> <tr> <td>Measure</td> <td>13%</td> <td>15%</td> <td>6%</td> <td>6%</td> </tr> <tr> <td>Data and Analysis</td> <td>13%</td> <td>10%</td> <td>-</td> <td>10%</td> </tr> <tr> <td>Chance and Uncertainty</td> <td>6%</td> <td>5%</td> <td>-</td> <td>5%</td> </tr> </tbody> </table> <p>Note that, since many applications of numeracy at 3<sup>rd</sup> level are based purely on 2<sup>nd</sup> level numeracy skills, items selected for the S2 booklets will be from both the 2<sup>nd</sup> level and 3<sup>rd</sup> level as shown in the table.</p> <p>Level of Challenge:  The survey items are classified into three categories of 'level of challenge' – low, medium and high. The survey should reflect an equal spread of items across all three levels of challenge – i.e. one third low challenge, one third medium challenge, and one third high challenge, as far as possible.</p>	Organiser	Stage (CfE Level)				P4 (1 <sup>st</sup> )	P7 (2 <sup>nd</sup> )	S2 (2 <sup>nd</sup> ) (3 <sup>rd</sup> )		Estimation & Rounding	6%	5%	-	5%	Number Processes	28%	20%	18%	10%	Fractions, decimal fractions and percentages	13%	15%	5%	10%	Money	9%	15%	-	12%	Time	13%	15%	5%	7%	Measure	13%	15%	6%	6%	Data and Analysis	13%	10%	-	10%	Chance and Uncertainty	6%	5%	-	5%
Organiser	Stage (CfE Level)																																																	
	P4 (1 <sup>st</sup> )	P7 (2 <sup>nd</sup> )	S2 (2 <sup>nd</sup> ) (3 <sup>rd</sup> )																																															
Estimation & Rounding	6%	5%	-	5%																																														
Number Processes	28%	20%	18%	10%																																														
Fractions, decimal fractions and percentages	13%	15%	5%	10%																																														
Money	9%	15%	-	12%																																														
Time	13%	15%	5%	7%																																														
Measure	13%	15%	6%	6%																																														
Data and Analysis	13%	10%	-	10%																																														
Chance and Uncertainty	6%	5%	-	5%																																														

### 3.2.2 Component 2: Practical Assessments

<p><b>Practical Allocation</b></p>	<p>Each participating pupil will be allocated one practical assessment. The practical assessments will be distributed equally amongst the total pupil sample at each survey stage to ensure a representative group of pupils attempt each assessment.</p>
<p><b>Types</b></p>	<p>All practical assessments will be in the format of a one-to-one interview with either the classroom teacher or another member of teaching staff.</p>

<b>Sources</b>	The practical assessments are all newly developed and pre-tested for the SSLN.
<b>Task Sampling</b>	The bank of practical assessments was developed by the Scottish Qualifications Authority (SQA) for the SSLN. For this survey, all practical assessment tasks from the 2013 survey will be re-used (80% of the tasks from the 2011 survey).
<b>Task Distribution</b>	<p>Each practical assessment will contain interactive tasks consisting of:</p> <ul style="list-style-type: none"> <li>• four mental maths questions (one for each mental maths operator - addition, subtraction, multiplication and division)*</li> <li>• two other tasks (estimation, money, measure or chance &amp; uncertainty) with four associated questions.</li> </ul> <p>Each practical assessment will be worth 12 marks in total.</p> <p><u>Notes</u> * Two mental maths questions will be presented to the pupil orally, with pupils not allowed to write anything, and two will be written down to allow pupils to read the questions.</p>
<b>Min. number of assessments</b>	10 per stage.
<b>Min. pupils per assessment</b>	A minimum of 300 pupils are required to complete each assessment in order to carry out robust task level analysis. The survey aims to achieve 400 pupils per assessment to allow for attrition.

### 3.2.3 Component 3: Pupil Questionnaires

<b>Pupil Allocation</b>	Each pupil participating in the numeracy assessment will be invited to complete an online pupil questionnaire.
<b>Types</b>	There will be two versions of the pupil questionnaire – one for P4 pupils and one for the P7 and S2 pupils – to ensure language suitability for the stages concerned.
<b>Format</b>	<p>The questionnaire consists of five sections with the purpose of collecting information about:</p> <ol style="list-style-type: none"> <li>1. the pupil's learning in school</li> <li>2. what the pupil thinks about their learning</li> <li>3. how confident the pupil feels about learning</li> <li>4. what the pupil thinks about numeracy</li> <li>5. school and home</li> </ol>

### 3.2.4 Component 4: Teacher Questionnaires

<b>Teacher Allocation</b>	All sampled teachers are invited to complete an online teacher questionnaire.
---------------------------	---

<b>Types</b>	There are three versions of the teacher questionnaire: 1. Primary teachers 2. Secondary Mathematics teachers 3. Secondary non-Mathematics teachers
<b>Format</b>	The questionnaire consists of four sections with the purpose of finding out about: 1. the teacher and their teaching (including confidence in teaching different aspects of numeracy) 2. pupils' learning and assessment 3. pupils' activities in lessons 4. use of resources.

#### 2.2.5 Component 5: Literacy Pre-test

<b>Pre-test Allocation</b>	One P4 pupils at half of primary schools, one P7 pupil at remaining half of primary schools and two S2 pupils at all secondary schools are sampled to pre-test materials for future literacy surveys.
----------------------------	---

### 3.3 Material Distribution Strategies

<p><b>Assessment materials</b></p>	<p><b>Written booklets</b> are randomly allocated to pupils at the appropriate stage using a cartwheel/spiral design.</p> <p>Across schools, within the pupil stage as a whole, all booklets, and all versions of every booklet, should be allocated to equal, or nearly equal, numbers of pupils, with as balanced a gender distribution as possible. Where pupils are asked to complete two or more booklets, the allocation of booklets should be balanced across test sessions (i.e. used as a first booklet as often as a second booklet).</p> <p>A <b>practical assessment</b> will be ‘fixed’ to every second written booklet, and will therefore be allocated at random with the written booklet allocation.</p> <p>This method ensures that there are no clusters of booklets within any particular school, thus minimising the possibility of school effects.</p> <p>The proposed cartwheel allocation with 20 booklets per stage (2 versions, A &amp; B) would follow the design below:</p> <table border="1" data-bbox="443 965 1404 1767"> <thead> <tr> <th>Pupil</th> <th>Written Booklet 1</th> <th>Written Booklet 2</th> <th>Practical assessment</th> <th>Pupil</th> <th></th> </tr> </thead> <tbody> <tr><td>1</td><td>1A</td><td>2B</td><td>P1B</td><td>21</td><td rowspan="20">same as for pupils 1-20 but with A&amp;B reversed</td></tr> <tr><td>2</td><td>2B</td><td>3A</td><td>P1A</td><td>22</td></tr> <tr><td>3</td><td>3A</td><td>4B</td><td>P2A</td><td>23</td></tr> <tr><td>4</td><td>4B</td><td>5A</td><td>P2B</td><td>24</td></tr> <tr><td>5</td><td>5A</td><td>6B</td><td>P3B</td><td>25</td></tr> <tr><td>6</td><td>6B</td><td>7A</td><td>P3A</td><td>26</td></tr> <tr><td>7</td><td>7A</td><td>8B</td><td>P4A</td><td>27</td></tr> <tr><td>8</td><td>8B</td><td>9A</td><td>P4B</td><td>28</td></tr> <tr><td>9</td><td>9A</td><td>10B</td><td>P5B</td><td>29</td></tr> <tr><td>10</td><td>10B</td><td>11A</td><td>P5A</td><td>30</td></tr> <tr><td>11</td><td>11A</td><td>12B</td><td>P6A</td><td>31</td></tr> <tr><td>12</td><td>12B</td><td>13A</td><td>P6B</td><td>32</td></tr> <tr><td>13</td><td>13A</td><td>14B</td><td>P7B</td><td>33</td></tr> <tr><td>14</td><td>14B</td><td>15A</td><td>P7A</td><td>34</td></tr> <tr><td>15</td><td>15A</td><td>16B</td><td>P8A</td><td>35</td></tr> <tr><td>16</td><td>16B</td><td>17A</td><td>P8B</td><td>36</td></tr> <tr><td>17</td><td>17A</td><td>18B</td><td>P9B</td><td>37</td></tr> <tr><td>18</td><td>18B</td><td>19A</td><td>P9A</td><td>38</td></tr> <tr><td>19</td><td>19A</td><td>20B</td><td>P10A</td><td>39</td></tr> <tr><td>20</td><td>20B</td><td>1A</td><td>P10B</td><td>40</td></tr> </tbody> </table>	Pupil	Written Booklet 1	Written Booklet 2	Practical assessment	Pupil		1	1A	2B	P1B	21	same as for pupils 1-20 but with A&B reversed	2	2B	3A	P1A	22	3	3A	4B	P2A	23	4	4B	5A	P2B	24	5	5A	6B	P3B	25	6	6B	7A	P3A	26	7	7A	8B	P4A	27	8	8B	9A	P4B	28	9	9A	10B	P5B	29	10	10B	11A	P5A	30	11	11A	12B	P6A	31	12	12B	13A	P6B	32	13	13A	14B	P7B	33	14	14B	15A	P7A	34	15	15A	16B	P8A	35	16	16B	17A	P8B	36	17	17A	18B	P9B	37	18	18B	19A	P9A	38	19	19A	20B	P10A	39	20	20B	1A	P10B	40
Pupil	Written Booklet 1	Written Booklet 2	Practical assessment	Pupil																																																																																																								
1	1A	2B	P1B	21	same as for pupils 1-20 but with A&B reversed																																																																																																							
2	2B	3A	P1A	22																																																																																																								
3	3A	4B	P2A	23																																																																																																								
4	4B	5A	P2B	24																																																																																																								
5	5A	6B	P3B	25																																																																																																								
6	6B	7A	P3A	26																																																																																																								
7	7A	8B	P4A	27																																																																																																								
8	8B	9A	P4B	28																																																																																																								
9	9A	10B	P5B	29																																																																																																								
10	10B	11A	P5A	30																																																																																																								
11	11A	12B	P6A	31																																																																																																								
12	12B	13A	P6B	32																																																																																																								
13	13A	14B	P7B	33																																																																																																								
14	14B	15A	P7A	34																																																																																																								
15	15A	16B	P8A	35																																																																																																								
16	16B	17A	P8B	36																																																																																																								
17	17A	18B	P9B	37																																																																																																								
18	18B	19A	P9A	38																																																																																																								
19	19A	20B	P10A	39																																																																																																								
20	20B	1A	P10B	40																																																																																																								
<p><b>Pupil Questionnaires</b></p>	<p>Pupil questionnaire login details will be sent to all participating schools. Teachers are asked to arrange for the pupils to complete the questionnaires online at a convenient time under their supervision.</p>																																																																																																											
<p><b>Teacher Questionnaires</b></p>	<p>Teacher questionnaire login details will be sent to all participating schools.</p>																																																																																																											



### 3.4 Coding and Marking Strategies

<b>Written Booklets</b>	<p><u>Coding and Data Capture</u> Coding options are developed from the marking schemes created by task developers as amended during the task review process. <b>These coding options are final and will only be changed for subsequent surveys where agreed to be essential. This is to allow accurate attainment monitoring over time.</b></p> <p>A web-based tool for creating survey forms is used to collect pupil responses and analyse results. 120 different survey forms, one for each booklet (and version), are created. Each question is an item in the booklet and each response option is a coding option, including 'blank' and 'other'.</p> <p><u>Marking</u> All the assessment items are dichotomously scored. In the majority of cases there is a single correct answer meriting a mark. In other cases the mark could be gained from any one of a number of alternative types of response, or from some combination of responses.</p> <p>Once all the item level responses are processed in this way, test scores are produced for pupils who have completed all their allocated booklets.</p>
<b>Practical Assessments</b>	There will be 30 different practical assessments (10 per stage) and 60 different survey forms. Coding, data capture and marking will be processed in the same way as for the written booklets (see above).

<p><b>Written Booklets &amp; Practical Assessments</b></p>	<p>The data from the written booklets and practical assessments will be combined and the overall results will be used to report numeracy achievement.</p> <p><u>Pupil Level Analysis</u> The final validated and marked test data will be summed up to pupil level, so each pupil will have a percentage test score (the total score over all assessments they have completed), then aggregated to the national level.</p> <p><u>Mean Score Analysis</u> The final validated and marked test data can be analysed at item level and aggregated.</p> <p>Analysis will be presented by various factors including:</p> <ul style="list-style-type: none"> <li>• stage (CfE level)</li> <li>• gender</li> <li>• deprivation category</li> <li>• numeracy organiser</li> </ul> <p>Jackknife standard error estimates will be used to calculate the size of errors in order to show levels of precision in the analyses.</p> <p>The following final percentage scores will be used to assign pupils to categories. The exact category thresholds have yet to be decided but will approximately be:</p> <table border="1" data-bbox="454 1108 1406 1384"> <thead> <tr> <th></th> <th>P4</th> <th>P7</th> <th>S2</th> </tr> </thead> <tbody> <tr> <td>Not yet working within the level</td> <td>&lt; 9%</td> <td>&lt; 19%</td> <td>&lt; 34%</td> </tr> <tr> <td>Working within the level</td> <td>9% - 50%</td> <td>19% - 50%</td> <td>34% - 50%</td> </tr> <tr> <td>Performing well at the level</td> <td>50% - 75%</td> <td>50% - 75%</td> <td>50% - 75%</td> </tr> <tr> <td>Performing very well at the level</td> <td>&gt; 75%</td> <td>&gt; 75%</td> <td>&gt; 75%</td> </tr> </tbody> </table> <p>Other possible pupil level analysis includes:</p> <ul style="list-style-type: none"> <li>• the range of performance between pupils.</li> <li>• the links between the characteristics identified from the pupil questionnaire and the pupil's attainment levels.</li> <li>• the achievement profile in relation to the different organisers.</li> <li>• the characteristics of those who are “low achievers” and “high achievers”.</li> </ul> <p>Again, jackknife standard error estimates will be used to calculate the size of errors in order to show levels of variability in the analyses.</p>		P4	P7	S2	Not yet working within the level	< 9%	< 19%	< 34%	Working within the level	9% - 50%	19% - 50%	34% - 50%	Performing well at the level	50% - 75%	50% - 75%	50% - 75%	Performing very well at the level	> 75%	> 75%	> 75%
	P4	P7	S2																		
Not yet working within the level	< 9%	< 19%	< 34%																		
Working within the level	9% - 50%	19% - 50%	34% - 50%																		
Performing well at the level	50% - 75%	50% - 75%	50% - 75%																		
Performing very well at the level	> 75%	> 75%	> 75%																		
<p><b>Pupil Questionnaires</b></p>	<p>Pupil questionnaire results will be validated, analysed and reported at a national level.</p>																				

<b>Teacher Questionnaires</b>	Teacher questionnaire results will be validated, analysed and reported at a national level.
<b>Data Weighting</b>	<p>Pupil and teacher response data for the survey will be weighted separately.</p> <p><u>Pupil data</u> Population estimates will be calculated using data weighting. This will address as much as possible imbalances in the national sample at each stage.</p> <p>Individual weights will be applied to pupil data to account for imbalances between the survey sample and the population as a whole with regard to:</p> <ul style="list-style-type: none"> <li>• School size – this will address the fact that the pupil sample at small schools is a higher proportion of total schools pupils than the national distribution.</li> <li>• Non-responding schools – this will ensure that any systematic differences in performance between participating and non-participating schools will not unfairly bias the national results.</li> <li>• Population demographics (gender and deprivation) – this will account for any difference between the survey sample and the total population with respect to gender and deprivation.</li> </ul> <p>The final weight for each pupil will combine each of these individual weights.</p> <p><u>Teacher questionnaire data</u> Individual weights will be applied to teacher questionnaire data to account for differences between the survey sample and the full population of school teachers across Scotland with regard to:</p> <ul style="list-style-type: none"> <li>• School size –this will account for individual non-responding teachers. At secondary it will also account for, for example, the higher proportion of teachers being sampled from small secondary schools than the national distribution.</li> </ul> <p>Response data from primary school teachers will not need to be weighted to account for school size as all class teachers of the stage were sent a questionnaire (therefore number of responses for each primary should be in proportion to the school size). Weighting will still need to be applied where only a proportion of primary teachers have responded within a school.</p> <ul style="list-style-type: none"> <li>• Non-responding schools – to be applied at a local authority level.</li> </ul>
<b>Sampling Error Estimation</b>	Due to the way in which the pupil sample is drawn the standard formulas used to calculate the standard error from a simple random sample would not be appropriate. Standard errors are therefore calculated empirically, using the jackknife procedure.

<b>Over Time Analysis</b>	2011 was the baseline year for CfE numeracy achievement and a core set of tasks and items was selected to allow analysis over time in future surveys. This core set will be a representative minimum 75% of the total set of tasks and items used in this survey.
---------------------------	---

## **Document 29 Agenda for meeting 10<sup>th</sup> September 2015**

**SCOTTISH SURVEY OF LITERACY AND NUMERACY  
PROJECT MANAGEMENT BOARD  
THURSDAY 10<sup>th</sup> SEPTEMBER 2015  
MEETING ROOM 2D 46  
10.00 am to 12.00 pm**

### **AGENDA**

1. Welcome and apologies for absence
2. Minutes of last meeting (1<sup>st</sup> July) (enc)
3. Matters Arising
  - 3.1 Review of Action Log (enc)
  - 3.2 Review of Risk Register (enc)
4. National Improvement Framework developments (ES/S&P)
5. SSLN and the National Improvement Framework (ES/S&P)
  - 5.1 Feedback to SSLN sub-groups
6. SSLN Secondary analysis paper (EAS) (enc)
7. PLR and related activity (ES) (enc)
8. 2015 (Numeracy)
  - 8.1 Delivery update (SQA)
9. 2016 (Literacy)
  - 9.1 Development update (SQA/EAS)
10. SSLN Communications
  - 10.1 Scottish Learning Festival (ES)
11. Any other business
12. Date of next meeting -26<sup>th</sup> November 2015

## Document 30

### MEETING OF THE SSLN PROJECT MANAGEMENT BOARD HELD ON 10<sup>th</sup> SEPTEMBER 2015 IN MEETING ROOM 2D-46, VQ AT 10.00 AM

#### Present

Project Management Board:

[redacted], SAP Unit (Chair)

[redacted], ES

[redacted], ADES

[redacted], SQA

[redacted], EAS

Also attending:

[redacted], EAS

[redacted], SAP Unit

[redacted], EAS (Minutes)

#### 1. Welcome & apologies for absence

1.1 The Chair welcomed everyone introductions were made for the benefit of those not at the last meeting. [redacted] was now representing Education Scotland in her role as Lead Officer for the National Improvement Framework. Curriculum Unit had sent apologies that they were not able to be represented at the meeting. It was agreed to take item 3.2 on risk after discussion on the National Improvement Framework.

#### 2. Minutes of last meeting

2.1 The minutes of 1<sup>st</sup> July were approved. [redacted] to re-circulate Education Scotland's Listening & Talking report following enquiry from [redacted]

**Action 2.1** [redacted] to re-circulate Education Scotland's Listening & Talking report.

#### 3. Matters arising

3.1 Review of action log – The majority of items completed or on agenda and updates provided as follows:

159 / 200 – [redacted] advised that this had not progressed given current level of uncertainty regarding the 2016 survey and the position of listening & talking within the Framework. SQA happy to progress once position clear.

218 – to be discussed under item 4

219 – [redacted] advised SQA were not in position to present proposal as confirmation required as to whether there will be a 2016 numeracy pre-test.

232 – [redacted] confirmed final response had been issued to NPFS. [redacted] to issue to PMB.

**Action 3.1** [redacted] to e-mail final response to NPFS to PMB members.

#### 4. National Improvement Framework Development

[redacted] advised that the Framework was published alongside Programme for Government (PfG) on 1st September 2015. SG were in the process of engaging with stakeholders (local

authorities, teachers, parents etc.). Dates had been set for eight regional engagement events as well as bespoke events with ADES/NPFS/Children in Scotland and The Royal Society for Edinburgh. PMB were asked to distribute the link to colleagues with an interest to inform them of the events between 29<sup>th</sup> September – 8<sup>th</sup> October. Following this consultation period, an updated version of the Framework would be published around the turn of the year.

**Action 4.1 PMB members to distribute links to National Improvement Framework engagement events (links provided).**

An annual National Improvement Framework report will also be published, starting with an interim report based on available information in late 2015. Information was being gathered from all 32 local authorities on performance against CfE levels. Education Scotland's Area Liaison Officers (ALO's) were playing a role in this and information was due to be submitted by 18<sup>th</sup> September. Local authorities had been provided with a template to complete and the exercise would also inform the discussions around available data. [redacted] sought confirmation as to whether this was a long term plan. [redacted] confirmed that this was an evidence gathering exercise and that the June 2016 collection (and subsequent ones) would have greater consistency and structure. It would need to consider including guidance on what 'achieving a level' means and would most likely be part of the ScotXed collection framework utilising ProcXed through SEEMIS. [redacted] acknowledged that LA's held a lot of information on pupil performance against CfE levels. It was noted that the 2015 report would also include Health and Well-being data and Senior Phase data.

[redacted] also advised that the 7 challenge authorities, with the exception of Glasgow, were due to complete a reading assessment before Christmas.

[redacted] re-capped the high level of activity and confirmed the following timeline.

2015 interim report – end year

2015 SSLN report – Spring 2016

2016 – local authority collection of teacher judgements

2017 – national standardised assessments available

[redacted] also advised that the dashboard for the Framework was in development and Education Scotland were drawing on support from the profession in terms of data literacy and moderation.

A group had been established to draft the standardised assessment tool specification. It included Directors of Education, local authority data specialists and teachers. [redacted] advised that the initial focus was: reading, writing and numeracy. Once embedded, the intention was for it to develop further to include for example, listening and talking and DYW info. [redacted] advised that the draft specification was due to be finalised shortly with a tender exercise scheduled for October. The assessment would be piloted in 2016 ahead of nationally available assessments being delivered in 2017.

[redacted] advised that the amendments to place the Framework on a statutory basis would be included in Stage 2 considerations of the Education Bill as would amendments to make it a duty on Ministers and local authorities to report on progress made and plans for future activity. It was noted that alongside the introduction of legislation for the Framework, it was intended to repeal the current legislation relating to the National Priorities in education.

## **5. SSLN and the National Improvement Framework**

[redacted] confirmed that the 2016 SSLN would be going ahead, the only uncertainty was to what extent and this was still being worked through with Ministers. It was noted that the 2016 SSLN could either be a full survey or on a reduced scale to reduce burden on schools who will also be required to provide teacher judgement data for the 2016 interim National Improvement Framework report. It was acknowledged that further clarity was required soon in order to kick-off the 2016 survey.

A decision was also required as to whether the 2017 numeracy survey should go ahead, whilst noting that as it was a numeracy survey there were fewer components to administer.

It was stressed that EAS are due to contact authorities and schools within the next few weeks in relation to the 2016 survey. It was acknowledged that engagement in the SSLN overall was a risk if schools do not see the point in participating in something that is being phased out. Also the unions may enquire as to the purpose of doing both given the potential workload implications. Alan Miliken (AM) stressed the importance on providing honest /clear communications to manage the transition and inform the system. AM raised concerns as to comments, from various parts of the system, that the SSLN was stopping when there had been no clear direction. There needed to be a strong rationale as to the place of the SSLN in the transition phase. [redacted] emphasised the need to provide honest communications including conveying where the position is currently unclear. [redacted] advised that the position would be clearer once the specification procurement process had been completed.

5.1 Feedback to SSLN sub-groups – [redacted] highlighted the need for PMB to keep the SSLN sub-groups informed of developments. It was agreed that some supporting text be developed to accompany this set of PMB minutes. It was also agreed that a Q&A and timeline plan be developed, not only for sub-groups but to assist communications with local authorities and schools. It was agreed that the Q&A and timeline be included in the upcoming SSLN communications.

**Action 5.1 SG to develop Q&A and timeline plan to be included in SSLN 2016 letters to Directors and schools.**

**Action 5.2 SG to develop supporting text to accompany minutes to sub-groups**

## **6. Risk Register**

Item taken after discussion above. [redacted] referred to revision of risk register following discussion at PMB on 1<sup>st</sup> July re approved SG format. It was noted that risks relating to delivery tasks now had an increased prominence. It was suggested adding a risk to ensure positive communications in the transition from SSLN to the Framework and revisit wording of 5/6 to fully reflect PfG statement of 'over-time'.

**Action 6.1 [redacted] to make suggested amendments to risk register and re-circulate.**

## **7. SSLN secondary analysis**

[redacted] referred to previous PMB discussion on possible secondary analysis of SSLN literacy results. The SG SSLN team had held a workshop to identify possibilities and requests. She provided a summary to the circulated paper on those areas of analysis that had been completed or in progress, as well as possible future analysis that could be undertaken by Assessment Europe under their current contract with SQA. It was noted that PLR analysis was included as an Annex. PMB agreed that both the paper and the additional

analysis were helpful. [redacted] suggested that a similar exercise be undertaken for numeracy results. Any further comments to be submitted to [redacted].

**Action 7.1 PMB to submit any further comments on SSLN secondary analysis be submitted to [redacted]**

## **8. PLR and related activity**

[redacted] provided a verbal update to the circulated paper which had been circulated post PCT on 1<sup>st</sup> July. National Numeracy Hub broadcasts had commenced via GLOW. Hub Champions have produced action plans on how they are going to support raising attainment in numeracy and mathematics in their authority. A series of seven SSLN support events had been held for schools' senior managers. Literacy PLRs were scheduled for October (Listening & Talking), January (Reading) and March (Writing). [redacted] confirmed that the parental support leaflet had not been issued and undertook to confirm if it would be in future. It would provide parents with tips on how they could support their pupils with numeracy. An evaluation of the impact of Numeracy Hub Champions is underway using impact, logic modelling and contribution analysis.

**Action 8.1 [redacted] to confirm plans for issue of parental support leaflet for numeracy.**

## **9. 2015 Numeracy**

9.1 Delivery update – [redacted] advised of a 95% participation rate and that all data had been captured and coded. Questionnaire and P booklet data had been submitted to EAS and no problems were anticipated with data quality.

## **10. 2016 Literacy**

10.1 Development update – It was acknowledged that both SQA and EAS were awaiting the decision regarding content of 2016 survey and there was a considerable amount of activity that needs to be progressed especially if 2016 is to run as a full survey.

## **11. SSLN Communications**

11.1 Scottish Learning Festival – [redacted] advised that ES were running a Seminar 'The SSLN-what's in it for me?' as well as conversation stand slots on the Framework.

## **12. Any other business**

12.1 No other business was raised.

## **13. Date of next meeting**

13.1 The date of the next meeting is scheduled for Thursday 26<sup>th</sup> November at 10.00 am in meeting room 2D-46, Victoria Quay.

## **Summary of action points:**

**Action 2.1 [redacted]to re-circulate Education Scotland's Listening & Talking report.**

**Action 3.1 [redacted]to emails final response to NPFS to PMB members.**

**Action 4.1 PMB members to distribute links to NIF engagement events.**

**Action 5.1 SG to develop FAQ's and timeline plan to be included in SSLN 2016 letters to Directors and schools.**



- Action 5.2** SG to develop supporting text to accompany minutes to sub-groups
- Action 6.1** [redacted]to make suggested amendments to risk register and re-circulate.
- Action 7.1** PMB to submit any further comments on SSLN secondary analysis be submitted to [redacted]
- Action 8.1** [redacted]to confirm plans for issue of parental support leaflet for numeracy.

#### Links to National Improvement Engagement Events:

- 29<sup>th</sup> September – National event for teachers, parents and local authorities – University of Edinburgh, Pollock Halls, Edinburgh, <https://www.eventbrite.co.uk/e/national-improvement-framework-edinburgh-event-tickets-18411910520>
- 1<sup>st</sup> October – Regional Event (Inverness) – Royal Highland Hotel, Inverness, <https://www.eventbrite.co.uk/e/national-improvement-framework-event-inverness-tickets-18412333786>
- 5<sup>th</sup> October – National event for teachers, parents and local authorities – Hilton Hotel, Glasgow, <https://www.eventbrite.co.uk/e/national-improvement-framework-event-glasgow-tickets-18412203396>
- 8<sup>th</sup> October –Regional Event (Aberdeen) – AECC, Bridge of Don, Aberdeen, <https://www.eventbrite.co.uk/e/national-improvement-framework-event-aberdeen-tickets-18412359864>

#### Document 31 – agenda item 7 – SSLN PMB meeting 10<sup>th</sup> September 2015

##### Progress on Scottish Survey of Literacy and Numeracy

##### National Numeracy and Mathematics Progression Framework

This resource has been produced to support staff to have deeper understanding of progression within the experiences and outcomes. It identifies within each organiser the key milestones and building blocks that learners should know before moving on to the next stage of learning. This resource is being released in stages to allow for full engagement by staff with each stage allowing them to build a deeper knowledge and understanding of progression in numeracy.

The first stage shows the progression milestones and building blocks in the numeracy experiences and outcomes. Later stages will have key milestones and building block in mathematics, exemplification of building blocks showing good practice in these areas, previous knowledge required from other organisers and connections between the organisers. It will support staff to identify effectively which building blocks individual learners within their class are finding challenging.

Additional resources have been added to the National Numeracy and Mathematics Progression Framework to support practitioners to engage further with the resource Framework published in December 2014 and additional resources published April 15

##### Professional Learning Resources

Four professional learning resources have been published since April 2014 :-These professional learning resources are based on an in-depth analysis of children and young people's responses to tasks in the SSLN survey.

Each resource helps practitioners use the SSLN findings to understand areas within the identified organiser of strength and areas for development, support practitioner with learning and teaching advice and signposts career long professional learning opportunities.

Professional learning resources have been published on:

- Estimation and Rounding Published -April 2014;
- Numeracy and Mathematics Skills-Published June 2014;
- Time-Published-September 2014; and
- Number and Number Processes-Published March 2015

### National Numeracy Network Meetings

Across Scotland an increasing number of Education Officers are attending the National Numeracy network. Each meeting has a strong focus on progression and sharing of both the developed and the developing resources .

### National Numeracy and Mathematics Hub and Hub Champions

Good practice from the local hubs was showcased at the Scottish Learning Festival 2014. Practice from the local hubs has contributed to the content on the new National Numeracy and Mathematics hub. This has been created and will be launched by Dr Allan on 20 May 2015 National broadcasts will begin in August 2015.

The National Numeracy and Mathematics hub is a virtual learning environment for all practitioners. The hub provides an innovative approach to career-long professional learning for all practitioners across all sectors. It is an interactive virtual learning environment which offers: Professional learning in different aspects of numeracy with a focus on progression, numeracy and mathematical skills, numeracy across learning, assessment and moderation and teaching. Career-long professional learning opportunities of various types such as broadcasts, professional reading and action research. The first of these broadcasts will take place in August 2015 An easy-to-use environment where teachers can share and work with colleagues from across Scotland as well as those from their own school or education authority

Hub Champions are in place for 31 out of the 32 authorities. They have received intensive training ,produced action plans of how they are going to support raising attainment in numeracy and mathematics in their authority suited to the individual local authority circumstances and needs.

### SSLN support events

A series of seven events have taken place round the country in February 2015 and March 2015. Three senior managers from each learning community/cluster were invited and around 1000 senior managers attended.

These events highlighted the results from the report. Five workshops were offered at each. Each workshop focused on how to improve attainment and progression in numeracy within establishments. The plenary session highlighted the resources available on the Education Scotland website and how they could be used to support learning and teaching. . Senior managers were provided with opportunities to meet in their local authority groups to plan their next steps to improve attainment in numeracy.

### Parental support leaflet

A parental support leaflet has been created and is currently being quality assured .

This leaflet explains to parents the different methodologies used in school . This is due to be published in June 2015

## **Progress**

All initiatives are completed or nearly completed.

Information from the Education Officers at the National Numeracy Network meetings report that there is beginning to be a greater focus on numeracy but literacy is still the main focus for most authorities. They also report schools need clearer guidance on making numeracy a priority to allow “space” to develop numeracy in a meaningful way.

The numeracy hub champions are being evaluated very closely to ensure there is impact from their action plans. They will submit a report every 4 months detailing progress and impact. Initial reports show that hub champions are mainly concentrating on up skilling practitioners in progression and mental agility strategies at a local level.

All SSLN roadshows were evaluated and provide evidence that senior managers have a greater understanding of the areas for development and how they can improve these in individual schools.

The National Numeracy and Mathematics Hub will help practitioners access high quality career long professional learning either as a group in their school or as an individual.

The programme of support is still at an early stage and will need more time to impact fully . A stronger steer on making numeracy a priority would support raising attainment and reducing inequality.

Information from school inspection is collated and reviewed to monitor progress, identify areas of strength and areas for development. As the updated guidance has not yet fully impacted it is difficult to say with accuracy if there has been an initial impact on attainment. The evidence does show that there has been an improvement on the variety of teaching methodologies, which have increased.

## **Monitoring**

Progress is being reviewed through a variety of methods. Through the collection of qualitative and quantitative data against short medium and long term goals outlined in the business plan. These include dialogue at stakeholder groups such as National Numeracy Network meetings, Curriculum , Learning and Teaching, Assessment and Support (CLTAS) forum and the Principal Teacher network. The use of evaluations from all events and through monitoring of the Education Scotland website.

The hub champions initiative is being closely monitored through a reporting system to ensure that it is having impact at a local level. The hub will be monitored through the number of people watching the broadcasts and taking part in the discussions .

The inspection guidance for HM Inspectors has been reviewed and new updated guidance has been created to support inspectors gather relevant and useful information to build a picture of how learners are progressing and their attainment. HM Inspectors may also be able to provide information on overall the impact of support work.

## **Document 32 Agenda for meeting 26th November 2015**

**SCOTTISH SURVEY OF LITERACY AND NUMERACY  
PROJECT MANAGEMENT BOARD  
THURSDAY 26<sup>th</sup> NOVEMBER 2015  
MEETING ROOM 2D 44  
10.00 am to 12.00 pm**

### **AGENDA**

1. Welcome and apologies for absence
2. Minutes of last meeting (10<sup>th</sup> September) (enc)
3. Matters Arising
  - 3.1 Review of Action Log (enc)
  - 3.2 Review of Risk Register (enc)
4. SSLN and the National Improvement Framework
  - 4.1 Ministerial decision (S&P)
  - 4.2 SSLN / NIF Communications (All)
  - 4.3 SSLN PLR activity going forward (ES)
  - 4.4 SSLN Governance (EAS)
5. 2015 (Numeracy)
  - 5.1 Delivery update (SQA)
  - 5.2 2015 publication (EAS)
6. 2016 (Literacy)
  - 6.1 Delivery update (SQA/EAS)
  - 6.2 2016 Group Discussion (SQA / EAS)
  - 6.3 2016 Design Document (EAS) (enc)
7. SSLN Questionnaire Stakeholder Consultation Report (enc)
8. Any other business
9. Date of next meeting - 4<sup>th</sup> February 2016

## **Document 33**

**MEETING OF THE SSLN PROJECT MANAGEMENT BOARD  
HELD ON 26<sup>th</sup> NOVEMBER 2015 IN MEETING ROOM 2D-44, VQ AT 10.00 AM**

### **Present**

Project Management Board:

[redacted], SAP Unit (Chair)

[redacted], ES

Alan Milliken, ADES

[redacted], CU

[redacted], SQA

[redacted], EAS

Also attending:  
[redacted], EAS  
[redacted], SAP Unit  
[redacted], EAS (Minutes)

## **1. Welcome & apologies for absence**

1.1 The Chair welcomed everyone and apologised for the late start to the meeting due to prior meeting regarding non-government amendments to the Education (Scotland) Bill.

## **2. Minutes of last meeting**

2.1 The minutes of 10<sup>th</sup> September were approved with the following amendment.  
Point 5 - remove final sentence of 2<sup>nd</sup> para.

**Action 2.1** [redacted] to amend minutes of 10<sup>th</sup> September and re-circulate.

## **3. Matters arising**

3.1 Review of action log – The majority of items are completed or on agenda and updates provided as follows:

218 – to be picked up under 4.2

159 – to be picked up under 6.2

241 – [redacted] advised that the parental support leaflet had not progressed. Potentially superseded as the numeracy team were looking at good practise across country and initiatives such as Read, Write, Count and Making Maths Count as well as the 2015 SSLN numeracy results before deciding next steps. Agreed to mark as complete.

3.2 Review of risk register – [redacted] referred to the revisions made following discussions at the last meeting. Those highlighted in bold referred to risks that particularly relate to SSLN in the context of the National Improvement Framework. Reference was made to risk 5 and the joining up of SSLN and NIF comms. It was agreed to have a fuller discussion under 4.2.

## **4. SSLN and the National Improvement Framework**

4.1 Ministerial Decision – [redacted] advised of Ministers' decision to run a full SSLN in 2016, which had been communicated to Directors of Education at the end of October. This would mean that the 2016 survey would include the assessment of reading, writing, listening and talking as well as pupil and teacher questionnaires.

[redacted] referred to a series of consultation events that had been held in regards the draft Framework, which was in the process of being re-drafted and publication was scheduled for early 2016. In addition the OECD Review and the 2015 Annual Report on the data collection exercise, due for publication in December, would also inform the revised Framework.

[redacted] summarised a range of data sources and advised that consideration was being given as to the content of the 2016 interim report. A considerable amount of work would be undertaken prior to Easter regarding the 2016 teacher judgement collection. Consideration was required as how best to report historical data alongside the 2016 teacher judgement (TJ) collection and the SSLN 2015 report. Alan Milliken (AM) stressed that the landscape had become confusing and focus was required on establishing rules/requirements. There followed some discussion on the underlying principle of establishing consistency in assessment; achievement at a level, marking criteria, understanding standards and

translating assessments to teacher judgements. It was noted that some authorities were further ahead in understanding standards. It was acknowledged that clarity was required as to whether the TJ collection would be split by the 3 literacy organisers (reading, writing, listening and talking). Members noted the importance of holding onto listening and talking and that the 3 organisers assessed different literacy skills. It was agreed that the same approach would be required for numeracy.

4.2 SSLN / NIF Communications – AM expressed concern regarding recent communications. He provided feedback from recent ADES conference as to the value of the SSLN and colleagues' understanding of the position of the 2016 SSLN. He stressed the importance of visually representing the journey to the new assessments and how elements would co-exist. He suggested providing authorities and schools with a road-map of how things fitted together to help explain the continued purpose and benefit of the SSLN. It was noted that whilst the SSLN and the TJ collection were two distinct exercises there was a dependency in maintaining the integrity of the SSLN whilst at the same time developing capacity / relationships in the TJ collection. AM suggested a marketing type strategy to help build, plan and inform the profession of the merit of the evolving landscape. It was noted that the SSLN had moved from a compliance model to one of partnership and value.

[redacted] referred to the two distinct strands, in that the teacher judgement collection is not a replacement for the SSLN but there was a direct relationship between the standardised assessments and the SSLN. It was noted that the SSLN is the current independent source of national literacy and numeracy attainment data against CfE levels but Scottish Government (SG) were now minded to take a different approach and require a line of sight between assessments informing teacher judgements and providing value to schools. [redacted] referred to advice sought at the inception of the SSLN as to requirements. It was noted the SSLN had therefore served its purpose and communications surrounding the migration should be effectively managed.

[redacted] noted the central place of assessment was clear but there lacked clarity on the Framework. [redacted] referred to challenges in providing a definitive picture at this stage, however it was agreed that communications should be honest and transparent and refer to establishing clarity where and when available. AM offered support in developing effective communications. It was agreed that something be developed in advance of February's Project Management Board (PMB). AM noted that this was not the first occasion he had raised the need for joined up communications. He therefore made a plea that it did not drift; that it was enacted this time otherwise the SSLN would suffer. Mid-January was agreed as an appropriate timeframe for providing communications. It was noted that EAS are scheduled to confirm participation with local authorities early January. [redacted] noted that this was quite a complex task that required attention and discussion.

**Action 4.2:** [redacted] & [redacted] to take forward developing SSLN / NIF communications roadmap for issue in January.

4.3 SSLN PLR activity going forward – [redacted] advised that the Listening & Talking Professional Learning Resource (PLR) was published in October. Due to staffing resources dates for publication of both the reading and writing PLRs were being reviewed. [redacted] also confirmed that future plans were for generic literacy PLRs using evidence from a variety of sources, rather than SSLN branded literacy PLRs. In terms of the Literacy Reference Group (LRG), Education Scotland planned to move away from face-to face meetings and move to online activity. [redacted] advised of weekly numeracy hub broadcasts and the Numeracy Reference Group (NRG) were awaiting the SSLN 2015 results to determine next steps. There was some discussion on recent developments / initiatives such as the Numeracy Progression Framework, Making Maths Count, Read, Write, Count and POLAAR. It was acknowledged that there was a requirement for support for parents and teachers to

ensure various agendas had the required impact. Again it was noted that messages about how the SSLN results will inform developments needed to be made clear.

4.4 SSLN Governance – [redacted] referred to discussion at recent Project Coordination Team (PCT) meeting as to the relevance of their remit as the main focus of which was survey development and this could possibly be obsolete given the focus on NIF developments. [redacted] had given some thought about how best to take this forward following feedback from PCT members. It was acknowledged that PCT had fulfilled a useful function in survey management but its remit was no longer fit for purpose. However, it was agreed that it was not timeous to fully disband the group. PMB endorsed the approach that there would still be a group that could provide advice at appropriate points in the survey cycle. In essence this would mean that the current PCT meeting schedule would be disbanded. It was suggested that PCT should meet prior to publication of the 2015 numeracy results. PMB noted their appreciation to PCT for the contribution he group had made to the delivery of the SSLN.

**Action 4.4 [redacted] to advise PCT members of PMB endorsement of future remit and thank group for important contribution.**

**Action 4.5 [redacted] to cancel PCT scheduled meetings and arrange one prior to publication of 2015 report (mid-April)**

## **5. 2015 (Numeracy)**

5.1 Delivery update – [redacted] advised that all data had been passed to EAS and EB confirmed that EAS had completed 2<sup>nd</sup> stage validation of data and were commencing marking data.

5.2 2015 publication – [redacted] confirmed that the SSLN Numeracy (2015) report would be published in May 2016. It was agreed that this would be included in roadmap communication. A publication date had yet to be confirmed. It was noted that the final report of Making Maths Count was scheduled for late June and it was agreed that it should reflect the SSLN results.

## **6. 2016 (Literacy)**

6.1 Delivery update – [redacted] advised that registration for the 2015 survey was underway with initial deadline for registration the next day (27<sup>th</sup> November). To date, 1,731 schools had registered with 1,664 participating and 67 declining, mainly due to having too few pupils. [redacted] advised that this was a third more than this point last year and there were fewer issues with log-ins etc. It was acknowledged that schools were more familiar with the registration process and, at this stage, were not expressing concerns about the SSLN similar to those of Directors. SQA were currently contacting non-responding schools.

6.2 2016 Group Discussion - [redacted] advised that to date SQA had nominations for 43 Group Discussion Support Assessors from 11 local authorities. SQA continuing to pursue recruitment. AM stressed the need to utilise the capacity that has been built up in the system. It was acknowledged that the intention behind taking away the funding mechanism was to build capacity in listening & talking assessment. It was suggested that SAs be brought into relevant education networks with a view to migrating expertise into framework developments. It was agreed that SAs be consulted on how best to provide CLPL opportunities.

**Action 6.2 SQA to consult SAs, as part of their training, on how best to provide CLPL opportunities.**

6.3 2016 Design Document – [redacted] referred to the draft 2016 Design Document which had been refreshed to reflect 2016 decision. It was approved and signed off by PMB.

## **7. SSLN Questionnaire Stakeholder Consultation Report**

7.1 [redacted] provided a summary on the consultation, review and report. Particular reference was made to the recommendations which were already being taken forward. [redacted] highlighted that it was a very interesting report. It was acknowledged that it would help structure future questionnaire provision as it was envisaged that questionnaires would feature as part of the Framework.

## **8. Any other business**

8.1 It was agreed that specific time be set aside on February's agenda to further discuss communications and provision of road-map etc. However, in the meantime Strategy and Performance colleagues should consider how to take communications forward to be effective and meet SSLN timescales (as per action 4.2).

## **9. Date of next meeting**

9.1 The date of the next meeting is scheduled for Thursday 4<sup>th</sup> February 2016 at 10.00 am in meeting room 2D-46, Victoria Quay. Members endorsed the proposed 2016/17 meeting schedule.

**Action 9.1** [redacted] to schedule PMB meetings as per agreed meeting schedule.

### **Summary of action points:**

**Action 2.1** [redacted] to amend minutes of 10<sup>th</sup> September and re-circulate.

**Action 4.2:** [redacted] & [redacted] to take forward developing SSLN / NIF communications roadmap for issue in January.

**Action 4.4** [redacted] to advise PCT members of PMB endorsement of future remit and thank group for important contribution.

**Action 4.5** [redacted] to cancel PCT scheduled meetings and arrange one prior to publication of 2015 report (mid-April)

**Action 6.2** SQA to consult SAs, as part of their training, on how best to provide CLPL opportunities.

**Action 9.1** [redacted] to schedule PMB meetings as per agreed meeting schedule.

## **Document 34 – agenda item 6.3 – SSLN PMB meeting 26<sup>th</sup> November 2015**

**20 page document attached separately** SSLN 2016 – Literacy – Survey Design Document



SSLN 2016 --  
Literacy - Survey...



**Document 35** Agenda for meeting 10<sup>th</sup> February 2016

**SCOTTISH SURVEY OF LITERACY AND NUMERACY  
PROJECT MANAGEMENT BOARD  
WEDNESDAY 10<sup>th</sup> FEBRUARY 2016  
MEETING ROOM 2D 46  
1.00 pm to 3.00 pm**

**AGENDA**

1. Welcome and apologies for absence
2. Minutes of last meeting (26<sup>th</sup> November) (enc)
3. Matters Arising
  - 3.1 Review of Action Log (enc)
  - 3.2 Review of Risk Register (enc)
4. SSLN and the National Improvement Framework
  - 4.1 Revised NIF and associated publications  
<http://www.gov.scot/Topics/Education/Schools/NationalImprovementFramework>
  - 4.2 SSLN / NIF Communications & next steps (All ) (enc)
5. 2015 (Numeracy)
  - 5.1 Delivery update (EAS)
  - 5.2 2015 publication (EAS) (enc)
6. 2016 (Literacy)
  - 6.1 Delivery update (SQA/EAS)
  - 6.2 2016 Group Discussion (SQA / EAS)
7. PLR and related activity update (ES)
8. Any other business
9. Date of next meeting – 21<sup>st</sup> April 2016

**Document 36**

**MEETING OF THE SSLN PROJECT MANAGEMENT BOARD  
HELD ON 10<sup>th</sup> FEBRUARY 2016 IN MEETING ROOM 2D-46, VQ AT 1.00 PM**

**Present**

Project Management Board:

[redacted], SAP Unit (Chair)  
[redacted], Curr Unit  
[redacted], ADES  
[redacted], SQA

Also attending:

[redacted], EAS  
[redacted], EAS (Minutes)

## **1. Welcome & apologies for absence**

1.1 The Chair welcomed members and introduced [redacted] who had taken over from [redacted] as head of Curriculum Unit. Apologies had been received from [redacted], [redacted] and [redacted].

## **2. Minutes of last meeting**

2.1 The minutes of 26<sup>th</sup> November were approved with the following amendment.  
Point 4 – 1<sup>st</sup> sentence of final para – replace ‘purpose’ with ‘central place’.

**Action 2.1** [redacted] to amend minutes of 26<sup>th</sup> November and re-circulate.

## **3. Matters arising**

3.1 Review of action log – The majority of items are completed or on agenda and updates provided as follows:

242 – Completed

243 – On agenda

244 – Completed – [redacted] confirmed PCT had been informed and thanked for their contribution.

245 – Completed – [redacted] confirmed April meeting date set.

246 – On-going – [redacted] to provide general update under 6.2.

3.2 Review of risk register – [redacted] suggested that risk 12 be rephrased to emphasise relationship between SSLN and NIF rather than credibility of SSLN results. This was agreed by the Board.

## **4. SSLN and the National Improvement Framework**

4.1 & 4.2 Revised NIF and associated publications & SSLN / NIF Communications and next steps

[redacted] advised that the revised Framework was formally launched by the First Minister on 6<sup>th</sup> January with range of accompanying supporting documents (link provided) and they had been well-received. Directors of Education had been asked to cascade information in their organisations [redacted] advised that the S&P team were currently developing a timeline and detailed implementation plan looking at next steps. There was a significant resource package going to schools the following week: a letter to Headteachers from the Cabinet Secretary; a presentation for school staff; and information for pupil and parent councils. In addition, Education Scotland were developing guidance for teachers on ‘achievement of a level’ and supporting resources on ‘teacher professional judgement’. Both of which were due to be published next month. Alan Milliken (AM) highlighted they were indeed two separate strands and needed to be presented as such.

[redacted] noted the parallel timing of planned communications (above) with SSLN field work and highlighted the risks in underestimating the confusion this could cause to the system. [redacted] noted that, even in the absence of confusion, the additional burden is a risk. [redacted] then circulated revised draft timeline (4.2) that had been an action from the last PMB meeting, designed to provide information on upcoming activity on both SSLN and the National Improvement Framework. AM congratulated the development of the timeline whilst

noting that it could better articulate the assessment journey and signal where things are running in parallel and why, as well as when the SSLN is coming to an end. He also suggested that it would be clearer if it were turned into a pictorial/visual reflection of the planned programme of assessment development and activity. AM suggested that an A3 poster be developed for school staffrooms rather than just providing guidance. AM noted it was critical to present the evolving assessment landscape as a whole – across SSLN, National Improvement Framework and the Scottish Attainment Challenge along with the support that would be made available to teachers and schools.

[redacted] supported suggestion of further visual representation and suggested it could also be provided to pupils, parents and teachers. [redacted] stated that it could only cover 2016 given that no final decision had been taken regarding a 2017 SSLN. However, AM noted that it was possible to capture predictions to provide a sense of direction / lines of development. AM and [redacted] both offered to support further development of a suitable timeline / roadmap. The timing of issuing the revised timeline was discussed. [redacted] enquired as to joining the roadmap with any of the planned communications previously mentioned. It was noted that there were planned SSLN communications due to go to schools early March but that these were due to go to print imminently. It was noted that this was the last planned SSLN communication prior to survey materials in April. It was acknowledged that the roadmap / timeline should be prior to the March communications. [redacted] undertook to confirm position regarding communicating timeline / roadmap and advise PMB and share a visual draft for input.

[redacted] sought clarification on the procurement of the national standardised assessments and the procurement of GL's reading age assessment for the 7 Challenge Authorities. [redacted] confirmed that SG were still in the process of finalising the procurement specification for the national standardised assessments with a view that the Invitation to Tender (ITT) would be issued in the Spring. AM also sought clarification on the requirement on the challenge authorities (Clackmannanshire) to continue with their own means of standardised assessments. He noted that Clackmannanshire and Stirling both use CEM (University of Durham) assessment. [redacted] advised that the driver for the provision of the GL reading age assessment to the 7 authorities was to have them all using the same standardised tool. It was noted that it was not a long term approach, as a reading age assessment would be included in the national standardised assessments. It was therefore acknowledged that authorities such as Clackmannanshire would be undertaking both, if they choose to, until such a time as the national standardised assessments become available. [redacted] stated that the standardised assessments would need to include not only a wider range of assessment but a deeper level of information for teachers. Teachers needed to see that there was more benefit in the national assessments than their current tool and that the assessments supported the evidence gathered from the teacher judgement collection. [redacted] clarified that the standardised assessments would be pre-tested in the 2016/17 school year and in place for the beginning of the 2017/18 school year. Again, it was acknowledged that it would be beneficial to the system / profession to communicate these details i.e. what is being included in the spec and that what is being undertaken in the challenge authorities is not a pre-cursor for the future. It was noted that if there is confusion at an informed level such as PMB then this should be an indication that further external communications would be beneficial.

It was also suggested that the position on the future and place of the SSLN be clarified. PMB had a role in actively planning for its decommissioning, informing and clarifying its role in relation to the changing landscape. It was noted that effective business planning would be needed to make a timely decision. [redacted] stressed that, practically, a decision would be required by August at the latest. It was noted that an earlier decision would be beneficial in planning and resource terms, particularly to SQA. There was some discussion as to the delays that had already arisen in finalising a procurement specification and possible IT

infrastructure issues and their impact on a final decision re SSLN 2017. It was acknowledged that Ministers wished to be confident the national assessments were going to be delivered on schedule before making decision, however it was agreed added to the confusion. AM noted that the SSLN should not be the only contingency and that information could be obtained from other parts of the system. It should not prevent the effective planning and decommissioning of the survey.

**Action 4.1 [redacted] and [redacted] to further develop timeline with support from PMB members and confirm dissemination plans including timing**

**5. 2015 (Numeracy)**

5.1 Delivery update – [redacted] advised the 3rd and final stage validation of the 2015 numeracy data was in progress. [redacted] was liaising with SQA colleagues on about a dozen queries. Analysis of questionnaire data was complete and due for quality assurance. EAS were currently on schedule for a May publication date.

5.2 2015 publication – [redacted] referred to the circulated report template (5.2) and sought comments. She noted that a revised branding would be applied to the final report and that a three year time series would be highlighted upfront. It was agreed that this would be interesting regardless of the direction of travel. AM referred to the links between table 1.3 (SSLN reporting categories) and teacher judgement collection on achieving a level.

**6. 2016 (Literacy)**

6.1 Delivery update – [redacted] advised that 2,330 schools were registered to participate in the 2016 survey, with 110 schools not participating. Preparations for the survey were all on track with mailing to schools scheduled for early March (as discussed at 4.2)

6.2 2016 Group Discussion – [redacted] advised that SQA planned to contact GD schools prior to the March mailing. 123 Support Assessors had been allocated to all schools in 31 local authorities with only Shetland having no provision. [redacted] noted that authorities had raised issues such as cover but the overall recruitment was positive. There was no evidence of authorities selecting the same people again, as only 27 had been SAs previously. Online training was scheduled to commence on Friday 12<sup>th</sup> February, with follow-up training days in March and further online training prior to survey live period.

AM referred to the success of the GD model and the benefits to the system and questioned where it featured in the SSLN decommissioning plan. It was suggested that Education Scotland should be considering where the resource of SAs sits within the system given the investment. [redacted] referred to agreement at the SSLN Survey Delivery Group that SAs will retain GD assessment materials to enable them to use the materials in their schools.

[redacted] advised that the collection of class-based writing will happen ahead of the fieldwork period and scripts will be scanned by a scanning house before being sent to writing assessors electronically.

**7. PLR and related activity update**

7.1 [redacted] referred to and sought views on the circulated update paper (item 7) provided by [redacted][redacted] noted it was encouraging to hear that practitioners were asking when the 2015 numeracy results will be available and that a power point presentation

would be of benefit. It was suggested that EAS and ES work jointly produce slides. [redacted] offered assistance from SQA in relation to providing tasks for exemplification.

Concern was noted that there were no confirmed dates for publication of the Reading and Writing PLRs given EAS had provided a detailed set of analysis. It was agreed that further detail be sought from ES.

**Action 7.1 EAS and ES to develop PowerPoint presentation on 2015 numeracy results.**

**Action 7.2 [redacted] to confirm position re publication of Reading and Writing PLRs.**

## **8. Any other business**

8.1 [redacted] sought clarification that handling of 2015 publication results be an agenda item at 21<sup>st</sup> April meeting.

## **9. Date of next meeting**

9.1 The date of the next meeting is scheduled for Thursday 21<sup>st</sup> April 2016 at 10.00 am in meeting room 2D-46, Victoria Quay.

### **Summary of action points:**

**Action 2.1 [redacted] to amend minutes of 26<sup>th</sup> November and re-circulate.**

**Action 4.1 [redacted] and [redacted] to further develop timeline with support from PMB members and confirm dissemination plans including timing**

**Action 7.1 EAS and ES to develop PowerPoint presentation on 2015 numeracy results.**

**Action 7.2 [redacted] to confirm position re publication of Reading and Writing PLRs.**

## **Document 37– Agenda item 4.2 SSLN PMB – 10<sup>th</sup> February 2016**

### **National Improvement Framework & SSLN timeline**

As outlined in the National Improvement Framework for Scottish Education, new national standardised assessments for pupils in P1, P4, P7 and S3, focusing on literacy and numeracy are being piloted in 2016, before national use in 2017 and over time, the assessments will replace the SSLN. The Framework also highlights the collection nationally, and at local authority level of data on the achievement of Curriculum for Excellence levels for literacy and numeracy at the end of P1, P4, P7 and S3, based on teacher judgement. Below is a timeline, highlighting the major relevant milestones:

#### **2016**

##### **Spring**

- Publication of National Improvement Framework Implementation Action Plan
- Procurement of new national standardised assessments

- Publication of advice and guidance on achievement of a CfE level in literacy and numeracy
- Work with local authorities and parent organisations to improve the consistency of reporting to parents of children's progress
- Publication of SSLN 2015 (numeracy) results

### **Summer**

- Development of moderation and support for teacher professional judgement
- SSLN 2016 (literacy) fieldwork
- Teacher professional judgement collection – CfE levels of literacy and numeracy at P1, P4, P7 and S3
- Development of statutory guidance on reporting duties under Education (Scotland) Bill
- Decision on SSLN 2017 (numeracy)

### **Autumn**

- Analysis of teacher professional judgement for P1, P4, P7 and S3

### **Winter**

- Publication of National Improvement Framework 2016 Interim report
- Interim reporting arrangements for schools and local authorities

### **2017**

- Introduction of new national standardised assessments in schools
- Publication of SSLN 2016 (literacy results)
- New reporting duties under Education (Scotland) Bill
- Introduction of more evidence on early years for the National Improvement Framework
- First statutory Framework reporting for schools and local authorities

### **2018**

- Development of standardised assessments for Gaelic Medium Education
- Consideration of evidence of children's progress in other curricular areas

National Improvement Framework data and evaluation system (Dashboard) for school, local authority and national use

**Document 38 – Agenda for meeting 4<sup>th</sup> May 2016**

**SCOTTISH SURVEY OF LITERACY AND NUMERACY  
PROJECT MANAGEMENT BOARD  
4<sup>th</sup> MAY 2016  
MEETING ROOM 3H-55, VQ  
10.00 am to 12.00 pm**

**AGENDA**

1. Welcome and apologies for absence
2. Minutes of last meeting, review of action log and risk register (enc)
3. SSLN and the National Improvement Framework (S&P)
  - 3.1 Update on recent developments
  - 3.2 SSLN 2017
  - 3.3 SSLN Governance going forward
4. SSLN Activity
  - 4.1 2015 (Numeracy) publication and handling (EAS)
  - 4.2 2016 (Literacy) delivery update (EAS)
  - 4.3 PLR and related activity update (ES)
5. Any other business
6. Date of next meeting – 16<sup>th</sup> June 2016

**Document 39**

**MEETING OF THE SSLN PROJECT MANAGEMENT BOARD  
HELD ON 4<sup>th</sup> MAY 2016 IN MEETING ROOM 3H-55, VQ AT 10.00 AM**

**Present**

Project Management Board:

[redacted], SAP Unit (Chair)  
[redacted], ES  
[redacted], Curr Unit  
Alan Milliken, ADES (via conference call)  
[redacted], SQA

Also attending:

[redacted], EAS  
[redacted], EAS (Minutes)  
[redacted], Curr Unit

- 1. Welcome & apologies for absence**

1.1 The Chair welcomed members and apologised for the late cancellation of the meeting scheduled for 21<sup>st</sup> April. Introductions were provided for the benefit of Alan Milliken (AM) who was participating remotely. No apologies had been received.

## **2. Minutes of last meeting, review of action log and risk register**

2.1 The minutes of the last meeting were approved.

2.2 The updates on the following actions were provided:

218 – on-going – [redacted] has forwarded information provided.

246 – [redacted] provided feedback from recent Support Assessor (SA) training events. A notable number of SAs had been awarded GTCS professional recognition, which involved undertaking some additional work and were being utilised within their authorities. Alan Milliken (AM) suggested that PMB articulate / formalise how the SAs could be utilised as a resource moving forward. An article in the GTCS magazine was suggested which could be in the form of case studies of how some SAs were taking forward their knowledge within their authority. [redacted] undertook to identify suitable SAs. [redacted] enquired as whether there may be suitable slots at the Scottish Learning Festival to promote the on-going role of both group discussion and writing assessors. [redacted] suggested an e-card from Education Scotland as another means of promoting them. There was some discussion about the purpose of promoting, i.e. was it a missed opportunity if their knowledge and skills were not utilised moving forward. [redacted] undertook to promote the resource at upcoming 'Achievement of a Level' training events. [redacted] undertook to consider along with [redacted] on how best to utilise SSLN Assessors.

248 – completed

249 – to be discussed on agenda (item 3)

250 – in – progress. [redacted] liaising with [redacted] re provision of slides for GLOW event on 2<sup>nd</sup> June.

**Action 2.1** [redacted] to identify suitable Support Assessors for case studies.

**Action 2.2** [redacted] & [redacted] to consider 'how best to utilise SSLN Assessor' resource.

2.3 Risk register – [redacted] referred to re-phrased risk 12 as per discussion at previous meeting. AM suggested that there be some mitigating action and highlighted the issues of clarity and timelines on how the SSLN and National Improvement Framework developments co-existed. He referred to the relationship with risk 9 'Maximise positive media coverage following the publication of the report'. It was agreed to discuss further under item 3.

## **3. SSLN and the National Improvement Framework**

3.1 Update on recent developments – [redacted] provided a summary of recent activity. Events were held in March for secondary Headteachers. Information regarding the 2016 teacher judgement collection and guidance on achievement of a level had been issued and follow up phone calls had taken place with Directors of Education / Heads of Service. In addition, the TJ collection was discussed at the ScotXed Forum in April. [redacted] referred to the one-page guidance on 'achievement of a level' and noted that it was evident that more advice was required and this was planned for next year. [redacted] noted that local moderation was fundamental to ensuring standards were the same across the country. [redacted] advised of a first meeting of the group charged with developing statutory guidance under the Education (Scotland) Act 2016 to focus on the reporting requirements on local authorities. [redacted] also advised that work was progressing on the specification for the national standardised assessment tool, whilst noting there had been a delay. It was noted that six action plans had been developed in relation to the various programme work streams and the focus now was on their implementation.



[redacted] referred to discussions at previous PMB meetings regarding providing effective communications to the system as to how the SSLN and NIF developments fit together. Particular reference was made to the action at the last meeting to provide a visual timeline. [redacted] advised that [redacted] had drafted a timeline which was presented to the NIF Senior Responsible Officers (SRO) group. [redacted] advised that the SROs had made decision not to issue that information at this stage, but the rationale for that decision had not been reported. AM noted that in the absence of a timeline, the lack of clarity about the links/connections between SSLN and NIF remained. [redacted] noted that in the phone conversations with local authorities, there had been no concerns raised around the SSLN. PMB noted that schools and teachers may hold a different view but there had been no direct engagement with them, although [redacted] reported that there had been no questions regarding the SSLN at the Headteacher events in March. After some discussion PMB agreed to monitor risk 12.

**Action 3.1** [redacted] to re-circulate to PMB information to local authorities on teacher judgement collection etc.

**Action 3.2** PMB to monitor risk 12 on on-going basis.

3.2 SSLN 2017 – [redacted] advised that SG were waiting for the outcome of the Scottish parliamentary elections, the formation of Government and confirmation of the Cabinet Secretary for Education. However, there was an expectation that previous discussions would prevail and a decision would be formalised that SSLN 2016 was the last survey, with the results being published in Spring 2017. [redacted] sought clarity given the delay with procurement of the national standardised assessment tool. [redacted] advised that the assessment tool was not a replacement for the SSLN but a tool to help inform teacher judgement. He confirmed that the teacher judgement collection was viewed as the natural replacement in terms of national level data. It was envisaged that the assessments would be trialled in schools in 2017 and therefore the SSLN should not be undertaken at the same time. [redacted] sought an early indication of when the decision would be made by Ministers. [redacted] confirmed that a decision would be required by August but that the views of Ministers would be sought at the end of May. [redacted] agreed to keep [redacted] informed. [redacted] referred to the need for an effective communication plan and it was agreed that there would be further discussion at PMB meeting on 16<sup>th</sup> June.

**Action 3.3** [redacted] to keep [redacted] informed on steer from Ministers regarding SSLN 2017.

3.3 SSLN Governance going forward – [redacted] sought members views on the SSLN governance structure following publication of the results on 31<sup>st</sup> May. PMB agreed that there was an on-going role not only in terms of publication of the 2016 report in Spring 2017 but in the ‘de-commissioning’ of the SSLN. PMB agreed they had an on-going role to ensure this was an effective process. Members agreed that the current scheduled meetings of June, 15<sup>th</sup> September, 24<sup>th</sup> November and 1<sup>st</sup> February were sufficient. It was agreed to discuss survey closure plans at the next PMB meeting. It was suggested that members discuss with their teams in advance.

**Action 3.4** [redacted] to include SSLN lessons learned and project closure as agenda item for June 16<sup>th</sup> meeting.

**Action 3.5** PMB members to discuss above with their teams in preparation of 16<sup>th</sup> June meeting.

#### 4. SSLN Activity

4.1 2015 (Numeracy) publication and handing – [redacted] advised that data analysis was complete, EAS were in process of drafting the report and were on schedule for publication. There would be an e-mail / e-card notification on the 31<sup>st</sup> to an extensive circulation list. [redacted] noted that Curriculum Unit had started to think about the potential narratives required in terms of Q&A and line to take etc. It was agreed that a joint narrative be developed between SG policy and Education Scotland. [redacted] to involve AM and [redacted] in discussions to ensure read across with local authority / school activity. [redacted] undertook to set-up meeting. It was noted that the first FMQs of the new parliamentary session would be Thursday 2<sup>nd</sup> June 2016.

**Action 4.1 [redacted] to set up meeting to develop joint narrative to SSLN results.**

4.2 2016 (Literacy) delivery update – [redacted] advised that the 2016 survey went live in schools on 3<sup>rd</sup> May. There had been a slight delay with the issue of Gaelic materials and those schools had been advised. Group Discussion assessments were being undertaken by Support Assessors. SQA had 120 Writing Assessors from an original nomination list of 131. Training events were scheduled for 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> June in Stirling. To date, 69% per cent of sampled schools had returned writing scripts. [redacted] advised that SQA had increased their server capacity to mitigate any IT issues as far as possible. It was noted that the 2016 survey was running smoothly, an indication that schools were increasingly familiar with the process.

4.3 PLR and related activity update – [redacted] referred to the publication of the Listening and Talking PLR and the Literacy across Learning resource for secondary teachers. [redacted] advised that due to reduced staffing resources ES had been unable to progress with publication of the reading and writing resources, although it was hoped that this was still possible. [redacted] noted that the ES numeracy team were awaiting the 2015 results to plan their next steps. [redacted] advised of similar staffing constraints within EAS which may impact on what on-going support they could provide.

**5. Any other business**

5.1 No other business was raised.

**6. Date of next meeting**

6.1 The date of the next meeting is scheduled for Thursday 16<sup>th</sup> June 2016 at 10.00 am in meeting room 2D-46, VQ.

**Summary of action points:**

**Action 2.1 [redacted] to identify suitable Support Assessors for case studies.**

**Action 2.2 [redacted] & [redacted] to consider 'how best to utilise SSLN Assessor' resource.**

**Action 3.1 [redacted] to re-circulate to PMB information to local authorities on teacher judgement collection etc.**

**Action 3.2 PMB to monitor risk 12 on on-going basis.**

**Action 3.3 [redacted] to keep [redacted] informed on steer from Ministers regarding SSLN 2017.**

**Action 3.4 [redacted] to include SSLN lessons learned and project closure as agenda item for June 16<sup>th</sup> meeting.**

**Action 3.5 PMB members to discuss above with their teams in preparation of 16<sup>th</sup> June meeting.**

**Action 4.1 [redacted] to set up meeting to develop joint narrative to SSLN results.**

## Document 40 Agenda for meeting 16<sup>th</sup> June 2016

**SCOTTISH SURVEY OF LITERACY AND NUMERACY  
PROJECT MANAGEMENT BOARD  
THURSDAY 16<sup>th</sup> JUNE 2016  
MEETING ROOM 2D-46, VQ  
10.00 am to 12.00 pm**

### AGENDA

1. Welcome and apologies for absence
2. Minutes of last meeting (4<sup>th</sup> May) (enc)
3. Matters arising
  - 3.1 Review of action log (enc)
  - 3.2 Review of risk register (enc)
4. SSLN Activity
  - 4.1 2015 (Numeracy) publication of results (EAS) [www.gov.scot/ssltn](http://www.gov.scot/ssltn)
  - 4.2 2016 (Literacy) delivery update (SQA/EAS)
  - 4.3 PLR and related activity update (ES)
5. SSLN and the National Improvement Framework (S&P)
  - 5.1 Update on recent developments (S&P)
  - 5.2 SSLN lessons learned and project closure (All)
6. Any other business
7. Date of next meeting – 15<sup>th</sup> September 2016

## Document 41

**MEETING OF THE SSLN PROJECT MANAGEMENT BOARD  
HELD ON 16<sup>th</sup> JUNE 2016 IN MEETING ROOM 2D-46, VQ AT 10.00 AM**

### Present

Project Management Board:

[redacted], SAP Unit (Chair)  
[redacted], ES  
[redacted], Curr Unit  
Alan Milliken, ADES (via conference call)  
[redacted], SQA  
[redacted]EAS

Also attending:

[redacted], EAS  
[redacted], EAS (Minutes)  
[redacted], SAP Unit

## **1. Welcome & apologies for absence**

1.1 The Chair welcomed members and introductions were provided for the benefit of Alan Milliken (AM) who was participating remotely and [redacted] who was attending for the first time. No apologies had been received.

## **2. Minutes of last meeting, review of action log and risk register**

2.1 The minutes of the last meeting were approved.

2.2 Updates on the following actions were provided:

252 – [redacted] advised this was in progress. Feedback from Support Assessors had been very positive in terms of follow up activity in their schools, cluster, authority etc. SQA were in the process of identifying suitable candidates.

253 – [redacted] advised that further work was still required on this and further discussion would be covered under agenda item 5.2

255 – Noted as on-going action

256 – [redacted] advised that there had still been no firm decision but that the expectation was that there would be no change in approach with 2016 being the last survey. It was clarified that August was the critical date whereby the decision must have been made. [redacted] referred to the proposed DFM's Delivery Plan which was due to be published by the end of June (term). [redacted] confirmed that he had suggested, in discussions with colleagues including [redacted]), that it would be a sensible point and vehicle to inform the education system / profession as to the future of the SSLN. [redacted] indicated he was unsure if this would go forward but undertook to advise PMB as soon as a decision was made. It was noted that it was particularly important that communications were open and clear in the lead up to a potential announcement in the DFM's Delivery Plan (due end June).

258 – to be discussed under 5.2

### **Action 2.1 [redacted] to advise PMB members as soon as a decision is made re reference to SSLN in DFM's Delivery Plan.**

2.3 Risk Register – [redacted] noted that risk 12 would continue to be monitored on an on-going basis. [redacted] referred to risk 10 & 11 and advised that there had been fewer technical issues this year which could be due to schools becoming more familiar with the process as well as SQA's increased server capacity. [redacted] noted that a number of risks could be removed if there was to be no SSLN 2017.

## **4. SSLN Activity**

4.1 2015 (Numeracy) publication of results – [redacted] referred to the publication of the SSLN 2015 report on 31<sup>st</sup> May. [redacted] advised that the delivery of the report had gone well and partners worked well in response. In terms of Ministers' responses to the results, [redacted] noted DFM's focus on the clarity needed about the teaching of literacy and numeracy whilst noting FM's approach re affirming the requirement for NIF data as the way forward. [redacted] noted the DFM's response, and that responding to the results was one of his first responsibilities since taking up office, and that it had prompted his thinking re the requirement for greater clarity for teachers.

Members noted concern as to the detailed data that will be lost with the demise of the SSLN. It was noted that the teacher professional judgement collection proposed for the National Improvement Framework would not include data on strengths/weaknesses or where a pupil is along the journey towards CfE levels. [redacted] raised concern as to the loss of the pupil and teacher questionnaire data. [redacted] advised that SG colleagues with a vested interest in questions, such as the use of IT etc. had raised concerns as to the on-going

availability of such information. [redacted] noted that a greater level of information would be provided if there was both an SSLN and a TJ collection, possibly TJ as part of the SSLN. [redacted] noted that comparisons could be made between the results of the 2016 Literacy survey and the 2016 TJ collection. It was acknowledged the SSLN would continue to provide a rich source of information on pupils' strengths and weaknesses (as these are likely to be the same issues at least in the short term).

4.2 2016 (Literacy) delivery update – [redacted] provided a breakdown of the various elements of 2016 survey returns. [redacted] noted that the only concern had been the online reading completion rate however SQA colleagues had advised that this was due to the number of pupils that had not clicked 'finish' at the end of the assessment. SQA were confident that the actual rate was higher and they would complete process when the data was downloaded. [redacted] advised that EAS and SQA would consider the need for a further reminder following confirmation of completion dates for week ending 17<sup>th</sup> June.

[redacted] again referred to the positive feedback from the Group Discussion Support Assessors, a number of whom had plans to share their learning with their school.

[redacted] advised that in light of available resource, EAS and SQA had recently revised 2016 data submission dates and thanked SQA for their help and flexibility.

4.3 PLR and related activity update – [redacted] advised that the SSLN Writing PLR (based on 2014 results) had been published in May. ES hoped to also publish a reading resource based on the 2014 results but that the Literacy Team were depleted at present. [redacted] also advised of a number of events by ES. [redacted] noted that a notification of the publication had not gone out. [redacted] to send links to [redacted] to circulate.

[redacted] also provided an update on ES numeracy activity. CLTAS forum had been held on 1<sup>st</sup> June. There had been a webinar (via GLOW) based on the results on 2<sup>nd</sup> June and the PowerPoint had been sent to the Numeracy Networks. The Numeracy Team were also keen to take forward / update the numeracy PLR and were liaising with EAS re provision of data.

AM acknowledged the resource issue at ES but raised concerns as to the content of both the group discussion and writing resources. Concerns were raised as to the use of reflective questions, lack of engagement activities that that support reflective questions and the lack of professional challenge. AM also noted that there was no mention of the Support Assessors as a resource and there was little to support collegiality in group discussion. AM felt that both resources did not meet the same standard of the numeracy resource. Consistency in the overall look (livery / badging) was also recommended. [redacted] referred to DFM's recent statements on providing clarity to teachers and that the literacy resources focussed on open ended questions with limited specific suggestions. Members continued to acknowledge resourcing issues and commended ES staff for their time and effort in production. [redacted] agreed to raise concerns with [redacted] and provide an update to PMB at September meeting. There followed some discussion as to the on-going use and purpose of the PLR resources. It was noted that there continued to be a focus on raising the profile in terms of their contribution to professional learning, developing teacher confidence and collaborative learning and the quality of learning and teaching. [redacted] referred to continued feedback from the profession that there too many initiatives that can dilute the importance of literacy and numeracy in reducing the attainment gap. [redacted] referred to limitations within the LNCT agreements in fully addressing issues of curriculum development.

**Action 4.3** [redacted] to forward PLR publication link to [redacted] for issue to PMB members.

**Action 4.4** [redacted] **to take back feedback on literacy resources to ES and provide update at next PMB meeting**

## **5. SSLN and the National Improvement Framework**

5.1 Update on recent developments – [redacted] noted that the last PMB meeting had been in the pre-election period and prior to the appointment of the DFM as Cabinet Secretary for Education. The National Improvement Framework was still high on the agenda and would feature prominently in the Delivery Plan scheduled for publication before the end of June. [redacted] advised that the Invitation to Tender (ITT) was due to be issued by end week (17<sup>th</sup> June) and confirmed there would be a press release. [Update: the ITT was issued on 20 June]. It was envisaged that a contractor would be appointed by September / early October. AM commended SG colleagues for making this progress.

5.2 SSLN lessons learned and project closure – [redacted] referred to the action (258) for members to discuss lessons learned and project closure lessons with their teams prior to this meeting. AM highlighted the need for setting out the key issues and timescales to enable effective planning for project closure. [redacted] advised that EAS and SQA had discussed at recent SDG meeting (8<sup>th</sup> June) and had come up with an initial list which she circulated and summarised. It was acknowledged that there was a range of knowledge and experience that needed to be captured. PMB were asked to provide any additional comments by end June, to allow SDG to discuss at their next meeting on 6<sup>th</sup> July. [redacted] advised that the next steps would be to pull together a report setting out the topics, questions, actions, what worked well and lessons learned. It was agreed that development the report would be covered in SDG meetings / discussions going forward.

**Action 5.2** **Members to forward any contributions to SSLN decommissioning list by end June.**

## **6. Any other business**

6.1 No other business was raised.

## **7. Date of the next meeting**

7.1 The date of the next meeting is scheduled for Thursday 15<sup>th</sup> September 2016 at 10.00 am in meeting room 2D-46, VQ.

### **Summary of action points:**

**Action 2.1** [redacted] **to advise PMB members as soon as a decision is made re reference to SSLN in DFM's delivery plan.**

**Action 4.3** [redacted] **to forward PLR publication link to [redacted] for issue to PMB members.**

**Action 4.4** [redacted] **to take back feedback on literacy resources to ES and provide update at next PMB meeting**

**Action 5.2** **Members to forward any contributions to SSLN decommissioning list by end June.**

**Document 42** Agenda for meeting 24<sup>th</sup> November 2016  
**SCOTTISH SURVEY OF LITERACY AND NUMERACY  
PROJECT MANAGEMENT BOARD  
THURSDAY 24<sup>TH</sup> NOVEMBER 2016  
MEETING ROOM 2-E70, VQ  
2pm – 4pm**

**AGENDA**

1. Welcome and apologies for absence
2. Minutes of last meeting (16<sup>th</sup> June) (enc)
3. Matters arising
  - 3.1 Review of action log (enc)
4. SSLN Activity
  - 4.1 2016 (Literacy) delivery update (SQA/EAS)
  - 4.2 PLR and related activity update (ES)
5. SSLN and the National Improvement Framework (S&P)
  - 5.1 Update on recent developments (S&P)
  - 5.2 SSLN cessation communications (EAS/S&P)
  - 5.3 SSLN Legacy (All)
  - 5.4 SSLN Assessment Materials (SQA)
6. SSLN Governance going forward
  - 6.1 Roles & responsibilities (PMB & SDG)
  - 6.2 Review of risk register (All)
7. Any other business
8. Scheduled meetings – for review  
4<sup>th</sup> February 2017

**Document 43**

**MEETING OF THE SSLN PROJECT MANAGEMENT BOARD  
HELD ON 24<sup>th</sup> NOVEMBER 2016 IN MEETING ROOM 2E-70, VQ AT 2.00 PM**

**Present**

Project Management Board:

[redacted] , SAP Unit (Chair)  
[redacted] , Curr Unit  
[redacted] , ES (via conference call)  
Alan Milliken, ADES  
[redacted] , SQA  
[redacted] EAS

Also attending:

[redacted] , EAS (Minutes)  
[redacted] , SAP Unit

## 1. Welcome & apologies for absence

1.1 The Chair welcomed members and introductions were provided for the benefit of [redacted] who was participating remotely. Apologies had been received from [redacted] , [redacted] and [redacted] . It was noted that [redacted] was participating on behalf of [redacted] and [redacted] was attending on behalf of [redacted]

## 2. Minutes of last meeting, review of action log and risk register

2.1 The minutes of the last meeting were approved.

## 3. Review of action log

3.1 Updates on the following actions were provided:

252 – Complete [redacted] confirmed that SQA had identified Group Discussion Support Assessors. Contact e-mails to be passed to [redacted] [redacted] advised that 47 GD and 27 Writing Support Assessors had applied for GTCS Professional recognition.

253 – On-going - [redacted] now to take forward with [redacted] .

255 – On-going and item 6.2 on agenda.

Risk 12 - It was noted that this was increasingly relevant following the announcement of cessation of SSLN in June which has just recently been picked up on by TES. [redacted] also referred to the teacher professional judgement collection, both in terms of the quality limitations of the TPJ data and overlap with SSLN i.e. TPJ publication in December, in advance of the SSLN in May 2017. Reference was made to public reports/comments by Keir Bloomer regarding the loss of the SSLN. Reference was also made to publication of teacher level judgements by East Lothian Council on 22<sup>nd</sup> November. It was noted that the information provided to their Parent Forum was in greater detail than the SG intended to provide.

[redacted] then enquired as to the data that the SSLN provided through its questionnaires and whether there were any plans to continue. [redacted] confirmed that all components of the SSLN were to cease. However, it was acknowledged that certain policy areas had already expressed concern as to the loss of valuable data. [redacted] referred to the proposed Health and Wellbeing Survey as part of the NIF and acknowledged that some of the pupil questions may be relevant. [redacted] advised that EAS would soon be taking this piece of work forward and would consider options. [redacted] also expressed concern as to the loss of the teacher confidence questions.

262 – On-going and update to be requested from [redacted] .

**Action 3.1** [redacted] to pass contact emails for GD Support Assessors to [redacted] .

**Action 3.2** [redacted] to take forward ‘how best to utilise SSLN Assessor resource’ with [redacted] .

**Action 3.3** [redacted] to provide feedback re action 262.

## 4. SSLN Activity

4.1 2016 (Literacy) update – [redacted] confirmed that SQA had completed any data queries from EAS to date and were comfortable with the quality of the data. [redacted] advised that EAS had completed validation of both reading and writing data and that



analysis was on schedule. Group discussion validation was in progress and analysis was also on schedule. Questionnaire data analysis was complete and EAS had proposed early publication of the questionnaire results due to resourcing and to comply with national statistics guidelines. However the proposal was not taken forward and questionnaire analysis will still form part of the full publication as well as 6 year trend analysis. [redacted] confirmed EAS were on schedule for May publication.

4.2 PLR and related activity update – [redacted] advised that in relation to the numeracy resources, Education Scotland is providing broadcasts focused on those key areas in which pupils had performed less well in the 2015 SSLN. This includes 3 broadcasts on fractions, decimal fractions and percentages, available via the National Numeracy and Mathematics Hub and supported by Yammer conversations. The P4 broadcast has already received 202 views. Plans are in place for broadcasts on other areas informed by the SSLN results. These include estimation and rounding, division and time. The resources and the Yammer area are available for CLPL at any time and place.

[redacted] advised that the National Numeracy Hub Champions had been asked to refer to the SSLN in their action plans and how they were using the results to raise attainment. The Senior Education Officer had undertaken CLPL with Scottish Borders. Alan Milliken (AM) sought clarification as to the rationale for the differing approaches between literacy and numeracy professional learning resources, suggesting that the model described could be applied to both. [redacted] advised that she could not comment on the literacy teams plans but that the existence of the national Numeracy Hub had made this type of activity more feasible. There was no equivalent hub for literacy. [redacted] enquired if any literacy / initial teacher education academics had been involved in the development of the literacy resources. It was agreed to get clarification from the literacy team via [redacted]. [redacted] sought clarification re publication plans re professional learning resources based on the 2014 results. Due to ES resources this had not been published earlier and EAS had recently been advised that plans were in place to publish in December 2016. [redacted] highlighted the timing may be an issue given the range of activity in December. [redacted] undertook to update [redacted] re points raised with by PMB members and to confirm publication plans with [redacted] and advise. [redacted] also highlighted the requirement for EAS to know Education Scotland's plans for resources based on the 2016 results, in terms of planning for support given staff will no longer be working on the SSLN, post survey closure. [redacted] to advise.

**Action 4.2** [redacted] to seek clarification from literacy team on the following points raised by PMB members:

- differing approaches to literacy and numeracy resources
- involvement of education academics in the development of literacy resources

**Action 4.3** [redacted] to confirm plans re publication of reading resource with [redacted] and update PMB.

**Action 4.4** [redacted] to advise on professional learning resource plans based on the 2016 results.

## 5. SSLN and the National Improvement Framework

5.1 Update on recent developments – [redacted] advised of the range of publications in December, commencing with the PISA 2015 report on 6<sup>th</sup> December. On 13<sup>th</sup> December the teacher professional judgement results would be published alongside both the NIF Evidence report and the 2017 NIF and Improvement Plan. In addition, pupil and teacher census data would be published on the 13<sup>th</sup>. [redacted] then clarified how teacher professional judgement data would be presented. Members were advised that the limitations and

challenges of the data would be explained. [redacted] advised that school level data would not be published on Parentzone at this stage, given PZ's focus on school performance level data. TPJ data would be provided via an online tool (Tableau) where schools would have to be searched for individually, similar to PZ. Individual primary school stages would not be published, instead they would be combined together into one single measure for reading, writing, listening and talking at P1, P4 and P7. Results would also be presented in percentage bandings i.e. 10 – 20%. Additional contextual information such as school roll and SIMD would be provided. It was noted that careful consideration would be required in relation to the media handling, particularly following release of data by East Lothian Council. [redacted] advised of an event with Directors in October where the national picture was shared with them and the limitations of the data was discussed and understood other authorities were preparing statements. [redacted] highlighted the challenge of meeting the policy requirement of providing school level data but presenting it in the appropriate way.

[redacted] advised that following the annual review, the revised improvement framework would look similar to last year's. He also advised there no set publication date for the National Improvement Plan which would build on the DFM's Delivery Plan. Education Scotland were also providing guidance for schools on school improvement planning. AM highlighted the level of communications to schools prior to Christmas.

[redacted] provided an update in relation to the standardised assessments since PMB last met in June. Following a lengthy and detailed evaluation process SG were working with the preferred bidder prior to formal contract signing. [Post meeting note –announcement made 25<sup>th</sup> November: [<http://news.gov.scot/news/assessing-childrens-progress>]]. [redacted] stated that it was envisaged that technical testing would be undertaken prior to Christmas with fuller testing of both materials and systems starting in early 2017.

[redacted] referred to Quality Assurance and Moderation Support Officer (QAMSO) events being currently being rolled out and their focus on ensuring consistency.

5.2 SSLN cessation communications – [redacted] referred to the email to PMB from [redacted] [redacted] on 7<sup>th</sup> October with draft text for updating websites and a SCOSTAT email. [redacted] advised that this would now progress following clarity on publication of questionnaire results.

5.3 SSLN Legacy – [redacted] referred to previous discussions on effectively winding up the SSLN and capturing the knowledge and experience gained over the 6 survey years. [redacted] circulated hard copies of a draft legacy report that EAS and SQA had been collaborating on. [redacted] highlighted the range of activity and knowledge that had been captured to date, and PMB were asked to consider the approach taken. Whilst it was acknowledged that even at this stage the report of considerable volume, PMB endorsed the approach and commended SDG on its development. AM highlighted the importance of capturing as much learning as possible from the SSLN and stated the legacy report should not be the end of the process. Consideration should be given as to how to ensure its legacy is realised. For example, how will the document be used in the future?, who by, and what lessons have effectively been learned? SDG would continue to develop the legacy report and provide PMB with update.

5.4 SSLN Assessment Materials – [redacted] highlighted the range of valuable assessment materials developed over the last six years and asked PMB to consider what should happen to them on the survey's cessation. [redacted] advised that SQA staff are in the process of cataloguing all the materials, which were all digital in some form or other. PMB acknowledged that they should not be left to sit on shelf. Ownership of the materials was discussed and it was agreed that ownership lay with SG. [redacted] summarised the pros and cons for some potential options, such as releasing to the profession or passing

onto the standardised assessment contractor. [redacted] suggested that they may have potential in terms of QAMSO training and the focus on developing a consistent approach. She made particular reference to the listening and talking, writing and numeracy assessments highlighting a recent requirement to create 'holistic' numeracy assessments. [redacted] confirmed that the issue was due to be discussed with David Leng (the National Standardised Assessment Product Owner) as to whether the materials would be of any use. [redacted] sought clarification that any future decision on re-use of materials would be agreed by PMB.

**Action 5.4:** [redacted] to keep PMB informed re any discussions on future use of SSLN materials before end of SSLN project and revert proposals to PMB for final decision.

## **6. SSLN Governance going forward**

6.1 Roles and responsibilities (PMB & SDG) – [redacted] referred to previous discussions about continuing and adhering to a governance structure until cessation of the survey. AM stated the need to continue given today's discussions. [redacted] noted that SDG were now meeting less regularly and focussing on SSLN legacy.

6.2 Review of risk register – Members had to be asked to consider the risk register in advance of the meeting. It was agreed that there was a continued requirement for a risk register until survey closure. Each risk was considered and it was agreed to remove the following:

Risk 10 – Review external IT infrastructure required to support SSLN developments

Risk 11 – E-assessment delivers robust survey

**Action 6.2 EAS to update risk register and circulate with minutes.**

## **7. Any other business**

7.1 No other business was raised.

## **8. Scheduled meetings for review**

8.1 [redacted] advised that normal practise would be to agree the 2017 meeting schedule at this stage but this seemed redundant depending on the level of meetings required. It was acknowledged that PMB would be required to meet up until post publication and survey closure. However it was agreed to schedule meeting on a meeting by meeting basis. The date of the next meeting is scheduled for Wednesday 1<sup>st</sup> February 2017 at 10.00 am in meeting room 2D-46, VQ.

### **Summary of action points:**

**Action 3.1** [redacted] to pass contact emails for GD Support Assessors to [redacted].

**Action 3.2** [redacted] to take forward 'how best to utilise SSLN Assessor resource' with [redacted].

**Action 3.3** [redacted] to provide feedback re action 262.

**Action 4.2** [redacted] to seek clarification from literacy team on the following points raised by PMB members:

- differing approaches to literacy and numeracy resources
- involvement of education academics in the development of literacy resources

**Action 4.3** [redacted] to confirm plans re publication of reading resource with [redacted] and update PMB.

**Action 4.4** [redacted] to advise on professional learning resource plans based on the 2016 results.

**Action 5.4:** [redacted] to keep PMB informed re any discussions on future use of SSLN materials before end of SSLN project and revert proposals to PMB for final decision.

**Action 6.2** EAS to update risk register and circulate with minutes.

**Document 44 agenda item 4.3 meeting 7/10/16 rescheduled to 24 th November 2016**

---

**From:** [redacted]

**Sent:** 29 September 2016 10:52

**To:** [redacted]; [redacted] [redacted]@sqa.org.uk'; millikena@stirling.gov.uk; [redacted]; [redacted]; [redacted]; [redacted]

**Cc:** '[redacted]@stirling.gov.uk'

**Subject:** SSLN Project Management Board - Agenda & Papers 071016

Dear all

Please find agenda and meeting papers for the next meeting of the SSLN Project Management Board on Friday 7<sup>th</sup> October at 10.00 am in meeting room 2D-46, Victoria Quay.



SSLN Project  
Management Bo...



SSLN Project  
Management Bo...



SSLN - Action Log  
for SSLN Boa...



SSLN Project  
Management Bo...

(These 4 embedded word documents already included elsewhere in this response)

Grateful if you could give some consideration to the risk register in advance of meeting, as we will be reviewing risks going forward.

Please find attached PLR links as per action 4.3.

<https://education.gov.scot/improvement/Pages/lit10-group-discussion-plr.aspx>

<https://education.gov.scot/improvement/Pages/lit11writing.aspx>

Regards

[redacted]

Scottish Survey of Literacy and Numeracy Team  
Scottish Government  
2-D South (mail 28)  
Victoria Quay  
Edinburgh EH6 6QQ  
tel: 0131 [redacted]  
fax: 0131 244 0354

<http://www.gov.scot/Topics/Statistics/Browse/School-Education/SSLN>

## **Document 45 – Agenda for meeting 1<sup>st</sup> February 2017**

**SCOTTISH SURVEY OF LITERACY AND NUMERACY  
PROJECT MANAGEMENT BOARD  
WEDNESDAY 1<sup>ST</sup> FEBRUARY 2017  
MEETING ROOM 2D-46, VQ  
10.00 – 12.00**

### **AGENDA**

1. Welcome and apologies for absence
2. Minutes of last meeting (24<sup>th</sup> November) (enc)
3. Matters arising
  - 3.1 Review of action log (enc)
  - 3.2 Review of risk register (enc)
4. SSLN Activity
  - 4.1 2016 (Literacy) delivery update (SQA/EAS)
  - 4.2 PLR and related activity update (ES)
5. SSLN and the National Improvement Framework (S&P)
  - 5.1 Update on recent developments (S&P)
6. SSLN Decommissioning
  - 6.1 SSLN Legacy document update (EAS)
  - 6.2 Discussion on other decommissioning activity required (All)
7. SSLN Assessment Materials –
  - 7.1 Short - life working group feedback and recommendations (SQA/EAS) (enc)
8. Any other business
9. Date of next meeting – to be arranged for March  
Please consider availability for Monday 13<sup>th</sup>, Tuesday 14<sup>th</sup> or Wed 15<sup>th</sup>, Thursday 16<sup>th</sup> prior to meeting.

## **Document 46**

**MEETING OF THE SSLN PROJECT MANAGEMENT BOARD  
HELD ON WEDNESDAY 1<sup>ST</sup> FEBRUARY 2017 IN MEETING ROOM 2D – 46, VQ  
AT 10.00 AM**

### **Present**

Project Management Board:

[redacted], EAS (Chair)  
[redacted], ES (part of)  
Alan Milliken, ADES  
[redacted], Curr Unit

[redacted] , SQA

Also attending:

[redacted] , EAS

[redacted] , EAS (Minutes)

[redacted] , NIF Unit

## **1. Welcome & apologies for absence**

1.1 The Chair welcomed members to the meeting. Apologies had been received from [redacted] and [redacted] was Chairing on his behalf. It was noted that [redacted] was attending on behalf of [redacted] and [redacted] had also provided apologies.

## **2. Minutes of last meeting, review of action log and risk register**

2.1 The minutes of the last meeting were approved.

## **3. Matters arising**

3.1 Review of action log – updates on the following actions were provided.  
255 – to discuss under risk register.

265 – [redacted] ) advised that she hoped to utilise the identified Support Assessors (SAs) in QAMSO training rather than as QAMSOs. SAs would work alongside the QAMSOs to provide a larger pool of trained individuals. [redacted] stressed that this was budget dependant and had not yet made contact with SAs. It was suggested that given the delay that SAs be sent an e-mail to advise of potential plans. [redacted] to draft e-mail for [redacted] consideration.

266/267 – [redacted] advised of feedback re differing approaches to literacy and numeracy resources, largely due to the differing nature of literacy and numeracy themselves, and that the Literacy team had been in contact with Alan Milliken (AM) to discuss.

268 – [redacted] advised that ES were planning to publish a reading resource based on 2014 results in February 2017. It would follow the same format as the writing resource, which had passed Education Scotland's Quality Assurance process. [redacted] and [redacted] both noted concerns in terms of being able to support the timescales and process involved for a Feb publication date. [redacted] undertook to seek reassurance from the Literacy Team as to approach and rationale. [redacted] to arrange cross-partner meeting to discuss next steps.

269. [redacted] advised that there were currently no plans for further numeracy PLRs but she would find out about plans for a literacy PLR following publication of the 2016 results. Members noted that with 2016 being the end of the full life cycle of the survey, that it would be appropriate to do something. [redacted] advised that there were alternatives such as GLOW broadcasts. [redacted] advised that SQA resource was available until end May to support any development. There then followed discussion on the potential of weaving in resources based on the 2016 SSLN results, as part of NIF / Standardised Assessment (SNSA) support packages for schools. [redacted] had advised that discussions had taken place to consider options. [redacted] suggested that schools could be encouraged to draw on SSLN results via NIF Advisors as it was likely the same issues would follow through. [redacted] noted that the process of self-evaluation hadn't changed. AM noted that there should not be a disconnect between the SSLN results and the NIF/ Standardised assessments.

**Action 3.1** [redacted] to draft e-mail to GD Support Assessors and pass to [redacted] .

**Action 3.2** [redacted] to seek confirmation re publication of reading resource with literacy team.

**Action 3.3** [redacted] to arrange cross-partner meeting to discuss reading PLR.

### **3.2 Review of risk register**

3.2 [redacted] referred to the circulated risk register which had been reviewed at the last meeting. Members now agreed on the following further updates.

Risks 2 – update risk to ‘Med’ and rephrase response to mitigate risk. [redacted] confident that SQA were able to support SSLN activity until end May. If additional resource was required due to on-going activity, such as PLR development, then funding would be required.

Risks 6/7 – remove

Risk 10 – remove ‘collections’ from text.

**Action 3.4 EAS to amend risk register and circulate with minutes.**

## **4. SSLN Activity**

4.1 2016 (Literacy) delivery update – [redacted] advised that SQA had resolved all data queries received from EAS. [redacted] advised that EAS were making good progress and all data analysis was on track. Questionnaire data analysis had been finalised and charts and tables had been created and draft commentary was currently being finalised. EAS were also providing analysis of questionnaire data over the survey cycle (6 year trend data). Validation of reading, writing and group discussion data was all complete.

4.2 PLR and related activity update – updates had been provided under action log update.

## **5. SSLN and the National Improvement Framework**

5.1 Update on recent developments – [redacted] provided update in [redacted] absence. Since the last meeting, the contractor for the standardised assessment had been appointed: [<http://news.gov.scot/news/assessing-childrens-progress>] and technical testing was underway in some authorities. [redacted] referred to discussions re use of SSLN materials.

A range of NIF related documents had been published in December:

PISA: <http://www.gov.scot/Publications/2016/12/7252>

Achievement of a CfE Level: <http://www.gov.scot/Publications/2016/12/3546>

Summary Statistics for Scottish Schools : <http://www.gov.scot/Publications/2016/12/9271>

NIF Evidence Report: <http://www.gov.scot/Publications/2016/12/9340>

NIF Improvement Plan: <http://www.gov.scot/Publications/2016/12/8072>

In terms of teacher professional judgement, further stage level data had been published (via Tableau) on 24<sup>th</sup> January 2017..

## **6. SSLN Decommissioning**

6.1 SSLN Legacy document update – [redacted] provided update. SDG had reviewed content of initial draft and were due to hold a workshop on 8<sup>th</sup> February with a view of presenting a near final draft to PMB at the next meeting. It was envisaged that PMB would provide final sign-off around May. It was noted that the legacy report was developing into an

extensive reference guide and had value beyond the life of the PMB. Members were asked to submit any further thoughts by 10<sup>th</sup> February.

**Action 6.1 Members to submit any further thoughts on the legacy report by 10<sup>th</sup> February.**

6.2 Discussion on other decommissioning activity required – [redacted] referred to other activity that may be required as part of the effective decommissioning of the survey. For example, archiving of materials, communications strategy, PLRs. AM highlighted the importance of a final communication with the education community. It was noted that this should be fed into the standard stats report distribution e-mail.

**7. SSLN Assessment Materials**

7.1 Short-life working group feedback and recommendations – [redacted] referred to the discussion at the previous meeting and the subsequent establishment of the short-life working group to explore options of the potential re-use or not of the SSLN materials. The SLWG comprised colleagues from SQA, EAS, ES as well as two local authority representatives. The consensus was that the SSLN materials were of high-quality and it was right that proper consideration be given to their on-going potential. [redacted] summarised the circulated options paper and the meeting note of 16<sup>th</sup> January. In principle, the SLWG recommended option 4, in that they be made available to support learning and teaching as part of CfE. The group recommended that they be re-badged with clear guidance as ‘skill-development’ tools and be made available online. The group also recommended a phased approach to their release.

[redacted] stated that whilst she thought the SSLN materials were a wonderful product she was strongly reticent to their release as she did not think it fitted in with DFM’s focus on de-cluttering the landscape. [redacted] suggested that the materials be stored securely and their release be revisited in 6 – 12 months’ time. AM noted the principle that given the level of investment it would be quite wrong to discard them and consideration should be the best way of securing best value which required careful management. Consideration was required as to the intended purpose for release and whether that was helpful to the system. After some discussion, it was acknowledged that some element of deferral may be necessary. However, this would only be practicable if suitable plans were in place as to when materials would be released. If not, it would effectively result in the materials being discarded. [redacted] referred to the Professional Learning Resources as being the support and legacy package for teachers and again cautioned against their release as teachers may use them as an additional assessment in making judgements on achievement of a level. Members acknowledged that whilst the SSLN materials were not designed for this purpose that they could be of benefit in developing skills in making judgements. [redacted] noted that SG were duty bound to consider options and struggled to see that they had no lasting value. After much discussion, it was acknowledged that the materials could play a role in the support package to be provided to teachers following the implementation of the standardised assessments. . However, it was acknowledged that by that point the PMB would have ceased to exist and it would be necessary to identify who this responsibility would be transferred to given diminishing resources within EAS and SQA. It was agreed that the matter be taken to the NIF Senior Responsible Officers for consideration / decision. It was noted that this should be within the next 4-6 weeks. [redacted] to update the SLWG on outcome of PMB’s discussion.

**Action 7.1 [redacted] to prepare paper for NIF Senior Responsible Officers consideration.**

**Action 7.2 [redacted] to notify SLWG on outcome of PMB’s discussion.**



## **8. Any other business**

8.1 [redacted] confirmed that the 2016 SSLN Literacy Report would be published on 3rd May 2017.

## **9. Date of next meeting**

9.1 It was agreed that Monday 13<sup>th</sup> March was a suitable date for the next meeting. [redacted] to send meeting invite and all members to confirm attendance.

**Action 9.1** [redacted] to send meeting invite for 13<sup>th</sup> March and members to confirm attendance.

### **Summary of action points:**

**Action 3.1** [redacted] to draft e-mail to GD Support Assessors and pass to [redacted] .

**Action 3.2** [redacted] to seek confirmation re publication of reading resource with literacy team.

**Action 3.3** [redacted] to arrange cross-partner meeting to discuss how best to take forward reading resource.

**Action 3.4** EAS to amend risk register and circulate with minutes.

**Action 6.1** Members to submit any further thoughts on the legacy report by 10<sup>th</sup> February.

**Action 7.1** [redacted] to prepare paper for NIF Senior Responsible Officers consideration.

**Action 7.2** [redacted] to notify SLWG on outcome of PMB's discussion.

**Action 9.1** [redacted] to send meeting invite for 13<sup>th</sup> March and members to confirm attendance.

### **Document 47 – Agenda for meeting 13<sup>th</sup> March 2017**

**SCOTTISH SURVEY OF LITERACY AND NUMERACY  
PROJECT MANAGEMENT BOARD  
MONDAY 13<sup>th</sup> MARCH 2017  
MEETING ROOM 1F-55, VQ  
10.00 – 12.00**

#### **AGENDA**

1. Welcome and apologies for absence
2. Minutes of last meeting (1<sup>st</sup> February) (enc)
3. Matters arising
  - 3.1 Review of action log (enc)
  - 3.2 Review of risk register (enc)
4. SSLN Activity
  - 4.1 2016 (Literacy) delivery update (SQA/EAS)
  - 4.2 2016 (Literacy ) publication (EAS)
  - 4.3 PLR and related activity update (ES)
5. SSLN and the National Improvement Framework (S&P)

- 5.1 Update on recent developments (S&P)
6. SSLN Assessment Materials
  - 6.1 Feedback from SRO meeting (23<sup>rd</sup> Feb) (EAS)
  - 6.2 Next steps
7. SSLN Decommissioning
  - 7.1 SSLN Legacy Report (EAS)
  - 7.2 Next steps in decommissioning survey (All)
8. Any other business
9. Date of next meeting – please consider availability for week 22<sup>nd</sup> – 25<sup>th</sup> May prior to meeting.

## **Document 48**

### **MEETING OF THE SSLN PROJECT MANAGEMENT BOARD HELD ON MONDAY 13<sup>th</sup> MARCH 2017 IN MEETING ROOM 1F-55, VQ AT 10.00 AM**

#### **Present**

Project Management Board:

[redacted] , S&P (Chair)  
[redacted] , ES (via conference call)  
[redacted] , EAS  
[redacted] , SQA

Also attending:

[redacted] , EAS  
[redacted] , EAS (Minutes)  
[redacted] , NIF Unit  
[redacted] , Curr Unit  
[redacted] , ES

#### **1. Welcome & apologies for absence**

1.1 The Chair welcomed members to the meeting. Apologies had been received from Alan Milliken (AM). [redacted] was attending on behalf of SG Curriculum Unit. It was noted that [redacted] replacement [redacted] was yet to take up post.

#### **2. Minutes of last meeting**

2.1 The minutes of the last meeting were approved.

#### **3. Matters arising**

3.1 Review of action log – [redacted] advised all items were either completed or on agenda.

3.2 Review of risk register – It was noted that the risk register had been reviewed at the last meeting and circulated with the minutes. No further amendments were noted at this

stage. PMB to continue to monitor risk 8. A further review would take place following publication of the 2016 results.

#### **4. SSLN Activity**

4.1 2016 (Literacy) delivery update – [redacted] advised that EAS were well on track for May publication. All tables and charts had been produced and were being checked and the drafting of commentary was in progress.

4.2 2016 (Literacy) publication - [redacted] confirmed a provisional publication date of Tuesday 9<sup>th</sup> May 2017.

4.3 PLR and related activity update – [redacted] referred to discussion at previous meeting. [redacted] referred to Education's Scotland commitment in the CfE Implementation Plan to publish a reading resource based on the 2014 literacy results. [redacted] circulated a timetable of publication of PLRs, which included the February 2017 publication of the reading resource. However, [redacted] noted that following a meeting with EAS and SQA colleagues on 27<sup>th</sup> Feb, the proposal was now not to proceed with its publication. PMB endorsed this approach noting that efforts should be concentrated on the 2016 results given the 2014 data were becoming increasingly out of date.

[redacted] sought PMB's views on requirements following publication of the 2016 results and whether a PLR publication at that point should be just a reading resource. Members envisaged a broader perspective being taken taking account of the 2016 results, with a final set of resources being available on the National Improvement Hub. It was noted that Alan Milliken's (AM) input would be useful as to what content and format would be most beneficial to the profession. [redacted] undertook to contact AM to discuss. [redacted] referred to advice previously sought from the SSLN Reference Groups and [redacted] suggested that the National Literacy Network (NLN) meeting on 23<sup>rd</sup> March would be a useful reference point on what the resource should cover. [redacted] offered to raise that for discussion on 23 March and to provide feedback, by e-mail, to PMB.

[redacted] suggested a clear plan of what could be produced and when. [redacted] noted that ES had not considered timings, noting pending staffing changes and limited resources. [redacted] noted that re-packaging and re-branding existing resources could be provided in the summer term but that anything else would require more time. PMB acknowledged that ES staffing resources were difficult but also noted the need to produce the PLRs as soon as possible after the 2016 results are published. PMB agreed with the approach of repackaging the existing PLRs as one set of literacy PLRs and that this repackaging exercise would involve a full review of all published resources. The 2016 results may determine additional requirements, however it was noted that there was a likelihood of recurring themes that could be identified before these results were published. Both EAS and SQA highlighted staff resource issues post May and it was agreed that EAS would initially repeat its 2014 analysis in advance of publication of the 2016 results. This analysis would be informed by feedback from NLN. ES would also advise EAS of any additional analysis requirements.

**Action 4.3** [redacted] to contact AM to discuss views on 2016 PLRs.

**Action 4.4** [redacted] to provide feedback to PMB members (by e-mail) following consideration of PLR requirements at National Literacy Network on 23<sup>rd</sup> March.

**Action 4.5** [redacted] to develop a plan for producing and publishing PLRs

**Action 4.6** EAS to begin analysis of 2016 data, based on work done in 2014

**Action 4.7** ES to advise EAS re any additional analysis requirements.

## 5. SSLN and the National Improvement Framework

5.1 Update on recent developments – [redacted] advised that trialling of the national standardised assessments had been carried out in 66 schools across five local authorities (Glasgow, Fife, North Lanarkshire, Stirling and Comharile nan Eilean Siar). Feedback had been mainly positive and there had been few issues with IT. [redacted] advised of feedback at recent QAMSO events raising concerns about the length of the assessments. It was noted that there was a task in reinforcing messages that this was a trial of the draft assessments and not the final Scottish National Standardised Assessments. [redacted] noted that further testing was scheduled to trial the adaptive nature of the assessments.

[redacted] confirmed that the plans for a new Health and Wellbeing survey had still to be issued.

[redacted] advised that a paper regarding Gaelic Medium Education standardised assessments was due to be considered at the NIF Senior Responsible Officers meeting on Wednesday 15<sup>th</sup> March.

[redacted] noted that the data spec for the 2017 Achievement of CfE Level teacher professional judgement data collection was due to be presented to the ScotXed Forum on 22<sup>nd</sup> March. It was noted that the targeted date for teacher judgements was 12<sup>th</sup> June with data due end August.

## 6. Re-use of SSLN Assessment Materials

6.1 & 6.2 Feedback from SRO meeting & next steps – [redacted] referred to discussion at previous PMB and action for paper to be submitted and considered by the NIF SRO. [redacted] provided feedback from discussion at SRO meeting on 23<sup>rd</sup> Feb. [redacted] thought that the SROs had agreed to the paper's proposals that SSLN materials not be released at this stage but archived with a view to releasing them shortly. [redacted] wasn't clear of what the decisions were. SROs had also asked that a further discussion be held to further consider the issue. [redacted] noted other feedback that suggested that ES was preparing a paper on the 'Scottish Approach to Assessment', that could help inform decisions. PMB agreed that the two issues appeared to be separate.

PMB members noted the need to look at the provision of the SSLN materials in the wider context of PLR provision. ES referred to current approaches in the creation of holistic assessments in QAMSO training which did not correspond with some SSLN materials (atomistic items). [redacted] noted that it was only some numeracy items that were atomistic and that materials could be packaged selecting the right type of items to help support teachers. [redacted] enquired as to the nature of holistic assessments, [redacted] offered to meet to discuss further.

[redacted] suggested that the meeting requested by SROs could take place in August / September. However it was again noted that SSLN expertise would no longer be available at that point and it was for the SSLN PMB to ensure there was a clear plan in place before the end of the project. PMB was clear that the original proposal to archive the SSLN materials was the right course of action and suggested that [redacted] write to the SRO group to seek clarity on the decision that another meeting was needed. PMB's view was that meeting was not required until much later (involving named ex-SSLN staff) to revisit the possibility of releasing the materials as "skills development" materials.

**Action 6.1** [redacted] to seek clarity from SRO on next steps in decision making process regarding SSLN materials and provide feedback to PMB. [Update: [redacted] raised the issue at SRO on 15 March. SROs agreed that an early meeting was not

required and that a meeting in 6-9 months to consider the possibility of releasing was the right way forward.]

**Action 6.2** [redacted] to arrange meeting with [redacted] on holistic assessment

## **7. SSLN Decommissioning**

7.1 SSLN Legacy Report – [redacted] advised that SDG were due to meet on Wednesday 15<sup>th</sup> March with a view to producing a near final version of the legacy report, including what worked well and lessons learned. Once finalised, PMB would be sent a copy along with a request for structured feedback on content, level of detail etc.

**Action 7.1** [redacted] to forward PMB copy of draft legacy report, once finalised.

7.2 Next steps in decommissioning survey – [redacted] referred to discussion at SSLN SDG re the possible publication of the legacy report. [redacted] noted that it had not been an initial expectation and sought PMB's views. There was some discussion as to the purpose and intended audience, as well as the inappropriateness of publishing the report in its current form. [redacted] suggested an executive summary could be published or that there was scope for targeted papers to audiences with specific interests, such as international assessment. [redacted] undertook to discuss possible outlets/conferences with [redacted] and [redacted]

[redacted] noted that SQA were considering the appropriate archiving and disposal of materials in consultation with EAS.

**Action 7.2:** [redacted] to discuss/consider possible outlets and feedback to PMB.

## **8. Any other business**

8.1 No other business was raised.

## **9. Date of next meeting**

9.1 Members agreed that had next meeting should be held on either the 22<sup>nd</sup> or 23<sup>rd</sup> May. [redacted] to check AM's availability and confirm meeting arrangement. [Post meeting note: Meeting arranged for Monday 22<sup>nd</sup> May at 2.00 pm]

**Action 9.1** [redacted] to check AM's availability for proposed May meeting date and confirm arrangements.

### **Summary of action points:**

**Action 4.3** [redacted] to contact AM to discuss views on 2016 PLRs.

**Action 4.4** [redacted] to provide feedback to PMB members (by e-mail) following consideration of PLR requirements at National Teacher Literacy Group on 23<sup>rd</sup> March.

**Action 4.5** [redacted] to develop a plan for producing and publishing PLRs

**Action 4.6** EAS to begin analysis of 2016 data, based on work done in 2014

**Action 4.7** ES to advise EAS re any additional analysis requirements.

**Action 6.1** [redacted] to seek clarity from SRO on next steps in decision making process regarding SSLN materials and provide feedback to PMB

**Action 6.2** [redacted] to arrange meeting with EB on holistic assessment

**Action 7.1** [redacted] to forward PMB copy of draft legacy report, once finalised.

**Action 7.2:** [redacted] to discuss/consider possible outlets and feedback to PMB.

**Action 9.1** [redacted] to check AM's availability for proposed May meeting date and confirm arrangements.

## **Document 49 – Agenda for 22<sup>nd</sup> May 2017**

**SCOTTISH SURVEY OF LITERACY AND NUMERACY  
PROJECT MANAGEMENT BOARD  
MONDAY 22<sup>nd</sup> MAY 2017  
MEETING ROOM 1D-44/45, VQ  
2.00 – 4.00 pm**

### **AGENDA**

1. Welcome and apologies for absence
2. Minutes of last meeting (13<sup>th</sup> March) (enc)
3. Matters arising
  - 3.1 Review of action log (enc)
  - 3.2 Review of risk register (enc)
4. SSLN Activity
  - 4.1 2016 (Literacy) results (EAS)  
(<http://www.gov.scot/Publications/2017/05/7872>)
  - 4.2 PLR plans going forward in light of 2016 results.(ES)
5. SSLN and the National Improvement Framework (S&P)
  - 5.1 Update on recent developments (S&P)
6. SSLN Assessment Materials
  - 6.1 Feedback from SRO meeting on 15<sup>th</sup> March (S&P)
  - 6.2 PMB decision on next steps.
7. SSLN Decommissioning
  - 7.1 SSLN Legacy Report (EAS)
  - 7.2 Next steps
  - 7.3 PMB role and responsibilities going forward.(All)
8. Any other business

## **Document 50**

**MEETING OF THE SSLN PROJECT MANAGEMENT BOARD  
HELD ON MONDAY 22<sup>nd</sup> MAY 2017 IN MEETING ROOM 1D 44/45, VQ  
AT 2.00 PM**

### **Present**

Project Management Board:

[redacted] , S&P (Chair)  
[redacted] , ES (via conference call)  
Alan Milliken (ADES)  
[redacted] , EAS  
[redacted] , SQA

Also attending:

[redacted] , EAS  
[redacted] , EAS (Minutes)

[redacted] , NIF Unit  
[redacted] , Curr Unit

## **1. Welcome & apologies for absence**

1.1 The Chair welcomed members to the meeting. Apologies had been received from [redacted] and [redacted] .

## **2. Minutes of last meeting**

2.1 The minutes of the last meeting were approved.

## **3. Matters arising**

3.1 Review of action log – the majority of items were complete or an agenda and updates were provided as follows:

278 – Outstanding – [redacted] advised she was awaiting a definitive decision on the future of the SSLN materials before informing the SLWG. **[Update: email sent 25/5/17]**

282 – Outstanding – to be discussed under 4.2.

284 – Outstanding - It was noted that ES had not advised re any additional analysis requirements.

286 - In-progress – [redacted] advised that she had been in touch with [redacted] to arrange a suitable date.

3.2 Review of risk register – Members reviewed existing items and noted the majority had reached the end of their life span. [redacted] suggested including a risk on knowledge transfer and the examples of good practices that have been undertaken in the final year of the survey.

## **4. SSLN Activity**

4.1 2016 (Literacy) results – [redacted] referred to the publication of the SSLN results on 9<sup>th</sup> May, the accompanying Ministerial activity and subsequent media coverage. [redacted] noted a positive change in terms of level of engagement and attempts to understand the results. [redacted] advised of follow-up requests for SSLN data and positive response to the six year questionnaire trend data. [redacted] noted interest in the questionnaire data particularly given this type of information would no longer be available and therefore initial discussions had taken place as to potential options for continuing with the provision of such information. [redacted] advised of initial work undertaken by EAS in linking SSLN results with attainment results.

4.2 PLR plans going forward in light of 2016 results – [redacted] provided feedback supplied by [redacted] ). [redacted] had been in touch with Alan Milliken (AM) to discuss views on any potential new PLR. [redacted] had also provided feedback to PMB from the National Literacy Network meeting on the 23<sup>rd</sup> March. The NLN were minded that the professional learning resources continue to be made available to support teachers. It had been suggested that they may not be just SSLN resources but have a broader focus and be linked to the literacy benchmarks and easily located on the National Improvement Hub. AM agreed with the principle of bringing together a range of resources in an identifiable support package whilst at the same time engaging practitioners. AM stressed the importance of articulating the intended approach to professionals and the system in general as there would currently be an expectation for SSLN resources. One approach would be to present the survey findings and what was available to support staff. [redacted] advised that [redacted]

was reviewing current SSLN PLRs before producing new materials. AM again suggested ES involve practitioners not only in this review but in any further development to maximise value. AM offered his own support to on-going discussions. Following enquiry, [redacted] noted that there was no timeline for resources based on the 2016 results as yet. However, [redacted] was due to be meeting with [redacted] on 31<sup>st</sup> May. It was agreed that AM would contact [redacted] to ascertain the focus of the meeting on 31<sup>st</sup> and he would inform PMB via e-mail. PMB endorsed [redacted] attendance at this meeting due to any analysis requirements.

**Action 4.2: AM to contact [redacted] to seek clarity as to plan for resources and focus of the meeting on 31<sup>st</sup> May. He would advise PMB accordingly (via e-mail to [redacted] ).**

**Action 4.3: [redacted] to advise [redacted] of [redacted] attendance at 31<sup>st</sup> May meeting.**

## **5. SSLN and the National Improvement Framework**

5.1 Update on recent developments – [redacted] invited AM to comment on the Standardised Assessment (SNSAs) pilot undertaken in Stirling schools. AM confirmed there were no particular issues experienced. [redacted] advised that David Leng (DL) was currently undertaking local authority Headteacher briefing events across Scotland and identifying particular training needs for each authority. A letter was being issued to local authorities today (23<sup>rd</sup>) to provide an opportunity for staff in all authorities to see the BETA version of the assessments (ie the near final version) to help increase familiarity and understanding. This “showcasing” of the assessments would take place during June and the assessments were on track to be fully available by the beginning of the school term in August. [redacted] also advised of a current series of phone calls with all Directors of Education through which we had also had positive feedback about the confidence they have in local quality assurance and moderation processes and consequently in the consistency of their 2017 achievement of a level data. AM agreed that this was an improving picture. There was some discussion about a small example of positive inter authority partnerships/conversations that were contributing to this.

## **6. SSLN Assessment Materials**

6.1 & 6.2 Feedback from SRO meeting on 15<sup>th</sup> March & PMB decision on next steps – [redacted] referred to discussion at last PMB meeting and subsequent confirmation from NIF SROs that the SSLN materials be kept secure and that SROs would re-visit discussion on future use in the autumn. Given that EAS would no longer have a SSLN team, PMB endorsed the transfer of materials to the NIF Unit as they had joint responsibility for assessment and supporting the SRO group. NIF Unit was tasked with ensuring the SRO group re-visit the materials in the autumn. It was acknowledged that the SRO group may require informed advice on future proposals and [redacted] would contact members if required.

**Action 6.1: EAS to transfer responsibility for SSLN materials to NIF Unit.**

**Action 6.2: [redacted] to ensure the NIF SRO group re-visit discussion on future use on SSLN materials in the autumn.**

## **7. SSLN Decommissioning**

7.1 SSLN Legacy Report - [redacted] thanked [redacted] and [redacted] for their comments and input into the circulated draft report and advised SDG were meeting tomorrow (23<sup>rd</sup>) to finalise and sign-off the report. [redacted] would then circulate a final version of the report to PMB members. PMB commended SDG on the comprehensiveness



and quality of the report, noting that other projects of a similar nature have suffered from not undertaking such a process.

7.2 Next steps – [redacted] referred to previous discussions as to promotion / use of the legacy report. PMB agreed that it should not be a published document but agreed to a targeted dissemination to interested bodies. Initial suggestions were the SG NIF and Curriculum Units, as well as the Welsh Assembly who were considering introducing a national sample survey. PMB members to advise [redacted] of any other suggestions. [redacted] highlighted the need to promote / disseminate correctly at this stage in light of reduced resources going forward.

7.3 PMB role and responsibilities going forward – Members were in consensus that given the project had come to an end there was no requirement for further meetings, providing actions were followed up on. It was noted that the PMB held the corporate memory of the SSLN and Members' advice may be called on from time to time. [redacted] thanked all members for their contribution to the SSLN PMB, particular thanks were expressed to AM and [redacted] in representing ADES and SQA. [redacted] was also thanked by all Members for her hard work in providing secretariat support.

## **8. Any other business**

8.1 No other business was raised.

### **Summary of action points:**

**Action 4.2: AM to contact [redacted] to seek clarity as to plan for resources and focus of the meeting on 31<sup>st</sup> May. He would advise PMB accordingly (via e-mail to [redacted] ).**

**Action 4.3: [redacted] to advise [redacted] of [redacted] attendance at 31<sup>st</sup> May meeting.**

**Action 6.1: EAS to transfer responsibility for SSLN materials to NIF Unit.**

**Action 6.2: [redacted] to ensure the NIF SRO group re-visit discussion on future use on SSLN materials in the Autumn.**

## **Document 51**

### **SSLN materials – future use option paper (N.D)**

#### **Issue**

The Scottish Survey of Literacy and Numeracy will cease to operate after the publication of the 2016 survey report in spring 2017. This paper examines the options regarding possible future uses of SSLN assessment materials.

#### **Context**

The following is a summary of existing SSLN materials. See Appendix 1 for a fuller list.

Numeracy materials consist of atomistic items (questions), extended paper and pencil tasks, teacher-pupil interactive tasks and mental calculation sets more or less equally divided across 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> levels. In addition there are several website-based tasks unused in surveys, most of which have been pretested. There are also items which have been released over the course of the survey. In total the numeracy materials comprise approximately 2000 items, some of which are grouped together as tasks.

Literacy materials mainly comprise reading tasks, consisting of paper and pencil tasks, online moving image tasks and online website tasks. In total there are 165 reading tasks comprising and approximately 1000 associated items. In addition there are 30 Listening and Talking (Group Discussion) tasks. The literacy materials are divided equally across 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> levels.

There are also Gaelic numeracy and literacy materials. For numeracy and Group Discussion, these are translations; for reading, these are specially commissioned tasks.

All materials come with a substantial amount of metadata, including level of challenge, CfE organiser, CfE curriculum area, and cognitive domain.

## Options

There are 3 key questions to be considered:

1. What should be the future role of the materials?
2. What should be the future mode of delivery of the materials ?
3. Where should the materials be located?

To some extent, the answer to 1 will narrow the choices for 2 and 3.

The tables on the following pages set out the main options for each of these questions to help inform discussion at the Short Life Working Group (SLWG). Any proposals for reuse of the materials will need to be endorsed by the SSLN Project Management Board.

### Future role

Purpose	Pros	Cons
Discard all materials	<ol style="list-style-type: none"> <li>1. Few resources required (time, money, labour)</li> </ol>	<ol style="list-style-type: none"> <li>1. Waste of development costs and materials</li> <li>2. Lost opportunity for re-use in support of learning in primary and secondary sectors</li> </ol>
Archive materials for possible re-use in future survey	<ol style="list-style-type: none"> <li>1. Few resources required (time, money, labour)</li> <li>2. In the event of a future survey, materials readily available.</li> <li>3. Would preserve integrity of materials for any future re-use eg for continuity of performance-over-time measurement</li> </ol>	<ol style="list-style-type: none"> <li>1. Unlikely that future survey would require identical materials</li> <li>2. Materials may be unusable due to exposure</li> <li>3. Materials may become dated in content and/or mode of delivery</li> <li>4. Technology developments may mean materials are no longer viable</li> </ol>
Make available to support teacher judgements as part of NIF programme	<ol style="list-style-type: none"> <li>1. Makes large set of quality assured assessment resources available at no cost to schools/LAs</li> </ol>	<ol style="list-style-type: none"> <li>1. Materials may become confused with standardised assessments</li> <li>2. Materials not designed to measure 'achieving a level' so further work on interpreting assessment results would be required</li> </ol>

		<ol style="list-style-type: none"> <li>3. May be seen as conflicting with new standardised assessments</li> <li>4. Costs involved in setting up and maintaining</li> <li>5. Risk of overloading the education sector with materials when current position is around streamlining guidance</li> </ol>
Make available to support learning and teaching as part of CfE	<ol style="list-style-type: none"> <li>1. Makes large set of CfE quality assured assessment resources available at no cost to schools/Las</li> </ol>	<ol style="list-style-type: none"> <li>1. Potential misuse as standardised tests</li> <li>2. Costs involved in setting up and maintaining</li> <li>3. Risk of overloading the education sector with materials when current position is around streamlining guidance</li> </ol>
Release to standardised assessment contractor	<ol style="list-style-type: none"> <li>1. Quality assured CfE materials in standardised assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. Reduces opportunities for use in learning and teaching</li> <li>2. Contractual issues of releasing items already developed with public funds to contractor being paid from public funds to develop such items</li> </ol>
Use in Quality Assurance and Moderation Support Officer (QAMSO) training (recent requirement to create holistic numeracy assessments)	<ol style="list-style-type: none"> <li>1. Would support teacher judgement process</li> <li>2. Would only require a subset of materials</li> </ol>	<ol style="list-style-type: none"> <li>1. Materials not designed to measure 'achieving a level' and further work on interpreting results would be required</li> <li>2. PLRs already serve this function.</li> </ol>

#### Mode of delivery

Mode	Pros	Cons
Online and P+P, teacher marking (ie current online tasks accessed online; current P+P tasks available for printing)	<ol style="list-style-type: none"> <li>1. Online materials can be automatically marked</li> </ol>	<ol style="list-style-type: none"> <li>1. Costly for schools to print P+P materials</li> <li>2. Time consuming for teachers (printing, copying, marking)</li> </ol>
Online only, teacher marking	<ol style="list-style-type: none"> <li>1. Low cost (no printing, copying)</li> <li>2. MC items automatically marked</li> </ol>	<ol style="list-style-type: none"> <li>1. Requires teacher marking of open response items</li> </ol>

Online only, automatic marking	<ol style="list-style-type: none"> <li>1. Saves time for teachers (no marking)</li> <li>2. Instant feedback for pupils/teachers</li> <li>3. MCQ questions in addition to converted short response questions</li> </ol>	<ol style="list-style-type: none"> <li>1. Number of extended response questions to be human marked</li> <li>2. Narrowing of assessment to items which can be automatically scores</li> </ol>
Other?		

#### Location

Location	Pros	Cons
www.ssln.org.uk	<ol style="list-style-type: none"> <li>1. Continues SSLN branding</li> <li>2. All schools currently have access</li> </ol>	<ol style="list-style-type: none"> <li>1. No automatic marking</li> <li>2. No SSLN personnel</li> </ol>
SOLAR (SQA's on-screen assessment delivery service)	<ol style="list-style-type: none"> <li>1. Automatic marking</li> <li>2. Instant feedback for pupils/teachers (if all items are automatically marked)</li> <li>3. Known robust system</li> <li>4. No log in required</li> <li>5. Free at point of use</li> </ol>	<ol style="list-style-type: none"> <li>1. Not a known site for primary schools although has been used as part of Numeracy pre-testing with no issues</li> <li>2. Costs involved in setting up/maintaining</li> </ol>
National Improvement Hub	<ol style="list-style-type: none"> <li>1. All schools have access</li> </ol>	<ol style="list-style-type: none"> <li>1. No automatic marking</li> <li>2. Potential confusion with standardised tests due to perceived association with NIF</li> </ol>
Other?		

#### Appendix 1 – List of SSLN materials SSLN (2011-16)

Numeracy	1 <sup>st</sup> level	2 <sup>nd</sup> level	3 <sup>rd</sup> level	Total	Comments
<b>Atomistic items</b>	350	440	420	1210	These cover the various numeracy organisers.
<b>Extended paper and pencil tasks</b>	22 tasks	22 tasks	22 tasks	66 tasks (494 items)	These comprise a contextualized data sheet with associated questions; 6-8 items per task.
<b>Teacher-pupil interactive tasks</b>	14 tasks (56 items)	14 tasks (56 items)	14 tasks (56 items)	42 tasks, (168 items)	As they stand, these cannot be carried out solo; 4 items per task.

<b>Mental calculation sets</b>	12 tasks (48 items)	12 tasks (48 items)	12 tasks (48 items)	36 tasks, (144 items)	4 items per task
<b>Total unique items</b>				2016 items	
<b>Additional numeracy</b>					
<b>Website-based extended tasks (pre-tested)</b>	9	9	6	24 tasks	Not used in any survey
<b>Website-based tasks (partially developed but not pretested)</b>	6+	6+	6+	18+ tasks	Not used in any pre-test or survey
In addition, 186 unique items have been released or replaced since 2011.					

<b>Literacy</b>	<b>1<sup>st</sup> level</b>	<b>2<sup>nd</sup> level</b>	<b>3<sup>rd</sup> level</b>	<b>Total</b>	<b>Comments</b>
<b>Reading: paper + pencil</b>	33 tasks (245 items)	33 tasks (245 items)	33 tasks (245 items)	99 tasks (733 items)	These tasks comprise reading passages with either 10 or 5 associated items
<b>Reading: Online moving image</b>	11 tasks (55 items)	11 tasks (55 items)	11 tasks (55 items)	33 tasks (165 items)	These tasks comprise short film clips with 5 associated items, designed to be accessed and answered online.
<b>Reading: online website</b>	11 tasks (55 items)	11 tasks (55 items)	11 tasks (55 items)	33 tasks (165 items)	These tasks comprise websites with 5 associated items, designed to be accessed and answered online.
<b>Listening and Talking (Group discussion)</b>	10	10	10	30	These GD assessment packs comprise introduction cards, topic cards and prompt cards. Requires adult supervision/participation.
<b>GD Criteria documents</b>	1	1	1	3	Detailed Group Discussion level-specific

					assessment criteria drawn up by SSLN GD Advisory Team.
<b>Writing criteria documents</b>	1	1	1	3	Detailed Writing level-specific assessment criteria drawn up by SSLN Writing Advisory Group.
<b>Exemplars and commentaries</b>	7	7	7	21	Exemplars of pupil writing across each level with detailed commentary explaining assessment decision.

## Document 52

**SCOTTISH SURVEY OF LITERACY AND NUMERACY  
SSLN MATERIALS – SHORT - LIFE WORKING GROUP  
HELD ON MONDAY 16<sup>th</sup> JANUARY IN OPTIMA, LOWLANDS  
AT 10.00 AM**

Present:

[redacted], SG, EAS (Chair)  
 [redacted], SQA  
 [redacted], SQA  
 [redacted], SQA  
 [redacted], Education Scotland  
 [redacted], Education Scotland (via Skype)  
 [redacted], Education Scotland  
 [redacted], Perth & Kinross Council  
 [redacted], SG, EAS (Minutes)  
 [redacted], SQA  
 [redacted], SG, S&P  
 [redacted], Inverclyde Council

### 1. Background, purpose, role and aims of SWLG

1.1 [redacted] welcomed everyone to the meeting and introductions were made. [redacted] summarised the reasons for establishing the short-life working group, in that the SSLN was coming to an end due to a change in Ministerial priorities and that the final set of results would be available in May 2017. [redacted] referred to the teacher professional judgement collection, the first results of which were published in December 2016. This collection was effectively replacing the SSLN.

1.2 Over the survey cycle, there had been a considerable bank of SSLN materials developed and it was only right and proper to consider how they could be utilised in the future. Recommendations would be made to SSLN Project Management Board for decision, either following today's discussion or future discussion.

## **2. Summary of range of SSLN materials and task development process**

2.1 [redacted] and [redacted] circulated examples of SSLN (pencil & paper) materials and provided a summary of the range and number of materials as listed in Appendix 1 of the SSLN materials – Future Use Options Paper. SSLN materials were developed and pre-tested by teachers across all stages and it was noted that [redacted], [redacted] and [redacted] had all been involved in this process. A smaller range of materials were also available in Gaelic. [redacted] advised that SQA were currently preparing all pencil and paper reading and numeracy materials so that they could be made available online.

## **3. SSLN materials options paper**

[redacted] introduced his paper “SSLN materials – future use options paper” and noted that there were 3 key questions to consider as part of discussion:

1. What should be the future role of materials?
2. What should be the future mode of delivery of the materials?
3. Where should the materials be located?

[redacted] asked if there were other options that had not been considered? [redacted] suggested that the materials could be made available to local authorities individually to use as they wished. [redacted] noted that this would not be a discreet resource as local authorities would use them in a variety of different ways. [redacted] highlighted the broader context that there was a risk that, without guidance/focus, the materials may just disappear.

Consideration was then given to the various options proposed in the paper and there was considerable discussion throughout the meeting. The main points are summarised under each option.

### **3.1 What should be the future role of materials?**

#### **Option 1 Discard all materials**

The group were in agreement that due to the quality and volume of materials available this was not an option. Option discounted.

#### **Option 2 Archive materials for possible use in future surveys.**

Noted that archiving could equate to disposing unless responsibility for maintaining archive and making decision re future use was clearly determined. Option discounted.

#### **Option 3 Make available to support teacher judgements as part of NIF programme**

[redacted] referred to the new curricular benchmarks which set specific standards at each level. It was acknowledged that teachers / authorities may misinterpret the SSLN materials as confirmation of achievement of a level. [redacted] noted that the SSLN materials were not designed to measure achieving a level and shouldn't be used as such - some items were at start of a level and others at end. Reference was made to the previous misuse SSLN materials on NAR. It was agreed that they should not be branded as supporting teacher professional judgements and should be separate from the NIF programme. Option discounted.

#### **Option 4 Make available to support learning and teaching as part of CfE**

It was acknowledged that the materials could be retained for the purpose of supporting practitioners in skills development. [redacted] made particular reference to the high quality and usefulness of the SSLN materials (specifically numeracy extended tasks) as they

contextualised learning and incorporated breadth, challenge and application. [redacted] agreed stating that she had also used group discussion materials extensively. [redacted] advised that the 2016 Group Discussion materials had been made available to Support Assessors and were subsequently being used for moderation. [redacted] noted that if not realised / packaged correctly it could result in the use of 'developing, consolidating and secure' or P2/P3/P4 packages. [redacted] suggested that they be packaged as First, Second and Third skills development packages. [redacted] suggested that the reading resources could be broken down into cognitive domains e.g. access & retrieve. It was agreed that the SSLN materials be branded "skills development" materials and packaged to support teachers in learning and teaching as part of CfE. Option recommended.

#### **Option 5 - Release to standardised assessment contractor**

[redacted] enquired as if SG had discussed providing SSLN materials to the standardised assessment contractor at the Invitation to Tender stage. [redacted] advised that pre-contract discussions were not appropriate due to the tender requirements to be met. [redacted] noted commercial sensitivities in such provision in the use of public funds. Option discounted.

#### **Option 6 - Use in Quality Assurance Support Officer (QAMSO) training (recent requirement to create holistic numeracy assessments)**

[redacted] referred to recent QAMSO training which related to moderation and achieving a level. All local authorities had QAMSO's, although some variation in numbers. Ideally each authority would have 5 literacy and 5 numeracy and 1 for each level (10 in total). Initial training had been undertaken with further training scheduled for June. It was noted that ES/QAMSO's were creating 'holistic' assessments and there were excellent examples of such within the SSLN materials. After some discussion it was noted that the materials would have been useful in the early round of training but were probably not at this stage. It was agreed that listening and talking materials could be incorporated into the next cycle of training scheduled for next year. [redacted] advised that the exemplar film clips could not be used as parental permission had not been sought for this purpose. ES advised that they could create new film clips.

It was agreed that the listening and talking materials, as they were already in the public domain could be used for QAMSO training. [redacted] undertook to liaise with [redacted] regarding planning under appropriate work stream. Option recommended.

**Action:** [redacted] to liaise with [redacted] re possible use of listening and talking materials in QAMSO training.

### **3.2 What should be the future mode of delivery of the materials?**

Should tasks stay in booklet structure or be stand-alone? Group agreed that there was no need to keep tasks within booklets. A task/item bank was suggested. Numeracy items could be stand-alone or grouped by organiser - further discussion required.

#### Hard copy or online?

It was agreed that providing booklets in word form online was not a viable option as teachers would be required to print/mark/photocopy.

#### **Online – option 1**

Put all tasks online and be answerable online, open response answers could be typed in by pupils. SQA are currently preparing all pencil and paper materials so that they could be made available online. This, however, would represent significant workload for teachers to manually mark each assessment.



### **Online – option 2**

Convert all open response questions e.g. multiple choice/drag and drop answer. This option would be automatically marked and a score would be provided.

The group were against use of materials in this way being seen as a “test” and of pupils being provided with a score.

### **Online – option 3**

The group agreed that a hybrid approach where some open response questions were converted but some were left as is, pupil responses would be sent to the teacher and the feedback the pupil got was in the form of a discussion with the teacher. However, for pupils responses to be identifiable by the teacher this would require pupils to log-in which further complicates use and likens the process to the Scottish National Standardised Assessments (SNSAs), which the group strongly cautioned against .

The alternative to pupil logins is an open access arrangement. An open access site would mean materials would essentially be publicly available and anyone could access them and use them however they choose.

[redacted] highlighted that the SSLN contract with the Scottish Government ended in March 2017 and SQA were currently reviewing and preparing materials with the purpose of making booklets available online, if required. [redacted] stressed that if any further requirements such as marking or feedback were deemed desirable then additional funding would be required. [redacted] also stressed practical issues if decisions were not made by 1<sup>st</sup> April. It was noted that if PMB wished to consider any additional requirements then costings and timescales would need to be provided.

There was some discussion as to whether converting open response questions affected their validity. However it was agreed that the benefits of having the materials online and auto-marked outweighed the disadvantages of the type of question being changed. It was noted that item statistics relating to any questions which are changed would become un-useable.

[redacted] referred to online capacity within schools. [redacted] acknowledged logistical issues and advised that the resources could be made available via a web browser and therefore could be accessed from anywhere. [redacted] also advised that SQA could also make available via tablets but stressed that this was not in the current remit of work between now and end March.

[redacted] referred to DFMs focus on de-cluttering the amount of guidance provided to teachers. It was agreed that the materials should be released in a phased approach and it would be appropriate to tie in with moderation events. The timing of release should avoid introduction of the (SNSAs) in August and publication of benchmarks.

### **3.3 Where should the materials be located?**

[redacted] summarised the options for hosting materials.

It was noted that continuing to host on SSLN.org.uk was not a viable option as there would be no SSLN team to maintain. Option discounted.

It was suggested that it would be beneficial if materials were both available via SOLAR and the National Improvement Hub. [redacted] noted that ES could not host sub-sites. It was therefore suggested that a further discussion be had with partners and that [redacted] be included.

[redacted] referred back to work SQA is undertaking with regards to SSLN materials. In addition to points already discussed he informed the meeting that SQA would be considering using the materials in other SQA products in the same way as they do with other resources.

[redacted] also referred to the range of Scottish Survey of Achievement materials held at SQA and it was confirmed that they would be included in SQA's audit of materials.

**Action: Further discussion required on location of materials by short-life working group**

## **Conclusion**

[redacted] recapped that the group were in agreement in principle that:

- the SSLN materials be made available in principle to support learning and teaching as part of CfE
- should be accompanied by clear guidance on appropriate use
- should be branded as "skills development" materials
- should be available via an online item/task bank
- should be released in a phased manner
- listening and talking materials to also be used in QAMSO training

Clarification and further discussion was required as to what was achievable in terms of the mode of delivery and location of materials.

## **4. Next steps**

4.1 A note of the meeting would be provided and recommendations made to SSLN Project Management Board on 1<sup>st</sup> February. [redacted] would be in touch to arrange a further meeting in February.

**Action: EAS to provide SSLN Project Management Board with initial recommendations for decision.**

**Action: [redacted] to make arrangements for a further meeting in February.**

### **Summary of action points:**

**Action: [redacted] to liaise with [redacted] re possible use of listening and talking materials in QAMSO training.**

**Action: Further discussion required on location of materials by short-life working group**

**Action: EAS to provide SSLN Project Management Board with initial recommendations for decision.**

**Action: [redacted] to make arrangements for a further meeting in February.**

## **Document 53 – SSLN Legacy – Materials – SRO Paper – February 2017**

### **Re-use of SSLN assessment materials**

1. It was announced in DFM's Delivery Plan in June 2016 that SSLN 2016 would be the last SSLN, to be replaced with a new collection of literacy and numeracy performance data -

the Achievement of CfE Levels data collection, underpinned by Scottish National Standardised Assessment (SNSA) data from 2017/18 onwards.

2. Subsequent to this, much activity has been undertaken to wrap up survey processes and, most importantly, to consider re-use of the set of high quality assessment materials.

3. The SSLN assessment materials were designed to assess the wide range of knowledge, skills, capabilities and attitudes across learning identified in the CfE experiences and outcomes, and reflect the requirement that pupils have achieved a breadth of learning, can respond to a level of challenge and can apply what they have learned in new situations.

4. The materials were developed by practitioners, as directed by SQA, have been through a thorough quality assurance and pre-test process and have been used in up to three literacy/numeracy surveys.

5. The range of materials includes:

#### Numeracy

- 1,200 atomistic (short answer) questions
- 66 extended tasks (data sheet with associated questions)
- 42 teacher-pupil interactive tasks
- 36 mental calculation tasks

#### Reading

- 100 paper-based tasks (text with either 5 or 10 associated questions)
- 33 online moving image tasks (film clip with 5 questions)
- 33 online website tasks (website with 5 questions)

6. All materials come with a substantial amount of metadata, including level of challenge, CfE organiser, CfE curriculum area, and cognitive domain. For all SSLN questions we also have data on how many pupils answered each question correctly, whether performance differed by gender, deprivation, question position in the booklet etc.

7. Group discussion assessment packs, assessment criteria and writing assessment criteria have been made available to practitioners who trained as Support Assessors, with a view to using these materials to build capacity in the assessment of writing and group discussion in their school/clusters.

8. SQA are currently in the process of converting all materials so that they could be made available online if required. SQA will provide electronic versions of all materials to SG once this process is complete.

9. Following discussions at the SSLN Project Management Board in November 2016, a working group was set up to discuss possible future uses of the SSLN materials and propose a recommendation to the Board. The working group consisted of Scottish Government policy and Education Analytical Services, Education Scotland, SQA and two Local Authority Assessment Co-ordinators.

10. The consensus amongst the group was that due to the quality and volume of materials available they were of great value to the teaching profession and discarding them or archiving them was not appropriate.

11. The group gave careful consideration as to how materials could be released which would be of benefit to Scottish education but also to ensure they were not misused e.g. to

inform achievement of a level, or as a test which provides a pupil score (neither of which the SSLN materials are designed to do).

12. Feedback indicates that they are not needed to supplement the existing ACER question set, and that provision to ACER for use in the SNSAs would be problematic due to contractual and legal issues.

13. The final proposal from the group was that SSLN materials should be:

- made available to support learning and teaching as part of CfE
- branded as “skills development” materials
- accompanied by clear guidance on appropriate use
- available via an online item/task bank
- released in a tool which facilitates the provision of teacher feedback, not a pupil score
- released in a phased manner and avoid key dates around release of benchmarks and roll out of standardised assessments

14. This proposal was presented to the SSLN Project Management Board in February 2017. The Board suggested that release of the materials at this time could be perceived to be contrary to DFM’s aim to de-clutter available guidance and materials. There was consensus, however, that the materials were of value and should be utilised in some way.

15. It was proposed that a more appropriate plan at this time, which would best support learning and teaching practice, would be to use the questions as exemplification in learning and teaching resources next year, following the roll out of the standardised assessments. This was on the basis that while the SNSA and SSLN content would not be the same, the literacy and numeracy principles being assessed, would. At this point the decision to release materials as “skills development” materials could be revisited.

16. The Board were keen that a clear plan is put in place now, as SSLN personnel would not be available post-May 2017 to make such decisions.

17. NIF SROs are asked to approve the proposal:

- to use SSLN questions in future learning and teaching resources in 2018, following roll out of standardised assessments
- to revisit the proposal to release SSLN questions as “skills development” materials in summer 2018 (end of first school year using SNSAs)

**EAS**  
**February 2017**

**Document 54 – email about former SSLN materials**

**From:** [redacted] [mailto:[redacted] @sqa.org.uk]  
**Sent:** 31 October 2017 08:37  
**To:** [redacted]  
**Subject:** RE: Former SSLN materials

Morning [redacted]

Thank you for the update. I look forward to hearing from you in due course.

Regards

[redacted]

**From:** [redacted] @gov.scot [mailto:[redacted]@gov.scot]  
**Sent:** 31 October 2017 08:35  
**To:** [redacted] <[redacted] @sqa.org.uk>  
**Subject:** RE: Former SSLN materials

Good morning [redacted]

Thank you for your email. I was also part of the short term working group looking at how to make best use of the SSLN resources, therefore, as you note, [redacted] and I were tasked with re-visiting the situation following the SRO and PMB decisions to hold off releasing the resources.

I am in the process of gathering information to inform an options paper which will be ready mid-November. Following that work I should be in a position to let you know what is happening.

Kind regards

[redacted]  
Policy Analyst // National Improvement Framework Unit  
Tel: [redacted] Mobile: [redacted]

[\[redacted\]@gov.scot](mailto:[redacted]@gov.scot)

For headline facts and figures about ELL see  
<http://intranet/InExec/AboutUs/Learning-Justice/briefings-stats/monthly-learning>

**From:** [redacted] [mailto:[redacted]@sqa.org.uk]  
**Sent:** 31 October 2017 08:23  
**To:** [redacted]  
**Subject:** Former SSLN materials

Morning [redacted]

As you will be aware, a short life working group was set up comprising representatives from SQA, SG and ES and including some LA reps too. An options paper was then discussed by the SSLN Management Board (Feb 2017). While the general consensus was that release of the materials to support teaching and learning was desirable, the matter was referred to NIF Senior Responsible Officers for further consideration.

My understanding is that the NIF group confirmed that it did not wish SSLN materials in the public domain at that particular point in time. The proposal was however that the matter was to be revisited with a view to release of 'skills development' materials in summer 2018, after the roll out of standardised assessments. I believe that yourself and [redacted] were tasked to ensure that the NIF SRO group revisited the discussion on future use on SSLN materials in the autumn of this year.

I have had both email and verbal communications with QIOs asking about the possible release of the former SSLN materials.

Grateful if you would advise whether 'skills development' materials will be released this coming summer. I have emailed [redacted] without receiving a reply.

Thanks you for your assistance with this matter.

Regards  
[redacted]

[redacted]  
Qualifications Manager  
Science Technology Engineering & Mathematics, Qualifications Development

t: [redacted] | m: [redacted] | e: [\[redacted\]@sqa.org.uk](mailto:[redacted]@sqa.org.uk) | w: <http://www.sqa.org.uk>  
Scottish Qualifications Authority  
The Optima Building, 58 Robertson Street, GLASGOW G2 8DQ

#### Document 55 Email to SSLN PMB re National Improvement Framework

---

**From:** [redacted]  
**Sent:** 11 January 2016 14:54  
**To:** [redacted] [redacted]; [redacted] @sqa.org.uk'; millikena@stirling.gov.uk; [redacted]; [redacted]; [redacted]; [redacted]  
**Subject:** SSLN Project Management Board - National Improvement Framework Update

Dear all

Please see update below:

Following publication of the Programme for Government in September 2015, a considerable amount of work has been undertaken to develop the *National Improvement Framework for Scottish Education*. The Framework was launched last week by the First Minister and is available via:

<http://www.gov.scot/Topics/Education/Schools/NationalImprovementFramework>. The National Improvement Framework is intended to drive both excellence and equity in Scottish education, supporting our twin aims of raising attainment and closing the gap. Over time, the Framework will provide robust, consistent and transparent data across Scotland at a geographic level that we have never had before, to extend our understanding of what works and to drive improvements across all parts of the system. Priorities will evolve over time to reflect emerging trends and will be reviewed annually by Ministers. The current priorities are:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

These priorities achieved almost universal consensus across the 5,000 teachers, parents and young people who took part in the consultation on the draft Framework. The Framework also reflects the recent review of Scottish Education by the Organisation for Economic Co-

operation and Development (OECD) *Improving Schools in Scotland: An OECD Perspective*. A report detailing the responses received as part of our engagement has been published alongside a further document, "You Said, We Did", which provides a read across to the finalised Framework. Separate information for children and parents has also been produced.

Finally, and as set out in the Programme for Government, we are also publishing the *National Improvement Framework: 2015 Interim Framework Report*, which provides an overview of the available evidence on recent performance and progress across our education system. All the documents referred to in this email are available via the above link.

Regards

[redacted]  
Scottish Survey of Literacy and Numeracy Team  
Scottish Government  
2-D South (mail 28)  
Victoria Quay  
Edinburgh EH6 6QQ  
tel: 0131 [redacted]  
fax: 0131 244 0354

**<http://www.gov.scot/Topics/Statistics/Browse/School-Education/SSLN>**

**Document 56 SSLN PMB Risk Register**

**SSLN Risk Assessment – as at 15<sup>th</sup> May 2017**

	Description	Owner	Impact H/M/L	Risk	+/- from	Response to Mitigate Risk
1	Effective response to any change in Ministerial priorities	All	High	High		Review of policy, project plan and comms plans.
2	Effective resource management plans involving partner organisations	SG : policy	High	Med		Continue to ensure internal management structures in place to ensure capacity and expertise.
3	Effective resource management plans involving SG policy	SG : EAS	High	Med		Internal management structures in place to ensure capacity and expertise.
4	Ensure project plans up to date and sufficiently aligned	All	Med	Low		Robust project plans developed and risks highlighted via SSLN governance groups.
5	<b>Ensure LAs, Schools (including Independents) understand the value of the SSLN methodology in the context of the National Performance Framework</b>	<b>All</b>	<b>High</b>	<b>Med</b>		<b>Member of ADES on SSLN Project Management Board; Communication plan in place which emphasises the value of the SSLN.</b>  <b>Join up SSLN and NIF communications with sector (Directors of Educations, schools)</b>
6	Professional Learning Resources have required impact	ES	High	Med		Risks to the availability and robustness of the resources are highlighted via the plans for the development of the resources and regular feedback through SSLN governance structures.
7	Maximise positive media coverage following the publication of the report	SG	High	High		Develop communications plan in preparation for the publication of the report involving EAS, policy and comms.
8	SSLN and NIF data on literacy and numeracy attainment are complementary and credible exercises	SG	Med	Med		

Notes:

1. Risk 5, (in bold) has particular focus in relation to development of another literacy and numeracy data collection under the National Improvement Framework



- 
2. Risk 8 has been added to capture new risk related to the development of another literacy and numeracy data collection under the National Improvement Framework.