

Stakeholder Consultation – Scottish Survey Literacy and Numeracy (SSLN)

Pupil and Teacher Questionnaire Analysis

Do you currently use the SSLN pupil and teacher questionnaire results?

- Yes
 No – but I intend to use them in the future
 No

In general, how often do you currently refer to the following information/tables on the questionnaires?

	Weekly	Monthly	Three or four times a year	Twice a year	Once a year	Never
Pupil questionnaire commentary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Teacher questionnaire commentary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pupil questionnaire tables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Teacher questionnaire tables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your work, how do you currently use the information from the questionnaires and how useful is it?

	Do not use for this purpose	Not useful for my requirements	Meets my requirements	Useful for my requirements
Reporting about Scotland	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Reporting about numeracy/literacy	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Reporting about teacher/pupils attitudes to numeracy/literacy	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
To provide data on benchmarking/targets/key indicators	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
To assist in policy development and evaluation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
To assist with research/analysis	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
To assist in financial reporting	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For general awareness of issues/trends	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section Three: Specific Questions about the SSLN Pupil and Teacher Questionnaires

The most recent publications of SSLN results were 2013 Numeracy results in April 2014 and 2012 Literacy in April 2013. The questions below refer to these two publications specifically.

With regards to the SSLN pupil questionnaire results, did you...

- Read the commentary and use the tables
- Just read the commentary
- Just use the tables
- Did not use

Did you find the 2012 (Literacy) and 2013 (Numeracy) SSLN Pupil Questionnaire commentary clear and concise?

- Yes
- No

With regards to the SSLN teacher questionnaire results, did you...

- Read the commentary and use the tables
- Just read the commentary
- Just use the tables
- Did not use

Did you find the 2012 (Literacy) and 2013 (Numeracy) SSLN Teacher Questionnaire commentary clear and concise?

- Yes
- No

Which of the SSLN 2013 (Numeracy) Teacher Questionnaire tables did you refer to?

	Yes	No
4.1 On average during lessons, how often do pupils spend time doing the following?	<input type="radio"/>	<input type="radio"/>
4.2 When focusing on numeracy, how often do you make use of the following?	<input checked="" type="radio"/>	<input type="radio"/>
4.3 How often do you find opportunities to reinforce pupils' numeracy skills?	<input checked="" type="radio"/>	<input type="radio"/>
4.4 How well can the following numeracy skills be integrated into teaching the various curriculum areas?	<input checked="" type="radio"/>	<input type="radio"/>
4.5 In S2, how well can the following numeracy skills be integrated into your curriculum area?	<input checked="" type="radio"/>	<input type="radio"/>
4.6 How confident are you in delivering the numeracy experiences and outcomes?	<input checked="" type="radio"/>	<input type="radio"/>
4.7 How confident are you that you understand the following aspects of Curriculum for Excellence?	<input checked="" type="radio"/>	<input type="radio"/>
4.8 How confident are you that you can improve learning using . . .	<input checked="" type="radio"/>	<input type="radio"/>
4.9 Gathering evidence of pupils' achievement in numeracy	<input checked="" type="radio"/>	<input type="radio"/>
4.10 In evaluating pupils' achievements in numeracy and recording the evidence, how often do you . . .	<input checked="" type="radio"/>	<input type="radio"/>
4.11 Continuing Professional Development (CPD) in Numeracy	<input checked="" type="radio"/>	<input type="radio"/>

Yes No

Did you find the 2013 (Numeracy) SSLN Teacher Questionnaire tables clear and concise?

- Yes
 No

Which of the SSLN 2012 (Literacy) Teacher Questionnaire tables did you refer to?

	Yes	No
3.1 Pupil's Activities in Literacy	<input checked="" type="radio"/>	<input type="radio"/>
3.2 Resources in Literacy	<input checked="" type="radio"/>	<input type="radio"/>
3.3 How often do you find opportunities to reinforce pupils' literacy skills?	<input checked="" type="radio"/>	<input type="radio"/>
3.4 How confident are you in delivering the literacy experiences and outcomes?	<input checked="" type="radio"/>	<input type="radio"/>
3.5 How confident are you understanding the following aspects of Curriculum for Excellence?	<input checked="" type="radio"/>	<input type="radio"/>

Did you find the 2012 (Literacy) SSLN Teacher Questionnaire tables clear and concise?

- Yes
 No

Is there any information you would like included in future SSLN pupil or teacher questionnaires?

- Yes
 No

What would you like included and how would you use this evidence?

The impact of reduced resources within schools on teachers' ability to deliver education in these areas should be included, to enable this to be considered in detail by stakeholders and to assist discussion to try and resolve these difficulties.



Do you have any other comments on the commentary or tables published on the questionnaires that has not been covered in this survey?

It would be beneficial to further gather data on "why", for example, a teacher respondent might not feel confident regarding their understanding of aspects of CfE, to enable this to be followed up upon as effectively as possible by stakeholders.



Do you currently receive email notification that SSLN results have been published?

- Yes
- No but I would like to
- No