

Design and conduct a small-scale research study, and critically evaluate the impact of chosen research tools and data/findings on the learner and on your professional practice.

Introduction

In this study, I will be attempting to answer the question ‘what are staff and year 3 and 4 learner’s perceptions of sharing criteria when using Assessment for Learning’. Assessment for Learning is an approach used by educators which creates feedback for learners to decide on their next steps and improve learning outcomes (UCLES (University of Cambridge Local Examinations Syndicate), 2019). A way of using Assessment for Learning within the classroom environment is to share criteria with learners. Success criteria can be considered a clear, relevant, and measurable interpretation of success which explains how learners will know they have been successful within a lesson (Glow, 2011, p.g 1). It is important for success criteria to be shared with learners, as evidence shows that when shared, learners are more likely to evaluate achievements and improvements and address their own concerns without needing guidance (Obilor, 2019, p.g 17). This research is important as Assessment for Learning is one of the twelve pedagogical principles which supports curriculum design and helps ensure successful learning and teaching (Hwb, 2023), making Assessment for Learning a vital aspect of ensuring pupil progression and central to Curriculum for Wales. My initial hypothesis surrounding my question is that staff and Year 3 and 4 learners’ perceptions will be noticeably clear and well informed, however, I am curious to discover whether there are any misconceptions surrounding these perceptions, for example, if learners fully understand how to use a success criteria or how they know when they have met a success criteria. The approach I will be using to complete this research is the Mosaic Approach, which focuses on including “the voice of the child” (Clark, 2005, p.g 29) within research, and to collect data I will be using an interview of Year 3 and 4 learners and a questionnaire which will be sent out to staff.

Literature Review

The purpose of assessment, according to the Welsh Government, is to “support the progression of each individual learner in relation to the 3 to 16 continuum” (Hwb, 2024). Assessment can also be used to evaluate how well learners have understood a concept or topic and help educators gauge an understanding of learner’s prior knowledge. There are several distinct types of assessment which can be used in education, for example, summative and formative assessment. Summative assessment refers to when learning is evaluated at the end of a defined instructional period (The Glossary of Education Reform, 2013), for example, end of year exams or end of topic tests or quizzes. Summative assessment is often used to assess learners against a standard or benchmark (Carnegie Mellon University, 2024), and information gained from these assessments can then be used to create targets and next steps for individual learners. Summative assessment, generally, is thought of as the more ‘traditional’ assessment method, whereas formative assessment is carried out as part of day-to-day activity within the classroom (Clarke, 2012, cited in Browne, 2016, p.g 1), and can be considered a type of continuous assessment. Assessment for Learning, or AfL, can also be thought of as a form of continuous or formative assessment, and can be defined as “the process of seeking and interpreting evidence for use by

learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there” (Broadfoot et al., 2002, p.g 2). This definition helps define Assessment for Learning and lays out the main three principles used within it, which help to ensure learner’s progression within the classroom. These principles are establishing where learners are currently, where they need to go next to progress, and what the best way to get them to this point of progression is. This can be achieved through using the four aspects, or elements, of Assessment for Learning. These elements are peer and self-assessment, use and quality of feedback, quality of questions and talk and sharing criteria. In my study, I will be focusing on perceptions of sharing criteria and the impact that sharing success criteria can have within the classroom. Success criteria can be defined as something within Assessment for Learning that is “developed by the teacher and/or the student and describe what success looks like” (National Council for Curriculum and Assessment, 2015, p.g 5). Success criteria is used as a way for learners and educators to make judgements on the quality and standard of learner’s work (National Council for Curriculum and Assessment, 2015, p.g 5), and can act as a vital tool to ensure that learners are making progress both within their work and within the classroom. Sharing success criteria has been shown to include several other benefits, which not only positively impact teachers but benefit learners as well. Some of these benefits include giving learners the knowledge to demonstrate achievement and success during lessons, encouraging them to take more control of their own learning, providing a basis for ‘pit stops’ and ‘check ins’ during lessons to gauge understanding as well as providing teachers with a clear template for giving feedback (Royal Society of Chemistry, 2008). However, whilst “it is generally accepted that Assessment for Learning (AfL) strategies are effective in teaching and learning” (Crichton & McDaid, 2015, p.g 190), and there have been several studies conducted to determine the effectiveness of different approaches used within Assessment for Learning, there has been less research conducted into how success criteria is perceived by teachers and learners (Crichton & McDaid, 2015, p.g 190). Therefore, there is the potential for the use of sharing success criteria to have been being misinterpreted, which may result in teachers finding success criteria challenging to enact within their classrooms (Willis et al., 2023, p.g 5), or may lead to success criteria that focuses only on completing tasks, rather than outlining criteria to ensure success and learners progression (Willis et al., 2023, p.g 5), as the perceptions of learners and educators has not been as widely researched as other areas of Assessment for Learning. Whilst there is the possibility for the approach of sharing success criteria to be misinterpreted, when used effectively, success criteria can be a highly effective teaching tool that can result in pupils becoming more independent learners (Marshall & Drummond, 2007, p.g 134) as they are able to understand what is expected of them and are guided towards higher achievement. This also allows learners to feel more engaged and motivated within the classroom “because they know exactly what they are learning, why they are learning it, and how they will know that they have learnt it” (Eagan, 2023, p.g 101). These results and perceptions of sharing success criteria within the classroom led me to my research question, as I am curious to develop an approach that allows me to explore not only staff’s perceptions but learners’ perceptions as well.

Methodology

To help answer my research question, 'what are staff and year 3 and 4 learner's perceptions of sharing criteria when using Assessment for Learning'. I will be using the Mosaic Approach. The Mosaic Approach was initially developed in order to include the 'voice of the child' within research (Clark, 2005, p.g 11), however, due to the importance and impact of using children's ideas, this approach was soon adopted by education practitioners (Clark, 2005, p.g 12), as it has the potential within research to impact learners directly. To incorporate the Mosaic Approach within my research, I will be using an interview and questionnaire as research tools. My interview will be semi-structured, to allow for adaptation depending on the answers given by the Year 3 and 4 learners and will last no longer than 10 minutes. It will contain a select number of open-ended questions (See Appendix 1) which have had the language adapted to ensure that learners are able to fully understand and engage with the questions and reduce the chance of response bias from learners losing interest from answering too many questions or the interview lasting too long. This will enable me to use a blend of the elements required within the Mosaic Approach for it to be successful. For example, I have made these decisions within my interview to ensure I am able to treat children as experts and agents in their own lives (Clark, 2005, p.g 13) and use their views and opinions, as well as those of staff, to reach a conclusion within my research. A second key reason for using an interview as a research tool, especially when involving learners' opinions and views, is I can "add explanatory comments and ask additional questions for increased clarification" (Jain, 2021, p.g 544) as well as address any misconceptions face to face with the learners. Whilst interviews are a beneficial way to gain more in-depth and personal ideas from interviewees, I will still have to be cautious of interviewer effect and ethics whilst conducting the interview. This is due to several reasons, for example, the rapport I have already built with the learners as a Student Teacher makes it more likely that my results could be impacted by the interviewer effect. However, to combat this as a potential issue within my research, as part of my introduction for each interview, I will reassure the learners that they are unable to get any of the questions wrong, and there are not any specific answers I am looking to hear. Another potential issue I may face within my research is confidentiality whilst conducting my interviews, as due to the nature of a school environment, there is limited space in which I will be able to conduct my interviews, meaning that I will be using an open 'bay' in one of the corridors. However, whilst this space is not ideal for confidentiality, I felt that this was the most appropriate situation in terms of safeguarding. A second issue I may face in terms of ensuring my interviews remain ethical is ensuring I have assent from learners to conduct the interview and I always have their ongoing consent to continue. To make sure these aspects do not become an issue within my research, I will use an ethics form (See Appendix 2) which uses the 2018 Ethical Guidelines (BERA, 2018), as well as providing a consent form (See Appendix 3) which will state the research methods I will be using and will signed by the Headteacher after gaining consent to carry out my interview as well as send out my questionnaire. I will also explain to learners before my interviews take place that they do not have to participate in the interview if they do not wish to and no consequences will happen if they decide not to participate. For learners that do wish to participate, I will use a 'traffic light system' where I will use a double-sided card, with one side green and one side red, and ask learners to keep the green side on display if they are happy to continue, but switch to the red side if they no longer want to participate, again explaining that no consequences will come from them withdrawing.

When conducting the interviews, I felt my introduction worked well, as it put learners at ease and allowed them to give honest and in-depth answers and my 'traffic light system' was successful in ensuring I always had pupil's ongoing consent. Whilst I had anticipated several issues with my interview location, it ended up working well as whilst it was not in a confidential location, it was the most appropriate situation for ensuring safeguarding and pupils still felt comfortable answering questions as they felt that the bay within the corridor acted as a confidential space. To record learners' answers, I recorded their responses on a password encrypted device and later transcribed these into qualitative data (See Appendix 4), assigning a letter to each learner in place of their names and immediately destroying the original recordings to ensure learners' anonymity.

To collect staff perceptions of sharing success criteria when using Assessment for Learning, I will be using a questionnaire. I have decided to use a mix of both open, closed, multiple choice and ranking questions (See Appendix 5), as this will allow me to collect both qualitative and quantitative data (McLeod, 2023) and provide a variety of questions for participants to answer to ensure maximum engagement whilst completing my questionnaire, all of which should provide a range of information to help answer my research question. To ensure I have participating staff's consent, I will explain within the description of the questionnaire that the questionnaire is entirely voluntary and that they as participants have the right to withdraw at any time. I will also collect responses from staff anonymously to ensure my questionnaire remains aligned with the 2018 Ethical Guidelines (BERA, 2018) and participants responses and identities are kept anonymous. To reduce the risk of participants experiencing survey fatigue, I have used the fewest number of questions possible to collect sufficient data, and ensured to inform participants that the survey should take no longer than 5 to 10 minutes. I have also made the decision to email my questionnaire to all staff because the effort required from participants to answer questionnaires online is often very minimal and I will be able to disperse my questionnaire to more people much more efficiently, which is likely to result in higher response rates from participants. After sending out my questionnaires to all staff members, I received a lower response rate than I was anticipating. However, my response rate for my questionnaire ended up being equal to that of the number of participants I interviewed, meaning that I could compare equal staff to student responses to my questions, which allowed me to make clear comparisons between the two groups within my findings.

Findings and Discussion

When analysing and comparing my results, I was incredibly surprised to discover a stark contrast between staff and Learners' perceptions of sharing criteria when using Assessment for Learning. My results contrasted significantly with my hypothesis that the perceptions of both staff and learners would be noticeably clear and well informed, as whilst 25% of staff who completed the questionnaire stated that sharing criteria is the Assessment for Learning technique they use the most within their classroom (See Appendix 6), 25% of learners who were interviewed did not answer the question, with another 50% of learners interviewed stating that they did not use success criteria within their learning or did not know if they did, and whilst the other 25% of learners stated that they did use success criteria within their learning, their explanations of when

success criteria was used were vague and did not reflect the statements of what a success criteria would usually include (See Appendix 4). This may reflect the findings I discovered in my literature review, which stated that due to limited research on how staff and students interpret success criteria, teachers may find success criteria challenging to enact within their classrooms or end up using success criteria that focuses only on completing tasks rather than achieving success within a lesson. (Willis et al., 2023, p.g 5). Another finding within my research that I found striking were staff's perceptions of whether learners within their class would know how to use a success criteria that they were given in class. 50% of staff answered 'yes' and 50% answered 'maybe' to the question 'do you think your learners are confident in understanding how to use a success criteria?' in the questionnaire (See Appendix 7). However, when learners were asked '[if they] know what to do with success criteria that [they] are given in lessons' over half of learners gave answers implying that they did not know, for example, Learner H stated 'no', Learner E answered 'I'm not sure' and Learner G answered 'um not really' (See Appendix 8), suggesting that as learners their understanding of how to use a success criteria was significantly different to what staff's perceptions of their understanding is despite staff and learners working closely together within their classrooms. Another difference I discovered in my findings between staff and learner's perceptions of using success criteria is what a success criteria is and what a good success criteria looks like to them. Whilst staff were able to describe in detail (See Appendix 9) what they consider a good success criteria to be, and what a good success criteria to them may include, 100% of learners interviewed were unable to successfully explain what a success criteria is (See Appendix 10). This information and other findings from my study have enabled me to reach a conclusion and primarily answer my research questions, however, if I were to repeat my study, I would use a much larger sample in order to gain more conclusive results.

Conclusion

Overall, the aims of my study were to discover what staff and year 3 and 4 learner's perceptions of sharing success criteria when using Assessment for Learning were. Whilst I was able to gain a clear sense of what these perceptions were, my findings differed massively from the results I had initially anticipated. I was incredibly surprised to discover how contrasting staff and learner's perceptions of success criteria were, and how much the responses from almost identical questioned differed between the two groups. When transforming my professional practice, I will keep my findings from this study in mind, especially as there may be chances within my professional practice for me to make misconceptions about what or how well learners in my class have understood a concept or topic. This will help me to improve my professional practice, as I believe that as a result of my findings, I will be able to move my teaching forward in terms of being able to review the understanding and perceptions of learners in my class, and use this information, along with other Assessment for Learning methods to help close any attainment gaps within my class and help learners to make progress within their learning.

Appendix

Appendix 1 – Interview Questions

1. Do you know what a success criteria is?
2. Could you explain what a success criteria is?
3. Do you use success criteria in your learning? When?
4. Can you give me an example of something that would be on a success criteria?
5. Why do you think we use success criteria?
6. How do you think success criteria can help you with your learning?
7. Can you give me an example of when success criteria has helped you?
8. Do you know what to do with success criteria that you are given in lessons?
9. What do you do with a success criteria?
10. How do you know when you've met the success criteria

Appendix 2 – Ethics Form

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APPLICATION FOR ETHICAL APPROVAL			
RESEARCH STUDENTS This form is to be completed by the student within SIX months for full-time students and TWELVE months for part-time students, after the commencement of the research degree or following progression to Part Two of your course. Once complete, submit this form via the MYTSD Doctoral College Portal at (https://mytsd.uwtsd.ac.uk). This document is also available in Welsh.			
RESEARCH STAFF ONLY All communications relating to this application during its processing must be in writing and emailed to proresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name.			
STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.			
In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.			
The University follows the OECD Frascati manual definition of research activity: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.			
The individual undertaking the research activity is known as the 'principal researcher'.			
Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.			
Please read the notes for guidance before completing ALL sections of the form.			
This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.			
SECTION A: About You (Principal Researcher)			
1	Full Name:	Ffion Winfield	
2	Tick all boxes that apply:	Member of staff: ☐ Honorary research fellow: ☐	
	Undergraduate Student: ☒	Taught Postgraduate Student: ☐ Postgraduate Research Student: ☐	
3	Institute/Academic Discipline/Centre:	Initial Teacher Education, Yr Athrofa	
4	Campus:	Carmarthen	
5	E-mail address:	2200182@student.uwtsd.ac.uk	
6	Contact Telephone Number:	07542554005	
For students:			
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7	Student Number:	2200182	
8	Programme of Study:	BA Primary Education with QTS	
9	Director of Studies/Supervisor:	Dr Sioned V Hughes	
SECTION B: Approval for Research Activity			
1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES ☒	NO ☐
2	If Yes, please indicate source of approval (and date where known): Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Research Degrees Committee ☐ Institute Research Committee ☐ Other (write in) ECAD5010 Module lead Dr Sioned V Hughes ☒	Date 18.01.24
SECTION C: Internal and External Ethical Guidance Materials			
Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed.			
1	UWTSO Research Ethics & Integrity Code of Practice	☒	
2	UWTSO Research Data Management Policy	☒	
3	BERA Ethical Guidelines for Educational Research, fourth edition (2018)	☒	
SECTION D: External Collaborative Research Activity If there are external collaborators then you should gain consent from the contact persons to share their personal data with the university. If there are no external collaborators then leave this section blank and continue to section E.			
1	Institution		
2	Contact person name		
3	Contact person e-mail address		
4	Is your research externally funded?	YES ☐	NO ☒
5	Are you in receipt of a KESS scholarship?	YES ☐	NO ☒
6	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary YES ☐ Employed YES ☒	NO ☒
7	Is the research being undertaken within an existing UWTSO Athrofa	If YES then the permission question YES ☒	NO ☐
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9	Professional Learning Partnership (A/PLP)?	below does not need to be answered (if YES attach copy) (if NO the application cannot continue)	YES	☐	NO	☐
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Where research activity is carried out in collaboration with an external organisation

10	Does this organisation have its own ethics approval system?	YES	☐	NO	☐
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If Yes, please attach a copy of any final approval (or interim approval) from the organisation (this may be a copy of an email if appropriate).

SECTION E: Details of Research Activity

1	Indicative title:	What are staff and Year 3 and 4 learner's perceptions of sharing criteria when using assessment for learning?			
2	Proposed start date:	24.01.24	Proposed end date:	19.02.24	
Introduction to the Research (maximum 300 words per section) Ensure that you write for a Non-Specialist Audience when outlining your response to the points below: <i>Purpose of Research Activity</i> <i>Proposed Research Question</i> <i>Aims of Research Activity</i> <i>Objectives of Research Activity</i> Demonstrate, briefly, how Existing Research has informed the proposed activity and explain <i>What the research activity will add to the body of knowledge</i> <i>How it addresses an area of importance.</i>					
3	Purpose of Research Activity	- To explore staff and learner's perceptions of sharing success criteria. - To trial different research tools (interview and questionnaire) in practice.			
4	Research Question	What are staff and Year 3 and 4 learner's perceptions of sharing criteria when using assessment for learning?			
5	Aims of Research Activity	- To explore staff and learners' perceptions of success criteria. - To critically evaluate the research tools interviews and questionnaires - To further develop personal knowledge and understanding of sharing success criteria within AFL to improve professional practice			
6	Objectives of Research Activity	To provide explore the AFL strategy of sharing success criteria and approaches used by staff to support and develop pupils' learning using a questionnaire			

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14	A healthier Wales	☐	☒
15	A more equal Wales	☐	☒
16	A Wales of cohesive communities	☐	☒
17	A Wales of vibrant culture and thriving Welsh language	☐	☒
18	A globally responsible Wales	☐	☒
19	If YES to any of the above, please give details:		

(this box should expand as you type)

SECTION F: Scope of Research Activity

	Will the research activity include:	YES	NO
1	Use of a questionnaire or similar research instrument?	☒	☐
2	Use of interviews?	☒	☐
3	Use of focus groups?	☐	☒
4	Use of participant diaries?	☐	☒
5	Use of video or audio recording?	☒	☐
6	Use of computer-generated log files?	☐	☒
7	Participant observation with their knowledge?	☐	☒
8	Participant observation without their knowledge?	☐	☒
9	Access to personal or confidential information without the participants' specific consent?	☐	☒
10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
12	Investigation of participants involved in illegal activities?	☐	☒
13	Use of procedures that involve deception?	☐	☒
14	Administration of any substance, agent or placebo?	☐	☒
15	Working with live vertebrate animals?	☐	☒
16	Procedures that may have a negative impact on the environment?	☐	☒
17	Other primary data collection methods. Please indicate the type of data collection methods below:		
	Details of any other primary data collection method:	☐	☒

(this box should expand as you type)

If NO to every question, then the research activity is (ethically) low risk and may be exempt from some of the following sections (please refer to Guidance Notes).

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	- To interview Year 3 and 4 pupils to capture their views about sharing success criteria. - To critically reflect on the process of using different research tools to collect data.
	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods here, but should instead describe how you intend to collect the data necessary for you to complete your project. Interviews - Year 3 and 4 pupils will be involved in a semi-structured interview where they will be invited to respond to key questions. For example, how do you think success criteria help you with your learning? How do you know when you've met the success criteria? These interviews will be conducted in an informal setting, and I will make notes of and audio record their responses. The pupils will not be forced to participate, will be made aware that they do not have to answer any questions and that they can stop at any time. Pupils will be asked if they wish to be involved. And show a card to indicate that they are happy to continue. I will check on the pupil's feelings regularly. No names will be recorded. Questionnaire - Will be distributed to the staff members online via email. They will not be asked for names or any personal data and so responses will be kept anonymous. They will be informed at the start of the questionnaire that their responses will be kept anonymous, and the questionnaire is completely voluntary. They will be informed as to what the purpose of the questionnaire is and can withdraw at any time.
	Location of research activity Identify all locations where research activity will take place. 8 An English medium school with approximately 400 pupils in South Wales
	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the research then please state this.
9	N/A

(this box should expand as you type)

10	Use of documentation not in the public domain: Are any documents NOT publicly available?	NO	☒
		YES	☐
11	If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with the current data protection law of the country in question and that of England and Wales.		

(this box should expand as you type)

	Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?	YES	NO
12	A prosperous Wales	☐	☒
13	A resilient Wales	☐	☒

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If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

If there are no participants then do not complete this section, but go directly to section H.

	Who are the intended participants:	YES	NO
1	Students or staff at the University?	☐	☒
2	Adults (over the age of 18 and competent to give consent)?	☒	☐
3	Vulnerable adults?	☐	☒
4	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☒	☐
5	Prisoners?	☐	☒
6	Young offenders?	☐	☒
7	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
8	People engaged in illegal activities?	☐	☒
9	Others: Please indicate the participants below, and specifically any group who may be unable to give consent.	☐	☒
	Details of any other participant groups:	☐	☒

(this box should expand as you type)

	Participant numbers and source
	Provide an estimate of the expected number of participants . How will you identify participants and how will they be recruited?
10	How many participants are expected?
	Approx: 15 participants
11	Who will the participants be?
	8 Year 3/4 learners and a number of staff members within the school.
12	How will you identify the participants?
	A random sample of pupils will be selected with support from the classroom teacher. A questionnaire will be sent out to all staff.

	Information for participants:	YES	NO	N/A
13	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
14	Will you tell participants that their participation is voluntary?	☒	☐	☐
15	Will you obtain written consent for participation?	☐	☐	☒
16	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐



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17	If the research is observational, will you ask participants for their consent to being observed?	☐	☐	☒
18	Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
19	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
20	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
21	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
22	If NO to any of above questions, please give an explanation			

Information for participants:				
	YES	NO	N/A	
24	Will participants be paid?	☐	☒	☐
25	Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
26	Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
28	If YES to any question, please provide full details			

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.			
1	Full risk assessment completed and appended?	Yes ☐	No ☒
2	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information	How you will mitigate the risk to participants: - Pupils may feel under pressure to give a 'correct' answer to the questions - Safeguarding issues - Anonymity How you will mitigate the risk to participants: - I will endeavour to reduce any sense of intrusion to the norm and put pupils at ease. I have chosen research methods that are fit for purpose to achieve qualitative data. - I will pose questions that do not make the pupils feel disorientated with their learning and will word my questions in a way that does not risk changing their viewpoints in a negative way or showing my bias towards any answer. Hence, the	

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		questions will not be leading and will be open and allow pupils to answer honestly. - I will comply with legal requirements in relation to working with children, including the guidelines set out in the school's safeguarding policy which I have read. - I will comply with the legal requirements of storage and use of data. All data will be saved in a password protected online account held within the university systems and will be made confidential with all names removed.	
3	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities		
N/A			
4	Risks to the investigator For example: personal health & safety, physical harm, emotional distress, risk of accusation of harassment, conflict of interest	Risk to the investigator Risk of accusation of fabrication or falsification of data.	How you will mitigate the risk to the investigator I will follow the UWITS and BERA ethical guidelines when conducting primary research in a school.
5	University/institutional risks For example: adverse publicity, financial loss, data protection	Risk to the University: - Not behaving in a way that could impact the relationship between school and university How you will mitigate the risk to the University: - I will behave in a professional manner, at all times. I will also collect my data on a password protected file and all data will be confidential and anonymous.	
(this box should expand as you type)			
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems	Risk to the environment: How you will mitigate the risk to the environment:	
N/A			
Disclosure and Barring Service If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.			
7	Does your research require you to hold a current DBS Certificate?	☒	☐

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8	If YES, please give the certificate number. If the certificate number is not available please write "Pending" in this case any ethical approval will be subject to providing the appropriate certificate number.	001781928112
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SECTION I: Feedback, Consent and Confidentiality

1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when?
I will provide a copy of the final report for staff participants/the headteacher and provide a summary of the discussion at the end of pupil interviews.	
2	Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.
I will gain consent for my study via the headteacher and if required send out parental consent forms. I will provide consentual information within my questionnaire for staff and I will use a card that can be tipped over when conducting pupil interviews to ensure their ongoing consent.	
3	Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
No names or personal data will be recorded in my questionnaires and responses will be kept anonymous. In my interviews, I will anonymise data at the source during my interviews.	

SECTION J: Data Protection and Storage

1	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.			
1	If YES, provide a description of the data and explain why this data needs to be collected.	☐	☐
(this box should expand as you type)			
2	Does it involve special category data (as defined by the GDPR)?	YES	NO
"Special category data" means sensitive personal data consisting of information as to the data subjects: (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition.			
3		☐	☐

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4	(i) sexual life, (ii) genetic, (iii) biometric data (as used for ID purposes). If YES, provide a description of the special category data and explain why this data needs to be collected.		
(this box should expand as you type)			
5	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	YES	NO
5	Manual files (i.e. in paper form)?	☐	☐
6	University computers?	☐	☐
7	Private company computers?	☐	☐
8	Home or other personal computers?	☐	☐
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☐
10	"Cloud" storage or websites?	☐	☐
11	Other – specify:	☐	☐
12	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation		
(this box should expand as you type)			
Data Protection			
Will the research activity involve any of the following activities:		YES	NO
13	Electronic transfer of data in any form?	☐	☐
14	Sharing of data with others at the University outside of the immediate research team?	☐	☐
15	Sharing of data with other organisations?	☐	☐
16	Export of data outside the UK or importing of data from outside the UK?	☐	☐
17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☐
18	Publication of data that might allow identification of individuals?	☐	☐
19	Use of data management system?	☐	☒
20	Data archiving?	☐	☐
21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate).		
N/A			
(this box should expand as you type)			
22	List all who will have access to the data generated by the research activity:		

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23 List who will have control of, and act as custodian(s) for, data generated by the research activity:

24 Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.

25 Please indicate if your data will be stored in the UWTSO Research Data Repository (see <https://researchdata.uwtsd.ac.uk/>). If so please explain. (Most relevant to academic staff)

26 Confirm that you have read the UWTSO guidance on data management (see <https://www.uwtsd.ac.uk/library/research-data-management/>)

27 Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding

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SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.

In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: <https://www.uwtsd.ac.uk/research/research-ethics/>

1 Signature of applicant: Ffion Winfield Date: 18/01/2024

For STUDENT Submissions:

2 Director of Studies/Supervisor: Dr Julia Holloway Date: 18/1/24

3 Signature: Julia Holloway

For STAFF Submissions:

4 Academic Director/Assistant Dean: Date:

5 Signature:

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation.

I have read the guidance notes supplied before completing the form.

I have completed ALL RELEVANT sections of the form in full.

I confirm that the research activity has received approval in principle.

I have attached a copy of final/interim approval from external organisation (where appropriate).

I have attached a full risk assessment (where appropriate) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT

I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.

I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.

RESEARCH STUDENTS ONLY
Once complete, submit this form via the MyTSO Doctoral College Portal at (<https://mytsd.uwtsd.ac.uk/>)

RESEARCH STAFF ONLY
All communications relating to this application during its processing must be in writing and emailed to egresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

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Appendix 3- Consent Form

Research School Day

BA2
24/01/24

Rationale

Research Day in School is an important element of the ECAD5010 Module – *Researching the Learning – what, how and why am I teaching?* The aim of the module is to **develop student teachers' research skills** by providing opportunities for them to create a questionnaire and interview questions and to trial these research methods in a school (i.e., PTE2 school).

- ◇ The overarching research question is 'What are learners and staff perceptions of *AtL*?' For the assignment, the student teachers will have to choose a particular aspect of *AtL* (e.g. feedback, questioning) and then **design, trial and critically evaluate their research tools**.

Before the Research Day in School the student teachers will have already designed their research tools (questionnaire and interview questions) and submitted an ethics form.

During the Research Day in School the student teacher should be able to carry out the following tasks:

- Distribute and collect **questionnaires** (school staff and/or pupils)
- **Interview** a group of children (from PTE2 class) and possibly some of the staff

- ◇ **Following the 'Research Day in School'**, the student teachers will **critically evaluate these research tools**. Their focus will not be on the data they collected but on the research design, i.e. the effectiveness of their research tools.

EWC Code of Conduct:

An expectation of professionalism as outlined in the EWC's code of conduct is expected from all stakeholder participants throughout the Research Day.

<https://www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice-pdf.html>

They are also expected to adhere to the **BERA Ethical Guidelines for Educational Research** (2018) <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018> and the **UWTSD UWTSD Research Ethics & Integrity Code of Practice**



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Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales



PDPA APLP
Parhysoddi Ddwyddyn Ffurfio i ddarparu
Ffurfio i ddarparu i ddarparu i ddarparu
Ffurfio i ddarparu i ddarparu i ddarparu

ECAD5010 Consent Form

Student teachers must gain the following written consent of the head teacher before trialling their research tools.

To be completed by the school:

I agree to Ffion Winfield as a representative of Yr Athrofa to:

- Take photographs ☒ (Tick accordingly)
- interview ☒
- Take video ☒
- Observe ☒
- Quote school policy documents ☒
- Questionnaires ☒

Name of Head teacher: [REDACTED] Signed: [REDACTED]

Name of school: [REDACTED]

To be completed by the student teacher:

If I am granted such permission, I agree to abide by the ethics embodied within the EWC Code of Conduct and BERA Ethical Guidelines (2018) and will not distribute any such material to audiences beyond the University authorities without their permission.

Name of student teacher: Ffion Winfield

Signed: *Ffion Winfield*

Student teacher UWTSD e-mail address: 2200182@student.uwtsd.ac.uk

Programme (BA Education QTS/ Primary): BA Primary Education with QTS

Date: 18/01/2024

Appendix 4 – Questionnaire Questions

1. Do you use Assessment for Learning (AfL) in your classroom?
2. How important do you think AfL is to support pupil progression on a scale of 1-5 (1=not at all important, 5=extremely important)
3. Can you explain why you think this?
4. Which of the four elements of AfL do you use in your classroom the most?
5. Rank the following from least to most effective (1=least effective, 5=most effective) within your classroom. Sharing criteria, peer and self assessment, use and quality of feedback, quality of questions.
6. What do you consider a good success criteria to be?
7. How do you share success criteria with learners?
8. Do you think letting learners generate their own success criteria is effective?
9. Why do you think this?
10. On a scale of 1-5, how often do you share success criteria with learners in your class (1= never, 5=every day/lesson)
11. Do you think your learners are confident in understanding how to use a success criteria?
12. How can you assess your pupils' understanding of success criteria?
13. What are the benefits of sharing your success criteria with learners?
14. What are the limitations of sharing your success criteria with learners?

Appendix 5 – Interview Transcript A



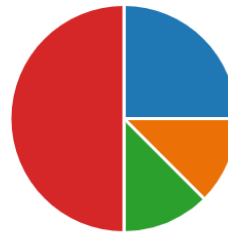
Learner Response	Do you use success criteria in your learning? When?
A	You work hard and you never give up. When you finished.
B	Success... no I don't have a success area. We had a bell of success with [REDACTED] but we don't. I'm sure we have a different name for it but not really.
C	Yes. Whenever I'm working or whenever some a different teacher comes into class to come help us.
D	n/a
E	n/a
F	I have no idea. Ummm I have no idea I.... use it everytime I do work.
G	Yes. Umm no.
H	Yeah. No.

Appendix 6 - Questionnaire Answer A

4. Which of the four elements of AfL do you use in your classroom the most?

[More Details](#)

● Sharing criteria	2
● Peer and self assessment	1
● Use and quality of feedback	1
● Quality of questions	4



Appendix 7 – Questionnaire Answer B

11. Do you think learners in your classroom are confident in understanding how to use a success criteria?

[More Details](#)

● Yes	4
● No	0
● Maybe	4



Appendix 8 – Interview Transcript B



Learner Response	Do you know what to do with success criteria that you are given in lessons?
A	You can be happy or or be sad or whatever you like.
B	Um is it like when you um you go there to try and be successful and do like stuff to be successful.
C	Uhhh is it basically when you cant you so you do your work and you complete your work.
D	Hm probably just do them like quickly.
E	I'm not sure.
F	Uhhh write it down.
G	Um not really.
H	No.

Appendix 9 – Questionnaire Answer C

6. What do you consider a good success criteria to be?

8 Responses

ID ↑	Name	Responses
1	anonymous	One without a ceiling. Differentiated
2	anonymous	Informative, highlighting the skills you wish them to cover.
3	anonymous	A clear, concise list of steps that the children can follow independently in order to complete the task. They can then refer to the success criteria throughout the lesson or during a pit stop to understand their progress and how to manage their time.
4	anonymous	Created with pupils, visual simple vocabulary for the children to understand.
5	anonymous	Created with pupils, shared and consolidated Visual and easy to follow Simple vocabulary
6	anonymous	Coco stricter and understood by the children
7	anonymous	Clear, concise and co-constructed
8	anonymous	clear small steps that build to a finished task

Appendix 10 – Interview Transcript C



Learner Response	Do you know what a success criteria is?
A	n/a
B	Uhhh it is a uhh I'm not sure.
C	Is it basically when umm you have done something and you've completed it and you've done it all right.
D	A what? Nope.
E	n/a
F	Ummmmmmmm no.
G	Uh so basically its when you need to finish something that you got to do before you do something else.
H	No.

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