

Appendices

1. Ethics Form
2. Blank Pupil Questionnaire
3. Blank Staff Questionnaire
4. Blank Observation Schedule
5. Interview Questions – Semi-structured
6. Pupil Questionnaire Results
7. Staff Questionnaire Results
8. Completed Observation Schedule
9. Interview Transcriptions
10. Blank Consent Form

APPLICATION FOR ETHICAL APPROVAL

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.

Delete the Guidance Notes at the end of the form BEFORE submitting your application

SECTION A: About You (Principal Researcher)

Full Name:		Phoebe Imogen Hewitt-Fisher			
Tick all boxes which apply:		Member of staff:	☐	Honorary research fellow:	☐
Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student	☐
Faculty/School/Centre:		Initial Teacher Education, Yr Athrofa			
Campus:		Carmarthen			
E-mail address:		1801532@student.uwtsd.ac.uk			
Contact Telephone Number:		07411614131			
For students:					
Student Number:		1801532			
Programme of Study:		BA Primary Education with QTS			
Director of Studies/Supervisor:		Dr. Sioned V. Hughes			

SECTION B: Approval for Research Activity

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	☐
					Date
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		☐		
	Faculty Research Committee		☐		
	Other (write in) ECAD5010 Module Lead		☒	27.02.20	

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, 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.	
UWTSD Research Ethics & Integrity Code of Practice	☒
UWTSD Research Data Management Policy	☒
British Educational Research Association (BERA) (2018) <i>Ethical guidelines for educational research</i>. 4th edn. Available at: https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2018 (Accessed: 27 February 2020).	☒
	☐

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?		YES	☐	NO	☒
If Yes, please provide the name of the external organisation and name and contact details for the main contact person and confirmation this person has consented to their personal data being shared as part of this collaboration.					
Institution					
Contact person name					
Contact person e-mail address					
Has this individual consented to sharing their details on this form?		YES	☐	NO	☐
Are you in receipt of a KESS scholarship?		YES	☐	NO	☐
Is your research externally funded		YES	☐	NO	☐
Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☐
	Employed	YES	☐	NO	☐
Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)	If YES then the permission question below does not need to be answered.	YES	☒	NO	☐

Permission to undertake the research has been provided by the partner organisation	(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

Does this organisation have its own ethics approval system?	YES	☐	NO	☒
If Yes, please attach a copy of any final approval (or interim approval) from the organisation				

SECTION E: Details of Research Activity

Indicative title:	A research study into the perceptions of teachers and children regarding oral and written feedback.		
Proposed start date:	02.03.20	Proposed end date:	01.04.20
Introduction to the Research (maximum 300 words) Ensure that you write for a Non-Specialist Audience when outlining your response to the three points below: • Purpose of Research Activity • Proposed Research Question • Aims of Research Activity • Objectives of Research Activity Demonstrate, briefly, how Existing Research has informed the proposed activity and explain • What the research activity will add to the body of knowledge • How it addresses an area of importance.			
Purpose of Research Activity • To explore how oral and written feedback affects the learners. • To trial different research tools in practice. (this box should expand as you type)			
Research Question A research study into the perceptions of teachers and children regarding oral and written feedback. (this box should expand as you type)			
Aims of Research Activity. • To explore staff and learners' perceptions of oral and written feedback. • To critically evaluate the different research tools. • To further develop personal knowledge and understanding of oral and written feedback to improve professional practice (this box should expand as you type)			
Objectives of Research Activity • To explore the strategies and approaches used by staff to support and develop pupils' learning through oral and written feedback using a questionnaire. • To interview 9-10-year-olds learners to capture their views about oral and written feedback. • To observe how oral and written feedback is used during a lesson. • To critically reflect on the process of using different research tools to collect data. (this box should expand as you type)			

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.

Interviews – A sample of children from a year 5 class will be involved in a semi-structured interview where they will be invited to respond to key questions. For example, do you prefer oral or written feedback? Why? Do you respond to feedback given? Six children will be interviewed – two children will be chosen from each ability group (low ability, middle ability, high ability). These interviews will be conducted in an informal setting and I will make notes of and audio record their responses. Each child will be interviewed individually to ensure that their responses are a true reflection of their feelings rather than being influenced by their peers. The children 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. All children will be asked if they wish to be involved. Children will use their 'smiley face' cards to show that they are happy to continue. I will check on the children's feelings regularly. No names will be recorded.

Questionnaire – An online questionnaire will be distributed to the teachers and teaching assistants at the school where they will answer a series of open and closed questions. For example, in your opinion, is oral or written feedback more beneficial for the learners? Why do you think this form of feedback is more beneficial for the learner? All information will be anonymous and kept confidential. The participants have the right not to take part in the questionnaire.

An online questionnaire will also be distributed to all pupils in a year 5 consisting of a series of closed questions. For example, how often do you receive oral/written feedback? Do you refer to written feedback to improve your work? The children will use their 'smiley face' cards to show that they are happy to continue. The questionnaire will be anonymous so that the children feel comfortable answering honestly.

Observations – I will observe a lesson taught to a class of year 5 pupils. I will complete an observation chart to show how many times oral and written feedback is used during the lesson and whether the children use that feedback to improve their work. I will also make notes of the children's body language when feedback is given. If a child does not want to be involved in the research, then data will not be collected about that child. All participants have the right to withdraw at any point. The participants will be aware that they are being observed.

(this box should expand as you type)

Location of research activity

Identify all locations where research activity will take place.

The school is a community school in a town in Carmarthenshire. There are approximately 230 children between three and eleven years of age in the school. Around 32% of pupils receive free school meals – significantly higher than the national average. Approximately 50% of its pupils are recognised as having additional learning needs – also significantly higher than the local and national average. English is the day-to-day language of the school and pupils learn Welsh as a second language. Most pupils come from homes where English is the main language spoken, but a few speak Welsh at home. Fifteen per cent of pupils come from ethnic minority groups. Eleven per cent of pupils come from homes where neither English nor Welsh is the main language.

(this box should expand as you type)

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.

N/A

(this box should expand as you type)

Use of documentation not in the public domain: Are any documents NOT publicly available?	NO	☒
	YES	☐

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 prevailing data protection law of the country in question and England and Wales.

(this box should expand as you type)

SECTION F: Scope of Research Activity

Will the research activity include:	YES	NO
Use of a questionnaire or similar research instrument?	☒	☐
Use of interviews?	☒	☐
Use of diaries?	☐	☒
Participant observation with their knowledge?	☒	☐
Participant observation without their knowledge?	☐	☒
Use of video or audio recording?	☒	☐
Access to personal or confidential information without the participants' specific consent?	☐	☒
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
Investigation of participants involved in illegal activities?	☐	☒
Use of procedures that involve deception?	☐	☒
Administration of any substance, agent or placebo?	☐	☒
Working with live vertebrate animals?	☐	☒
Other primary data collection methods, please explain in this box For example, 'focus groups'. Please indicate the type of data collection method(s) in this box and tick the accompany box.	☐	☒
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).

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

SECTION G: Intended Participants

Who are the intended participants:		
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	YES	NO
Students or staff at the University?	☐	☒
Adults (over the age of 18 and competent to give consent)?	☒	☐
Vulnerable adults?	☐	☒
Children and Young People under the age of 8? (Consent from Parent, Carer or Guardian will be required)	☒	☐
Prisoners?	☐	☒
Young offenders?	☐	☒
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
People engaged in illegal activities?	☐	☒
Others (please identify specifically any group who may be unable to give consent) please indicate here and tick the appropriate box.		
Other – please indicate here: Children and Young People under the age of 11? (Consent from Parent, Carer or Guardian will be required) (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?	
How many participants are expected?	50 participants (this box should expand as you type)
Who will the participants be?	10 teachers, 17 teaching assistants, 23 pupils (Year 5) (this box should expand as you type)
How will you identify the participants?	Previous PTE2 experience in the school (this box should expand as you type)

Information for participants:	YES	NO	N/A
Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
Will you tell participants that their participation is voluntary?	☒	☐	☐
Will you obtain written consent for participation?	☐	☐	☒
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
If the research is observational, will you ask participants for their consent to being observed?	☒	☐	☐
Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐

Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☐	☐	☒
If NO to any of above questions, please give an explanation			
<i>(this box should expand as you type)</i>			

Information for participants:	YES	NO	N/A
Will participants be paid?	☐	☒	☐
Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
If YES to any question, please provide full details			
<i>(this box should expand as you type)</i>			

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.					
Full risk assessment completed and appended?	<table border="1"> <tr> <td>Yes</td> <td>☐</td> </tr> <tr> <td>No</td> <td>☒</td> </tr> </table>	Yes	☐	No	☒
Yes	☐				
No	☒				
Risks to participants For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information					
Risk to Participant: Pupils may feel under pressure to give the correct answer to the questions. <i>(this box should expand as you type)</i>	How will you mitigate the Risk to Participant? Pupils will be told that there is no consequence for anything they say. I will make it clear that I want open and honest answers. I will make it clear that the answers they give will affect their education in no way and there will be no repercussions for their actions and answers regarding the research. <i>(this box should expand as you type)</i>				
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 <i>(this box should expand as you type)</i>					
Risks to investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest					
Risk to Investigator: Allegations from pupils in the classroom while completing the research.	How will you mitigate the Risk to Investigator? Most of the research will be during a normal activity in the classroom. The interview will be recorded.				

<i>(this box should expand as you type)</i>	<i>(this box should expand as you type)</i>
University/institutional risks	
For example: adverse publicity, financial loss, data protection	
Risk to University:	How will you mitigate the Risk to University?
Behaving in a way that could impact the relationship between school and university.	I will behave in a professional manner, at all times.
<i>(this box should expand as you type)</i>	<i>(this box should expand as you type)</i>

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.	YES	NO	N/A
Does your research require you to hold a current DBS Certificate?	☒	☐	☐

SECTION I: Feedback, Consent and Confidentiality

Feedback
What de-briefing and feedback will be provided to participants, how will this be done and when?
N/A
<i>(this box should expand as you type)</i>
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 converse with my class teacher and senior mentor and inform them of the research I will be undertaking, providing reason and rationale behind the research. However, I will verbally ask children identified to participate whether they wish to participate, e.g. using smiley yes/no cards. If they show a smiley face, then they are happy to participate/answer the question, if not then I will know they are not happy to participate. This will be an individual exercise so that the children are encouraged to respond honestly with their interest and well-being in mind. Children will also be informed they can approach me at any time to ask questions and discuss their contribution to the project. I will explain that no names will be mentioned in the research and that no one will see the data other than myself and lecturers at the university. All data will be destroyed after the assignment is submitted.
<i>(this box should expand as you type)</i>
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 will be recorded. I will not disclose names. I will ensure that no individual data (raw scores, individual identifiable performance outcomes) are made available to schools/parents etc. All data will be destroyed after the assignment is submitted.
<i>(this box should expand as you type)</i>

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://uwtssd.ac.uk/library/research-data-management/>).

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.	☐	☐
If YES, provide a description of the data and explain why this data needs to be collected:		
<i>(this box should expand as you type)</i>		
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, (f) sexual life, (g) genetics, (h) 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:		
<i>(this box should expand as you type)</i>		
Will the research activity involve storing personal data and/or special category data on one of the following:	YES	NO
Manual files (i.e. in paper form)?	☐	☐
University computers?	☐	☐
Private company computers?	☐	☐
Home or other personal computers?	☐	☐
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☐
"Cloud" storage or websites?	☐	☐
Other – specify:	☐	☐
For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation:		
<i>(this box should expand as you type)</i>		
All Data Storage		
Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	☐	☐

Sharing of data with others at the University?	☐	☐
Sharing of data with other organisations?	☐	☐
Export of data outside the European Union or importing of data from outside the UK?	☐	☐
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☐
Publication of data that might allow identification of individuals?	☐	☐
Use of data management system?	☐	☐
Data archiving?	☐	☐
If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and DPA (and/or any international equivalent):		
<i>(this box should expand as you type)</i>		
List all who will have access to the data generated by the research activity:		
<i>(this box should expand as you type)</i>		
List who will have control of, and act as custodian(s) for, data generated by the research activity:		
<i>(this box should expand as you type)</i>		
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.		
<i>(this box should expand as you type)</i>		
Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtسد.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		
<i>(this box should expand as you type)</i>		
Confirm that you have read the UWTSD guidance on data management (see https://www.uwtسد.ac.uk/library/research-data-management/)	YES	☐
	NO	☐
Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☐
	NO	☐

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
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Signature of applicant:	Phoebe Imogen Hewitt-Fisher	Date: 27.02.20
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For STUDENT Submissions:

Director of Studies/Supervisor:	Dr. Sioned V. Hughes	Date: 27.02.20
Signature:	<i>S.V. Hughes</i>	

For STAFF Submissions:

Head of School/Assistant Dean:		Date:
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 (and have NOT completed Section H of this form) (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 Head of School.
☒	I have deleted the guidance notes before submitting the PG2 for consideration

2

Responder



Respondent 24



00:03

Time to complete



1. What year are you in?

2. Do you prefer oral or written feedback?

☐

Oral feedback

☐

Written feedback

3. How often do you respond to oral/written feedback?

	Always	Most of the time	Sometimes	Rarely	Never
Oral feedback	☐	☐	☐	☐	☐
Written feedback	☐	☐	☐	☐	☐

4. How helpful is oral feedback? (5 - very useful, 1 - not useful)



5. How helpful is written feedback? (5 - very useful, 1 - not useful)



6. Do you remember what has been said when you have oral feedback?

	Always	Most of the time	Sometimes	Rarely	Never
Oral feedback	☐	☐	☐	☐	☐

7. Do you refer back to written feedback to improve your work?

	Always	Most of the time	Sometimes	Rarely	Never
Written feedback	☐	☐	☐	☐	☐

8. Who gives you oral feedback?

- ☐ Teacher
- ☐ Peer
- ☐ Myself

9. Who gives you written feedback?

- ☐ Teacher
- ☐ Peer
- ☐ Myself

10. When you were younger, did you have more oral or written feedback?

- ☐ Oral feedback
- ☐ Written feedback
- ☐ Neither

- ☐ Both
- ☐ Don't know

3



Responder

Respondent 9



00:20

Time to complete



1. Do you teach Foundation Phase or Key Stage 2?

- ☐ Foundation Phase
- ☐ Key Stage 2

2. In your opinion, is oral or written feedback more beneficial for the learners?

- ☐ Oral feedback
- ☐ Written feedback

3. Why do you think this form of feedback is more beneficial for the learner?
(Please use your answer from question 2). *

4. How often do you incorporate oral/written feedback into your lessons/sessions?

	Every lesson	Most lessons	Some lessons	Never
Oral feedback	☐	☐	☐	☐
Written feedback	☐	☐	☐	☐

5. What strategies have you implemented to ensure learners respond to oral feedback? *

6. What strategies have you implemented to ensure that learners respond to written feedback? *

7. What are the benefits of oral feedback? *

8. What are the benefits of written feedback? *

9. What are the drawbacks of oral feedback? *

10. What are the drawbacks of written feedback? *

11. Does having an Additional Learning Need (ALN) affect what type of feedback you give? Please explain why and how. *

Observation Schedule

Interview Questions – Semi-structured

A research study into the perceptions of staff and pupils regarding oral and written feedback.

1. Do you know what feedback is?
2. Do you know the difference between oral and written feedback?
3. Which do you prefer?
4. Why?
5. Do you think feedback is important?
6. Does it help you improve your work?
7. How?
8. How do you respond to feedback?
9. Is there anything that would make you more likely to respond to feedback?
10. How often do you get feedback?
11. From who?

Oral vs Written Feedback

23

Responses

08:08

Average time to complete

Active

Status



Ideas

1. What year are you in?

23

Responses

Latest Responses

"5"

"5"

"Year 5"

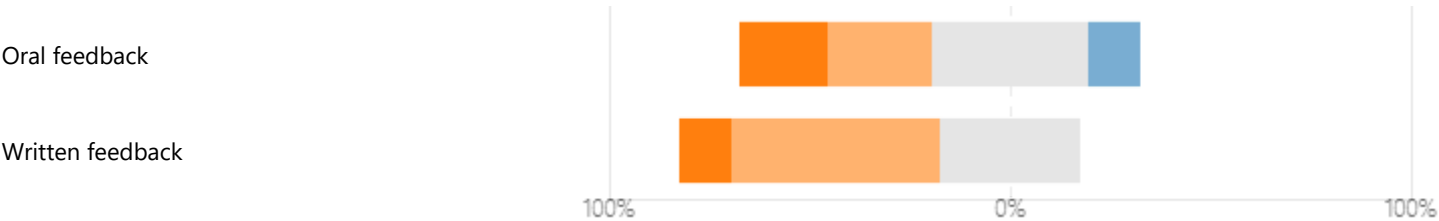
2. Do you prefer oral or written feedback?

- Oral feedback10
- Written feedback13



3. How often do you respond to oral/written feedback?

AlwaysMost of the timeSometimesRarelyNever



4. How helpful is oral feedback? (5 - very useful, 1 - not useful)

23

Responses

★

★

★

★

☆

3.96 Average Rating

5. How helpful is written feedback? (5 - very useful, 1 - not useful)

23

Responses

★

★

★

☆

☆

3.52 Average Rating

6. Do you remember what has been said when you have oral feedback?

Always

Most of the time

Sometimes

Rarely

Never



7. Do you refer back to written feedback to improve your work?

Always

Most of the time

Sometimes

Rarely

Never



8. Who gives you oral feedback?

Teacher

23

Peer

16

Myself

6



9. Who gives you written feedback?

Teacher	22
Peer	16
Myself	15



10. When you were younger, did you have more oral or written feedback?

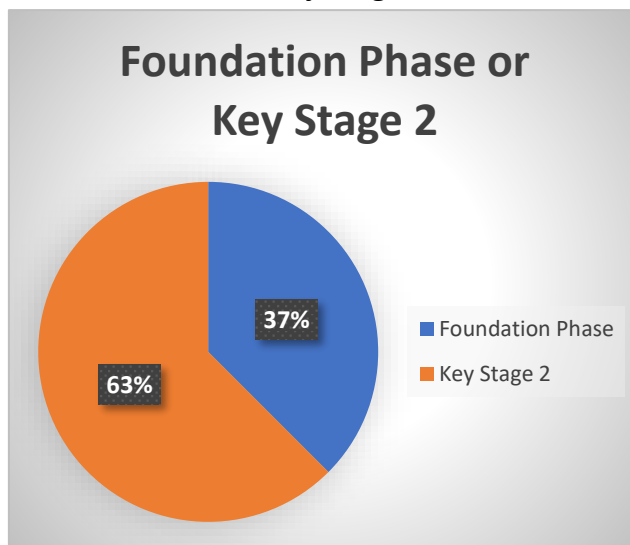
Oral feedback	9
Written feedback	1
Neither	0
Both	6
Don't know	7



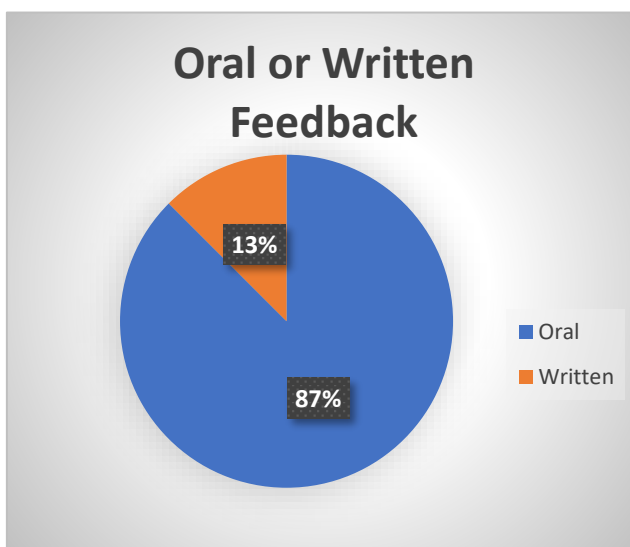
7

Oral vs Written Feedback Results

1. Do you teach Foundation Phase or Key Stage 2?



2. In your opinion, is oral or written feedback more beneficial for the learner?



3. Why do you think this form of feedback is more beneficial for the learner? (Please use your answer from question 2).

Early years unable to read comments. More personal to provide face to face comments.
--

You're able to provide more information orally than in written form, plus it provides a more effective method for the children to respond and check their understanding by asking questions.
--

It's more personal and can be given to a group of children if the same mistakes are happening.
--

More detail can be given orally than in writing. You can provide feedback to an individual, group or even the whole class.
--

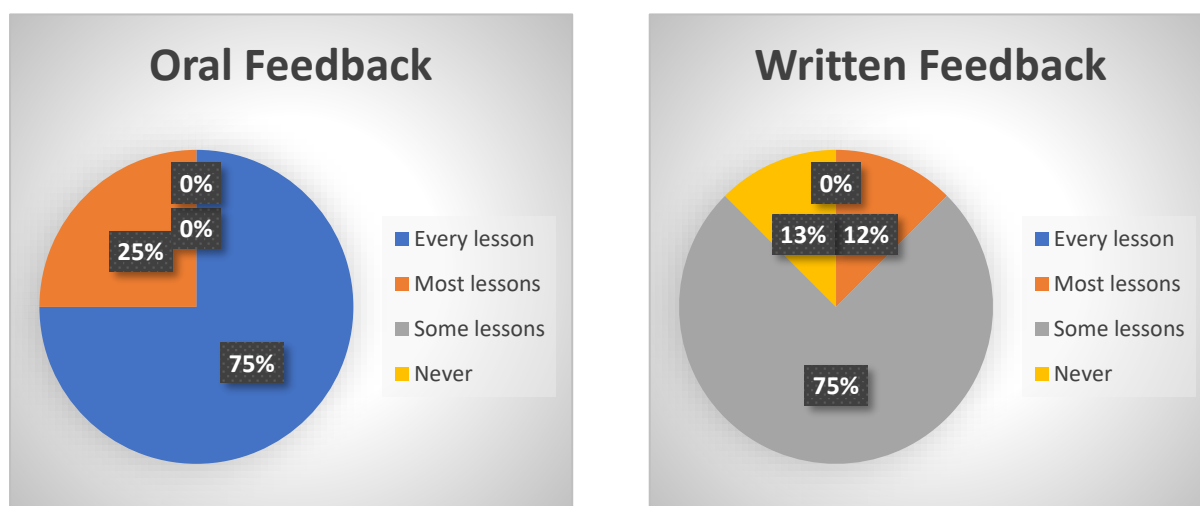
There is less room for any misunderstanding, and it allows learners to see if key points have been addressed going forward.

One mustn't expect a child during a physical exercise class to respond to written feedback as there is nothing to write the feedback on. Oral feedback allows the facilitator to directly praise and/or give advice to a participant whilst they are taking part in an activity.

Children respond better to 1:1 contact and it's possible to explain more if necessary.

You can give more detail when speaking to the children.

4. How often do you incorporate oral/written feedback into your lessons/sessions?



5. What strategies have you implemented to ensure learners respond to oral feedback?

Ask them to repeat what is said and how it can improve their work.

Pupils use purple pens to make corrections in their books and to make any changes based on the feedback they've received. Oral feedback is sometimes recorded through QR codes, so pupils have an opportunity to re-listen to it with digital devices.

I question the children to check their understanding.

When going through the children's work, it is clear to see if they have listened and acted upon the feedback. If not, then I will also write it in their books.

Follow up questions to ensure issues have been understood Work that leads learners to reflect on issues and feedback.

Oral feedback is given at a certain point within a lesson or activity. Said activity is then repeated or carried on under supervision to see if the feedback has been understood and adhered too.

Success criteria checklists, Must should Could sheets can act as prompts. Praising efforts made to respond to feedback.

I question the children to see if they understand how to improve their work.

6. What strategies have you implemented to ensure that learners respond to written feedback?

Get an immediate response to 2 stars and a wish.

Pupils use purple pens to make corrections in their books and to make any changes based on the feedback they've received. I also use Bitmoji stickers as an engagement tool next to my written feedback. Pupils are excited about the stickers and are therefore more likely to read and respond to their written feedback.

Children get DIRT time to respond with purple pen.

Feedback is written in green pen so that the children can clearly see feedback has been given. The children then know to respond/make corrections in purple pen.
Continuous monitoring to ensure feedback is addressed.
N/A
As above (Success criteria checklists, Must should Could sheets can act as prompts. Praising efforts made to respond to feedback).
I give them some time to look at the feedback which allows them to ask any questions if they don't understand.

7. What are the benefits of oral feedback?

Personal, face to face meaningful comments to individual children.
Feedback is instant and you're able to provide more detail than written feedback. Pupils can also question and respond instantly.
Can be done during a lesson quickly and children are able to ask questions if they don't understand.
Quick and easy to give meaningful feedback orally. More personal to the learner and it's easier for EAL pupils.
Oral feedback is more immediate and more easily adaptable to each individual learner. It also enables the potential for following up any further concerns that may be raised by the individual learner.
Allows the facilitator to give in the moment feedback to a participant during an activity or exercise, this allows quick improvement for the participant as they can start to improve during the same period or lesson and do not have to wait until their next lesson to see the feedback.
It's possible to assess understanding of the feedback and address any misunderstandings or difficulties.
It can be given during a lesson, so work is improved straight away.

8. What are the benefits of written feedback?

As a record of what has been achieved for others to see.
It provides a log of the feedback and pupils are able to re-read it to see their next steps, as well as look back to their previous feedback from weeks/months earlier to improve future tasks.
Evidence of marking in their books, children can refer back to it during other pieces of work.
Provides evidence of marking for others to see.
Written feedback is there for the learner to see. Sometimes it may appear that oral feedback is not really 'taken on board'.
Probably quite beneficial in a subject where writing is required or used however in a sports lesson writing is not appropriate.
It can be referred to by children as a reminder.
Marks progress over time - do they keep getting the same comments or do they improve?

9. What are the drawbacks of oral feedback?

Evidence??
It can be difficult to evidence to the leadership team/ERW/Estyn that it's been done unless it's been acted upon.
The children may forget the feedback given and might make the same mistakes. Hard to evidence.
No evidence of feedback in books.
Oral feedback can sometimes be difficult in a group context.
The participant may forget the feedback if they are particularly focused on the task at hand. Repetition of the feedback may be required.
Children may need reminding of what they should do.
Children may not remember what's been said.

10. What are the drawbacks of written feedback?

Not as meaningful to less able readers.
It's very time consuming for the teacher and can restrict the amount of detail to properly improve a piece of work. If pupils have poor reading skills, this can also be a barrier to them knowing how to improve their work.
Very time consuming, children may not be able to read/understand the writing.
Not suitable for some AOLEs e.g. P.E. Very time consuming. Some children write a comment but don't act upon the feedback.
One is reliant on the learner taking the time to read and reflect.
Many students may not bother to go back and read written feedback and if the vocabulary used is quite developed the feedback can lead to confusion.
Children may ignore it or may not be able to read it.
Cannot give as much detail so is less meaningful.

11. Does having an Additional Learning Need (ALN) affect what type of feedback you give? Please explain why and how.

More specific.
Yes. If pupils struggle to read, I would provide less written feedback and give more verbal feedback instead. Having an ALN will also restrict how much feedback I give (whether verbally or written) as they may be able to process less information.
A mix of feedback is needed. Must be specific and oral tends to help understand the feedback.
Feedback usually needs to be more specific, using simple language. Oral feedback tends to be more beneficial.
Only to the extent that I try to address all and any feedback to the individual concerned.
Feedback is still delivered the same way during ALN lessons, however feedback can be more gradual and precise, such as focusing on one thing at a time instead of giving a list of improvements that can be made. ALN students may react differently to oral feedback so more care is taken when speaking and a careful selection of vocabulary is required.
Yes, as written feedback may need to be read to the child. Simpler language oral or written may be required.
Only in terms of being more specific and giving positives - sandwich approach: positive, improvement, positive.

Observation Schedule

Year Group: 5

Date: Monday 2nd March 2020

Number of Pupils: 23

Lesson Focus: Humanities – Ancient Egypt

How many times is oral and written feedback used?

To whom?	Oral Feedback (tally)	Written Feedback (tally)
Individual		
Group		
Whole class		

Who gives oral and written feedback?

Who?	Oral Feedback (tally)	Written Feedback (tally)
Teacher		
Peer		
Self		

Notes

- Children asked questions during individual oral feedback – they were able to clarify anything they didn't understand.
- D.C. realised most children were making the same mistakes so stopped the children to give class feedback – saved time and improved all children's work.
- When looking through books, most written feedback was useful for improving children's work however children didn't always act upon it.
- QR codes were in books linked to oral feedback specific to the child.
- If oral feedback was given during the lesson, it is indicated in the children's books with the code 'O.F'.

Transcription Key

Bold writing: Interviewer

Non-bold writing: Interviewees

Numbers: Timing

Interview 1: High ability child, Female, Welsh

Interview 2: High ability child, Male, Indian

Interview 3: Average ability child, Female, English

Interview 4: Average ability child, Male, Syrian

Interview 5: Low ability child, Female, Welsh

Interview 6: Low ability child, Male, Welsh

Interview 1 Transcription

00:00 What year are you in?

00:03 Year 5.

00:04 Okay, and do you know what feedback is?

00:07 Yes.

00:08 Yeah, can you explain to me what you think feedback is?

00:11 So feedback is where somebody asks a question and then you, and then you say something like, to tell them like, what you think so, that's practically feedback.

00:22 Yeah, okay, so do you know the difference between oral and written feedback?

00:26 Written is where you write it down and then you show it to a person and then oral is where you actually speak to them verbally.

00:34 Okay, do you prefer oral or written feedback?

00:37 Uhh, uhh.

00:41 So would you prefer me to tell you ah I think you did this really well and you can improve this or would you prefer me to write it in your book at the end of the lesson?

00:48 Umm, rather writing it so then uhh it uhh so then you could actually go back to it and see what it says so you aren't uhh so it's just like there so you will have to like...

00:59 So you can always look back at it?

01:00 So you can always look back at it and then you can actually remember cuz sometimes you could forget if it's spoken to you.

01:06 Okay, do you think feedback is important?

01:10 Yes so cuz like if you need, if you need, if you have feedback from somebody it likes helps you move it like helps you like learn and do things better or to keep it up.

01:23 Okay, and does it help you improve your work?

01:26 Yes cuz if you get feedback the feedback might tell you like to give uhh to like improve your work and like what you need to do next time.

01:38 Is the feedback you get always helpful?

01:43 Umm, most of the time cuz sometimes it just says like keep uhh most of the time cuz sometimes it can just be like, like if your peer does it to you like it can just be like silly like like....like you just need to like make your handwriting neat or something and it's just like

02:04 So it's not always relevant is it?

02:06 No

02:07 Okay, umm how do you respond to feedback?

02:11 I normally actually like take the feedback and actually try and remember it so that it actually helps me learn better and it helps me improve my work

02:20 Okay so you're not making the same mistakes over and over?

02:22 Yeah

02:22 Okay, and is there anything that would make you more likely to respond to feedback?

02:28 Like to make it like...

02:31 So I know sir uses those Bitmoji stickers, so is there anything like that type of thing that would help you?

02:37 So like something to help me with feedback is like to make it like, like use like a certain colour so to make it like actually know that it's feedback and to like make it bright so actually it would attract people to actually responding to it.

02:53 Okay, cuz I know sir uses green pen `doesn't he? So maybe a different colour?

02:58 Yeah

03:00 Or if it's something that just says good work do that in one colour but if it's something that could actually help you improve that could be a different colour is it?

03:07 Yeah

03:08 Okay, and how often do you get feedback?

03:11 Pretty often so sir like whenever we do like work and whenever we stick it in we practically always get feedback or sir usually tells us the feedback so he doesn't like so he doesn't write it and he just puts O.F for oral feedback, we practically get oral feedback all the time or we practically get feedback all the time

03:34 Okay, and when you were younger do you think you had more oral or written feedback?

03:39 We had more, or I think we had more oral feedback cuz like when we were younger we couldn't really read what it was said so it was better for us to actually hear it than to have to like struggle to read it.

Interview 2 Transcription

00:00 **So, what year are you in?**

00:03 I'm in year 5.

00:05 **Okay, and do you know what feedback is?**

00:08 Yes like it's feedback, it's feedback, it is what it is.

00:16 **Can you explain like what it is?**

00:17 It's like, like, it's confusing. It's like telling you like um like how you did good and like how you can kind of improve.

00:33 **Yeah exactly. and do you know the difference between oral and written feedback?**

00:37 Yeah like oral is like spoken feedback like speaking and written feedback is written, like that's basically what it is.

00:47 **Okay, which one of those do you prefer?**

00:48 I prefer written feedback.

00:50 **Can you tell me why?**

00:51 Because I can remember it better. Because I mean you can't really look back at oral feedback and if you forget it, it's gone forever but with like written feedback it's there forever well until you get a new book.

01:04 **Okay, are there any benefits to oral feedback?**

01:09 Benefits to oral feedback is that you are hearing it in person

01:13 **Okay and why does that help?**

01:15 I don't know umm it helps because then you know like they're saying it to your face like how you can improve.

01:29 **And you know straight away, yeah?**

01:30 Yeah

01:32 **So do you know straight away with written feedback or do you usually do your work first and then have it at the end?**

01:38 Umm, when I do my work, usually then after my work then I get my written feedback.

01:45 **Okay,**

01:46 But I prefer it to oral feedback because it's like I said, you can look back at it.

01:51 **Okay, umm do you think feedback is important?**

01:56 Yeah cuz otherwise I'd still be at the level of counting from one to ten in like five minutes.

02:04 **Okay, umm does it help you improve your work?**

02:10 Pardon?

02:10 **Does it help you to improve your work when you get feedback?**

02:12 Uhh yeah.

02:13 **Yeah, how?**

02:14 Because, it's like if I didn't get feedback, I'd still get level where I'd struggle to just like count to seven.

02:26 **Yeah, okay.**

02:26 But with feedback now I know what better I can do so I know what to improve.

02:37 **Okay and how often do you get oral and written feedback, just feedback in general?**

02:42 Uhh I think, I'm pretty sure I get feedback a lot. Like a lot of the time, most of the time it's written feedback since like most of my writing work and topic work is written but sometimes, I do get oral too.

03:01 **Okay are there any subjects where you get more oral than the others?**

03:06 Umm, literacy.

03:09 **Literacy, so speaking?**

03:11 Umm yeah.

03:12 **What about with P.E? Do you ever get written feedback in P.E?**

03:17 Umm you don't get written feedback in P.E. like if you're like they give you feedback of how you do in P.E. it umm it's basically always oral.

03:29 **Okay.**

03:30 You don't have like a P.E. book.

03:31 **Yeah that's true. Umm how do you respond to feedback?**

03:35 Umm what do you mean?

03:38 **So if, with written feedback, if sir wrote something in your book, how would you respond to that?**

03:43 I'd respond like yeah okay I'll do that next time.

03:50 **But do you actually do it next time?**

03:51 Umm more often than less yeah.

03:55 **Okay and if sir was to tell you something to improve next time or improve in your work how would you respond to that?**

04:03 If he told me to umm how I could improve my work, I would say, okay I can do that next time then.

04:14 **Okay, and is there anything that would make you more likely to respond to feedback? So, I was thinking with sir, he has those Bitmoji stickers, but is there anything else that would help you to want to respond to it?**

04:27 No, not really.

04:30 **No? okay. Umm that's it thank you very much.**

Interview 3 Transcription

00:00 So what year are you in?

00:02 5

00:04 And do you know what feedback is?

00:05 Yeah

00:06 Yeah, can you explain to me what feedback is?

00:07 Feedback is when the teacher or the peer give you like they tell you what you have to do to improve or they write something in your book.

00:22 Okay and do you know the difference between oral and written feedback?

00:25 yeah oral feedback is when the teacher actually talks to you about it and umm written feedback is when the teachers write in your book.

00:36 Okay, which of those do you prefer?

00:38 Oral

00:39 Why?

00:40 Because then I know what exactly to do and sometimes, I can't read the writing.

00:46 Okay, is that just because you can't read the teacher's writing, is it in cursive?

00:54 It's in cursive and I can't really understand it.

00:56 Okay, do you think feedback is important?

00:59 Yeah.

01:00 Yeah, why?

01:01 Because then it helps us to learn as well.

01:04 Okay, what does it help you learn?

01:06 Our mistakes and what we've done wrong and then we can improve it.

01:10 Okay, so it helps you improve your work?

01:13 Yeah

01:15 Yeah, umm do you respond to your feedback?

01:18 If it's in our books, not all the time.

01:23 No? Why not?

01:25 Uhh cuz sometimes I forget to look through my book.

01:27 Okay, is there anything that would make you more likely to look back in your book to look at the feedback? So, I know sir uses Bitmoji stickers, but that's clearly not helping you too much is it?

01:39 No

01:40 No, so is there anything sir could do to help you want to look at your feedback?

01:42 Ummm colours

01:45 More colours.

01:47 Not just plain green.

01:49 So he does it in green does he? So, you want it in a brighter colour maybe? So, you use pink and purple for self and peer, don't you?

01:56 Yeah

01:57 So what colour do you think sir should do it in?

01:58 Ummm well it could be yellow cuz yellow's bright.

02:01 But can you always see yellow on the paper?

02:03 Yeah

02:05 You can? or would you like an orange one?

02:07 Yeah orange!

02:08 Just something a bit brighter is it? a bit more fun.

02:09 Yeah

02:10 **Okay, what about with oral feedback do you respond to that?**

02:12 Yeah

02:13 **Yeah, how?**

02:14 Umm cuz if sir tells us what we've got to do then I do it because he's actually told us.

02:22 **Okay, and how often do you get feedback?**

02:27 Umm whenever we look in our books.

02:30 **Yeah, and is it always from sir or is it from other people as well?**

02:34 Uhh we get it from supply teachers as well.

02:36 **Yeah, what about other people in the class?**

02:39 Umm only when we're doing pair work.

02:43 **Okay, and when you were younger, did you get more oral or written feedback?**

02:48 Oral.

02:49 **Oral, and did you find that helpful?**

02:50 Yeah

02:52 **Yeah, why?**

02:53 Because then when I was younger, I couldn't really read so it was helpful so that I could hear what the teachers were saying to me.

03:00 **Okay, and you said you prefer oral now?**

03:02 Yeah.

03:03 **So is that for the same type of reasons, so sometimes you can't read the writing?**

03:06 Yeah.

03:08 **So you'd prefer to carry on from the way when you were little, you're used to that way?**

03:11 Yeah.

Interview 4 Transcription

00:00 So, what year are you in?

00:03 Umm, in year 5.

00:04 Okay, and do you know what feedback is?

00:08 Uhh...

00:12 Not sure?

00:14 No

00:15 Okay, so you know when sir speaks to you and tells you that you did this really well, but you could improve it like this?

00:22 Yeah.

00:23 That's oral feedback.

00:25 Okay.

00:26 And after you do your work he usually writes in your book?

00:27 Yes

00:28 That's written feedback. Okay?

00:29 Yeah.

00:31 So do you prefer sir telling you the feedback or do you prefer him writing it down?

00:34 Umm oral feedback.

00:36 Oral feedback? Why?

00:38 Uhh because umm, I, umm... I want like to do things by myself.

00:52 So you want to do things by yourself so you want him to just tell you so that you can get on with it?

00:55 Yeah

00:57 Instead of waiting until the end and then find out that you have things to go back and do?

00:59 Yeah.

01:01 Okay, and do you think feedback is important?

01:04 Uhh, yeah.

01:05 Yeah, why?

01:08 Because if we uhh didn't know feedback we don't know what we have wrong or what to do about it.

01:18 Okay, and does it help you to improve your work?

01:22 Uhh yeah.

01:23 Yeah, how?

01:24 Umm, like, a teacher or a peer or a myself, you can help yourself, or talk to your partner or you can tell the teacher what you need help with.

01:45 Okay, how do you usually give feedback to yourself?

01:49 Umm, just remembering something about it.

01:56 So you might read over your work and think 'oh, last time I was told to do this so I'm going to do that this time'?

02:01 Yeah.

02:03 Okay, and how do you respond to the feedback?

02:05 Umm...

02:10 So how would you answer it if sir told you 'oh, you should do this to improve' how would you respond to that? Would you do it straight away or would you ignore him?

02:24 Uhh, I would try to do it straight away.

02:29 Okay and what if he's written something in your book?

02:34 Umm, perfect.

02:43 **So tell him that you've taken the feedback on board and that you'll do it next time? Or you'll improve that piece of work by doing that?**

02:51 Uhh, yes.

02:52 **Okay, and is there anything that would make you more likely to respond to feedback? So, I know sir uses Bitmoji stickers, but is there anything else he could do to make you want to respond to feedback?**

03:04 Umm, no

03:07 **No? okay, and how often do you get feedback?**

03:11 Umm, sometimes.

03:14 **Just sometimes?**

03:15 Yeah.

03:16 **Okay, do you get feedback after every piece of work?**

03:19 Umm, umm, like, not always, rarely.

03:30 **Okay, who do you get feedback from? Is it just sir that gives you feedback, or do you get feedback from other people?**

03:40 I just get it from teachers, yeah.

03:43 **Okay, and when you were younger, did you get more oral or written feedback?**

03:48 Uhh, I didn't, uhh, I was like, uhh I need to, uhh when I was small, I didn't know English, so I was learning to get English.

04:17 **Uhh so they would have had to tell you because you couldn't read it?**

04:19 Yeah.

Interview 5 Transcription

00:00 So, what year are you in?

00:03 Year 5

00:04 And do you know what feedback is?

00:05 Yeah

00:06 Yeah, can you tell me?

00:08 It's like when somebody says something to you when it's like to improve your work.

00:16 Okay, and do you know the difference between oral and written feedback?

00:20 No

00:21 Okay, so do you want me to tell you?

00:23 Yeah

00:24 Okay so oral feedback is if sir or me tell you I really like your work but this is how you can improve it or this is what you did really well and then written feedback is when we write in your books. Okay?

00:37 Yes

00:39 Okay, so which do you prefer? do you prefer me telling you the feedback or do you prefer me writing it down?

00:41 Telling me

00:43 why?

00:45 because it like, umm you, I don't know?

00:50 No? Does it help you because it's during the lesson?

00:55 Yeah

00:57 Yeah or do you prefer that it's written feedback? because you usually get that at the end don't you?

01:02 Yeah

01:03 So which one do you prefer?

01:04 The, not the written one

01:07 So the oral one, the speaking?

01:08 Yeah

01:11 Okay, do you think feedback is important?

01:12 Yes

01:14 Can you tell me why?

01:16 So because it like improves your work like if you do anything wrong.

01:22 Okay, and does it help you to improve your work?

01:26 Yeah

01:26 Yeah? How?

01:28 Because I can look back at my old work and then I can improve it by like looking at my old work and like doing stuff that I didn't do.

01:42 Okay, how do you respond to feedback?

01:46 With purple pen

01:48 With purple pen in your book? What if it was oral feedback, so if I told you how to improve something, how would you respond?

01:54 Say something back.

01:55 So you'd talk to me, would you improve your work straight away?

01:58 Yeah

02:00 Yeah? Okay, is there anything that would make you more likely to respond to feedback? So, I know sir uses Bitmoji stickers, but is there anything else that would make you want to respond?

02:12 No.

02:13 **No? Okay, how often do you get feedback?**

02:17 Ummm, all the time.

02:21 **All the time? Are there any subjects that you think you don't get feedback in?**

02:25 Ummm, not really.

02:29 **No, Okay, and who do you get feedback from?**

02:35 Ummm, Mr. Cooper or one of my friends.

02:44 **Okay, and when you were younger, did you have more oral or written feedback?**

02:48 Not sure.

02:51 **You're not sure? Which do you think you get more of now?**

02:55 Written.

02:57 **Written? and you'd prefer more oral, would you?**

02:58 Yeah

Interview 6 Transcription

00:00 **What year are you in?**

00:03 Year 5

00:04 **And do you know what feedback is?**

00:06 Ummm no not really

00:08 **No? so when sir writes in your book and tells you what you did well or how to improve or when he tells you**

00:16 So when he tells you is that oral feedback?

00:19 **Yeah, when he's speaking to you about your work that's oral feedback and when he writes it down that's written feedback.**

00:23 Yeah

00:25 **So which of those do you prefer?**

00:28 I prefer oral feedback

00:29 **Can you tell me why?**

00:30 Umm because I don't really like reading that much

00:33 **Okay, do you find it difficult to read it when it's written?**

00:38 Umm well I can sometimes cuz it's usually joined up

00:42 **Okay, so if it's not joined up you can't understand it?**

00:46 No If it's joined up, I can't understand it that well but if it's not I can understand it, but I can understand my own joined writing cuz I know what every letter is in it

00:55 **Okay so it's just the type of writing is it?**

00:58 Yeah

00:59 **Okay, and do you think feedback is important?**

01:02 Yeah, I think feedback's important because next time, if you're doing the same task, you can know what you can improve on and do it.

01:11 **Okay, do you look back at the feedback you've been given when it's been written down?**

01:16 Yeah but sometimes I just can't understand the words.

01:19 **Okay, and do you usually remember if something's been said to you? Do you remember to do that next time?**

01:24 Yeah

01:25 **Yeah? Okay, does feedback usually help you to improve your work?**

01:30 Yeah

01:31 **Yeah, how?**

01:32 Well, it umm, helps me improve next time because umm I take, if I made a mistake in that work before, and I've had oral feedback or written feedback, I think every mistake is a way to improve so cuz I get told a way of how to improve next time I remember that so that I can do it to improve next time

02:02 **Okay that's good. how do you respond to feedback?**

02:06 Umm, what do you mean by that?

02:09 **So if sir's told you something or written it down, what would you do?**

02:15 Umm

02:19 **Should we go with oral feedback first? So, if he said, oh you could improve your work by doing this, would you do that straight away or would you just forget about it and carry on with what you're doing?**

02:28 I would do it straight away

02:30 And what if he wrote something in your book? So, you usually get written feedback at the end of the lesson, so would you go back to that piece of work to improve it or would you leave it but try to remember it for next time?

02:41 I would do both because if I do the first one, I could look back at that piece of work to see what I did last time if I forget it.

02:51 Good, okay, and is there anything that would make you more likely to respond to feedback? So, I know with your written feedback, sir gives you Bitmoji stickers doesn't he, so is there anything like that that would help you to want to respond to the feedback or look at the feedback you're given?

03:08 If it was in like a sort of bubble writing

03:10 So bubble writing, the type or colour of the writing sort of thing

03:14 Yeah

03:16 Okay, and how often do you get feedback?

03:19 Most of the time when we do work

03:20 Most of the time? okay, and who gives you the feedback?

03:24 Umm usually sometimes, you, it could be Mr. Cooper, any teacher that's working with us that day in class

03:32 Okay do you get it from anyone else in the class?

03:34 Umm well I give myself some oral feedback sometimes

03:39 Okay, what about with purple and pink pens, do you ever use those?

03:44 Yeah, so that's peer and self. Purple is self and pink is peer

03:52 Okay, do you use those often?

03:54 Umm whenever we have to use them in work.

03:57 Do you find them helpful?

04:00 Yeah, I find them helpful

04:01 Yeah

04:03 Yeah cuz you can understand umm what's going on instead of like, Mr. Cooper's pen's green or your pen's green so we know it's a teacher, your one is purple so you know its yourself and then other people's in the class is pink so you know who's wrote that for you as well.

04:25 Does it usually help you improve your work though?

04:27 Yeah

04:30 Yeah, okay, and when you were younger, did you have more oral or written feedback?

04:34 We had more oral feedback.

04:36 Yeah, did you find that helpful?

04:38 Yeah, I found it quite helpful

04:39 Why?

04:40 Because when you're younger, when you're born, you don't know how to do anything and when you get older you have to like learn how to read so when you're learning how to read and that umm you well I'd say a bit of both because it helps you to read when you have written feedback when you're younger but it has to be single print when you're younger and when you're also younger you have to have oral feedback so if you can't read it and the teacher is with someone else, oral feedback is quite good as well.



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 _____ as a representative of Yr Athrofa to:

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

Name of Head teacher _____ Signed _____

Name of school _____

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: _____ Signed: _____

Student teacher UWTSD e-mail address: _____

Programme (e.g. BA Ed/PGCE Primary): _____

Date: _____