

Targedau / Targets	Sut rydych wedi gweithio ar hwn / How you have worked on this	Ceir enghraifft ar / An example can be found on
Targed/Target 1 Please ensure that the school name is anonymised in your reference section.	I ensured to proofread my work as well as the reference section.	See the reference section for the anonymous reference.
Targed/Target 2 Read even more relevant and peer reviewed books and journal articles as well as websites when researching.	I have extensively read journals and books (over 90 references).	See the reference list for a variety of sources.
Targed/Target 3 Continue to develop a supported critical approach throughout, offering the opposing view whenever possible.	I have critically analysed the research tools and literature to ensure I hold an opposing view.	Throughout this paper, I have critically evaluated.

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.

The term 'Assessment for Learning' (AFL) is not the central term used for the context of assessment in the Curriculum for Wales (2022, in Welsh Government, 2022). Instead, 'learners' progression' and the 'Principles of Progression' are fundamental to ensure best policy and practice (Senedd Wales, 2022; Joint Education Service, 2022). It is significant for educators to understand the role and different approaches to Assessment for Learning. This ensures feedback and it enables educators to measure learners' progress to improve their holistic outcomes (Birenbaum and Rosenau, 2006).

This paper will include a small-scale research study on Assessment for Learning. The focused element is Self-Assessment. The educator conducted the research question: What are teachers' and Year 6 learners' perception of Self-Assessment? The research was conducted in a rural area, with approximately 200 children; there are seven full time teachers and two part-time teachers (Estyn, 2016). Prior to this study, the educator hypothesised that teachers' would perceive self-assessment as a powerful tool that creates lifelong learners,

with an aim to meet the four purposes of the Curriculum for Wales (2022, in Welsh Government, 2020). Similarly, the educator hypothesised that Year 6 learners' would perceive self-assessment as helpful, knowing their strengths and weaknesses and how they could improve (Alek et al., 2020). Yet still it was hypothesised that learners' would find the process difficult due to their self-awareness and needs of reassurance from a teacher (Andrade, 2019). To conduct this study a pragmatic approach is utilised through the Mosaic approach. This underlines that the researcher collected data through mixed methods consisting of a questionnaire and an interview. This process enables the educator to develop methodologies to listen to learners' voices and form an understanding that deepens learning experiences. Consequently, it promotes equity in the classroom, highlighting that active listening shows every child's thoughts and experiences matter (Harrison and Council, 2004; HM Treasury, 2003). Critically, the impact of chosen research tools and data findings will be evaluated to determine how to improve learning experiences and professional practice.

Raising standards and reducing obstacles in the classroom is significant for the future of teaching and learning (Welsh Government, 2017; Black and Wiliam, 1998). An alliance between teaching and learning is necessary for teachers to understand their learners' progress and challenges within education. The needs of each pupil are unpredictable and evolving, implying that there are demands for improvements to be implemented to strengthen practice (Estyn, 2021). Assessment for Learning is an approach which refers to activities undertaken by teachers and learners. It determines feedback to modify teaching and learning; this is implemented at all stages of the learning experience (William, 2011). Black and Wiliam (1998) are known as the leading experts in Assessment for Learning, they published the book 'Inside the black box'. Their focus was to raise the standards of learning as a national priority. Even more, Gipps (1994) is acknowledged for the establishment of the term 'Assessment for Learning' as she researched into the background of improving assessment in the classroom. This underlines that educational change is an ongoing process that is built on professional development and good practice (Fullan, 2015).

Moreover, there are four elements of Assessment for Learning; these comprise of sharing criteria with learners, quality of questioning, quality and use of feedback and peer and self-assessment (Flórez and Sammons, 2013). These elements enable an educator to use different strategies that assess and inform subsequent work. This determines an educator to adapt and respond to the changes in classroom practice, highlighting that fundamental learning gains are possible through a variety of methods (Igi Global and Information Resources Management Association, 2020). The classroom culture is based on two types of assessment: formative assessment and summative assessment. Summative assessment determines what a pupil has achieved as a learning outcome; this could be at the end of

term or the end of a school year (Burke, 2010). Although, this type of assessment could convey opportunities for failure rather than opportunities to develop, meaning that students could become demotivated (McMillan and Hearn, 2008). This could be disruptive for their teaching and learning experience. Whereas formative assessment is an ongoing process during teaching and learning, suggesting that it enables successful innovations to plan the next steps for progression (Clarke, 2014). This powerful tool is specific to each pupil, highlighting the specific qualities of their work with how they could improve (Hamm, 2013).

Evidently, there is a link between formative assessment and self-assessment (Greenstein, 2010). It is crucial for pupils to have targets to assess themselves against, implying that there should be an overarching rationale. This exemplifies the importance of SMART targets (specific, measurable, achievable, realistic and time-bound), as they provide a clear plan of how to achieve the outcome (O'Neill et al., 2011). Yet, there could be too much pressure to achieve the set target, implying that 'realistic' and 'achievable' could be misleading (Martin-Denham, 2022). This shows the importance of motivating learners to recognise their progress. Furthermore, self-assessment encourages learners to become responsible for their own learning. Piaget (1936, in Levine and Munsch, 2013), Dewey (1938, in Williams, 2017) and Petty (2011) imply that children should construct their own learning, meaning that they should become active rather than passive learners. Facilitating active learning enhances learners' self-assessment skills, it promotes metacognition, indicating that they could develop their critical thinking and judgemental skills (Aricò and Lancaster, 2018). According to the Education Endowment Foundation (2018) the process of using metacognitive strategies enables pupils to reflect upon their knowledge and understanding. This could provide seven months additional progress.

Although, the learners could be dishonest or harsh when assessing themselves. This highlights the necessity for children to be trained in self-assessment to self-regulate their own learning. This could increase the trustworthiness and reliability (Scott, 2001). Dr Zimmerman (2000, in Dibenedetto, 2011) and Vygotsky (1978, in Bodrova and Leong, 1998; Pound, 2006) underline that the process of self-monitoring and self-reflecting are connected to one's personal and social journey; they are dependent on a learners' beliefs about their capabilities. This indicates that some children could lack the ability to reflect upon their performance. Vygotsky (1978, in Goto Butler and Lee, 2010) suggests how some children need the extra support and guidance from a 'more knowledgeable other', meaning that they could struggle to self-regulate their learning. This is shown through the Zone of Proximal development as teachers are perceived as a 'mediator', indicating that they guide their learners' growth to nurture their development (McLeod, 2023). Bandura (2002; Moore, 2016) emphasises how one's self-efficacy could create the foundations for motivation which

impacts personal accomplishments. Correspondingly, Dweck's theory of growth mindset clarifies that individuals could change their thoughts and behaviour that determines how they meet their goals (Dweck, 2019; Hildrew, 2018). This illustrates that a lack of confidence could be detrimental to one's learning progress and the challenges they could encounter. Hattie (2012) and Sadler (1989) suggest that self-assessment has a great impact on the quality of learning and expectations that guide learners' performance to close the attainment gap. This indicates the importance of self-determination to combine one's attitudes and abilities to create a successful future. Nevertheless, self-assessment could empower learners to become self-sufficient; it enables them to understand what efforts are needed to improve their academic performance (Nieminen, 2021). It is necessary for educators to highlight that errors are valued in their classroom as it creates learning opportunities, this makes room for development (Lemov, 2015). Creating a culture for learners and teachers to thrive could take time and effort. Consequently, as self-assessment is embedded into their work it will support, challenge, and facilitate future success (Estyn, 2022).

Educational research is complex, and it could change day-to-day teaching and learning. This implies that teachers conduct, evaluate and plan around their findings (Cohen, Manion and Morrison, 2018). The aim of this study was to analyse teachers' and Year 6 learners' perceptions of self-assessment. Given this, the research design used was the Mosaic approach; this is a multi-method approach that combines the visual with the voice. This outlines that a range of techniques could be used to gather children's beliefs and experiences (Clark and Moss, 2011). This is supported by the Reggio Emilia approach which encourages children's initiatives and promotes their own educational journey (Brandao and Theodotou, 2020). Learners and practitioners are a part of this process; they are co-constructors in reflecting upon children's perspectives (Cook-Sather, Bovill and Felten, 2014). United Nations Convention on the Rights of the Child (2017) and Malaguzzi (1993) outline the importance of respecting a child's freedom to express their views and experiences. The Framework for listening highlights that listening is a process that involves interpretation, meaning that children communicate in creative ways (Clark and Moss 2017). This highlights that a range of perspectives results in different interpretations. Additionally, this study follows a mixed method approach, implying that a combination of qualitative and quantitative data is collected and analysed. This provides greater evidence, meaning that the researcher has more confidence in their findings (Morgan, 2014).

Following on from this, the research tools used comprise of a questionnaire directed towards teachers and an interview with Year 6 learners. The questionnaire was conducted on Microsoft Forms; this ensured anonymous responses. This determines that participants are more comfortable in responding and it leads to reliable and accurate feedback (Lelkes et al.,

2012). When designing and distributing the questionnaire, the questions were based on practice, implying that it gathered experiences and beliefs (Rowley, 2014). The questionnaire is a flexible tool; participants can choose when and where they would like to complete the questions. This is known to boost the response rate (Booker, Austin and Balasubramanian, 2021). Yet still, participants could experience fatigue leading to unanswered questions, indicating that they would be feeling overwhelmed by the amount of questions or requests. This shows the importance of limiting the amount of questions to ensure they are relevant and reduce the time for completion (Sharma, 2022). As well as this, it is difficult for a participant to convey their emotions and feelings through a questionnaire, suggesting that it is difficult to analyse their view and thoughts (Cornell, 2020). Although, the type of questions could determine the response, for instance open-ended questions could enable further discussion and feedback. This enables the researcher to develop further understanding and knowledge on the context (Svanes and Andersson-Bakken, 2021; Denton, 2015).

Moving onto the interview, it collected detailed information from a small group of learners. The interview was conducted to explore the perceptions, expressed views, preferences and attitudes of Year 6 learners. A small sample size of eight was selected through a random generator, this ensured a high level of personal interaction. There are three types of interviews consisting of structured, semi-structured and unstructured. The researcher conducted a semi-structured interview that involved open-ended questions. This is a qualitative research method, implying that it creates space for empirical data, so researchers gain an insight and seek further understanding on the context (Doody and Noonan, 2013). Through interviewing, the researcher probed the participants responses to seek further explanation and clarification (Austin and Sutton, 2014). In this way, interviews could be rewarding for all participants as they simulate discovery and increase self-exploration (DeJonckheere and Vaughn, 2019). Although, interviews could be invasive for some participants as they evoke strong feelings and views. This implies that interviews should be conducted with high sensitivity to avoid bias and a dishonest answer (Adams-Quackenbush et al., 2019). The process of interviews is time consuming; it involves arranging, conducting, transcribing, and analysing the data (Rowley, 2012). This underlines that the researcher should be skilled and experienced; this determines an effective process.

Embedding qualitative and quantitative approaches into the research is significant, this could improve an evaluation and it could reduce limitations in research (W Alex Edmonds and Kennedy, 2017). Qualitative research includes collecting and analysing non-numerical data, enabling the researchers to understand one's concept, feelings, and perceptions. Yet quantitative research involves data that is numerical, for instance statistics, graphs, and percentages (Ofiazoglu, 2017). Bruner (1986) suggests the importance of 'two modes of

cognitive functioning'; these comprise of scientific and narrative ways. Scientific ways relate to quantitative data, this entails seeking the truth out of the context. Whereas the narrative ways refer to qualitative data, analysing data through words, pictures and sounds.

Pertaining to the interview, the evidence will be transcribed into a table for an analysis. The questionnaire consists of open and closed questions, implying that the data will be presented in graphs and through written analysis. This clarifies that the data is collected through mixed methods.

Ethical considerations are fundamental in research; they are a set of honourable principles that are utilised to guide one's moral choices of behaviour and attitudes (Gray, 2021). The researcher developed their knowledge of Ethics in educational research through the EWC Code of Professional Conduct and Practice. Prior to the research day, an ethics form and a letter of consent was completed and approved (see appendix). Behaving ethically is crucial, the BERA (2018) guidelines underline the importance of confidentiality and anonymity. The learners participating in the research should understand their rights to privacy and the degree of confidentiality and anonymity. Through the process of managing data it is vital to ensure the research is kept confidential and anonymous (Allen, 2018). Confidentiality involves not disclosing any information that could lead to identification. This suggests that the participants are prevented from harm (Wiles et al., 2008) . Yet anonymity ensures that the researcher or any other individual cannot identify the person who has provided the information. This ensures their privacy is respected (Saunders, Kitzinger and Kitzinger, 2015). It is vital for children to have a say in matters that affect them. This clarifies that they should be made aware of their rights (Welsh Government, 2022). Although, when researching with children it can be ethically challenging to gain their consent in research with an aim to analyse their perspectives (Blackburn, 2015). It is vital to be aware of the power and dominance of some participants, this implies the importance of respect to ensure all learners feel valued and heard (Marcy Levy Shankman and Allen, 2010). Voluntary, informed consent is essential as it confirms one's informed choice to participate in research (GOV.UK, 2018) . Assent involves the children agreeing to participate, implying that they are aware of what the research is about. They should be made aware that they could refuse to participate at any point without any consequences and they do not need to answer specific questions without having a reason (Cotrim et al., 2021). It is essential to ensure ongoing assent, implying that a smiley face and a sad face system could be used to highlight their right to withdraw. This would ensure that a child's distress is minimised, and they feel comfortable throughout the research.

Discussing the findings from researching: What are teachers' and learners' perceptions of self-assessment? The results revealed that self-assessment is extensively used throughout all lessons. Yet in a case study, self-assessment is not regularly used and the school has other means of assessment (Mäkipää, 2021). This implies that every school and child is different, meaning that teachers cater for different needs. Self-assessment should be used to encourage ongoing learning. All participants highlighted that it enhances independent learning and promotes an individuals' capabilities to manage and monitor their own learning. This illustrates that it increases one's motivation to progress (Wong, 2017). Teachers and learners showed great awareness of the benefits of self-assessment. This implies that it enhances the learning experience (Siow, 2015).

Predominantly, this research study conducted qualitative data (see appendix for the interview transcript). The learners perceived self-assessment as 'helpful' as they can visualise and understand how they could improve to progress. Although, they expressed that sometimes it is difficult, and they become frustrated. The learners suggested that they struggle to recognise their mistakes and where they have gone 'wrong'. This clarifies that some learners lack the ability to self-regulate their own work; this refines the evidence from Siow (2015); Butler and Lee (2010) and Sargeant et al (2008). Evidently, learners lack the confidence and self-efficacy to facilitate their own learning as they need reassurance from a 'more knowledgeable other' to confirm their progress (Vygotsky, 1978, in Mcleod, 2023b). Some learners indicated that they preferred peer-assessment as it is 'fun' and they 'get to work with their learning partner'. Yet others highlighted that their preference is self-assessment because they like to have 'control over their work' and they can 'understand their own hand writing'. This demonstrates that there are opportunities and obstacles with student-led learning, and it promotes one's independence (Harris and Brown, 2013). All learners could define self-assessment and they understood the purpose. They could give examples of how they self-assess their work, although they underlined that their teacher did not leave enough time to complete the assessment. The learners' perception implied that self-assessment is time consuming, and they feel 'some pressure' to achieve the goals. This implies the significance of setting achievable targets and teaching students how to self-assess and self-regulate their learning (Sharma et al., 2016; O'Neill et al., 2011). The learners seemed motivated and eager to become lifelong learners, highlighting the fundamental aspect of increasing confidence in learning.

The questionnaire results lacked evidence (see response in the appendix) due to having one response from the class teacher. This highlights the main limitation of questionnaires. This reduces the accuracy and validity of the quantitative data (Yu and Cooper, 1983).

Questionnaires are time-consuming and teachers' roles and responsibilities are indefinite.

Evidently, their learners' progress and needs are their main priority (Conner, 2015). The teacher underlined that they use self-assessment rather than peer assessment in their classroom. They expressed the importance of learners becoming self-reflectors. They further explained how learners need to recognise their 'magical mistakes' before reflecting on their peers' work. Remarkably, they stated that 'meaningful teaching and learning does not take place without mistakes'. This conveys that the teacher values and understands errors in the learners' work; this is supported by Lemov (2015). They illustrated that when learners' confidence increases in self-regulating their work, they introduce peer assessment. This determines that self-regulation is a skill that enables learners to control their behaviour, thoughts, and attitudes; this includes goal-directed activities for learners to grasp the feeling of accomplishment (Zimmerman and Schunck, 2013). Interestingly, learners become active seekers. This links to the Skinner's operant theory (1937, in Schlenger, 2021) and Thorndike's effect of law theory (1905, in Nevin, 1999) as reinforcement and repetition of self-assessment will strengthen the learners' ability to self-regulate. In opposition, the assessment could be unreliable and inaccurate due to the learners' capability to understand what they are learning and how they could improve (Boud, 2013). Nevertheless, the teacher outlined a variety of strategies such as 'green for growth marking' and 'a marking ladder', these are used to motivate self-regulation, implying that a stimulus is needed to direct the assessment (Smit et al., 2017). The teachers' perception of self-assessment underlines that it promotes progression and one's learning journey, yet most learners benefit from further guidance as they seek clarification.

Reflecting upon the study, improvements could be made. For instance, in future research it would be beneficial to conduct an interview with teachers; this could provide further detail and in-depth responses. It is essential to consider that teachers have limited time to participate questionnaires and interviews. This study has highlighted that teachers need additional training to educate their learners to self-regulate their learning, enhancing the learning environment and one's experience to function cognitively and socially (Oates, 2019). Consequently, self-assessment is an effective element of Assessment for Learning, it conveys the opportunities and experiences for learners to progress in their learning journey. It would be beneficial to explore and critically evaluate the other elements of Assessment for Learning to aid fundamental teaching and learning. Utilising and trailing different research methods is beneficial to all stakeholders as it develops knowledge and skills (Cohen, Manion and Morrison, 2018).

In summary, the principles of Assessment for Learning are central to the curriculum. Every learner will have a unique progressive journey, implying that the pace of progression is different for each individual. Teaching and learning is an ongoing process and progression is

paramount in a successful curriculum. Educators should use the pedagogical principles and the principles of progression to aid one's learning journey. A school's design of the Curriculum for Wales (2022) is dependent on the learners' needs, implying that teachers use different assessment strategies to meet the four purposes of every learner. The pedagogy of professional learning focuses on a national approach to positively improve practice (Welsh Government, 2021). Educators are committed to becoming lifelong learners, emphasising that they are on their own progression journey. There should be further awareness on the professional learning blend to ensure educators are gaining opportunities and experience to develop their knowledge in practice. The future of teaching and learning is dependent on the action of researchers, implying that the education system promotes inclusive growth and equips learners for the world of work (Welsh Government, 2023). The Future of Education and Skills Framework (2030, in OECD, 2018) suggests that in a complex and challenging world education can frame and empower change in one's life. Every learner is an individual with valued targets, emphasising the necessity to identify improvements to accomplish their goals.

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