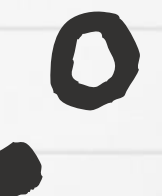


ECAD6017
BA3
Research Scrapbook



Potential Research Focus Topics

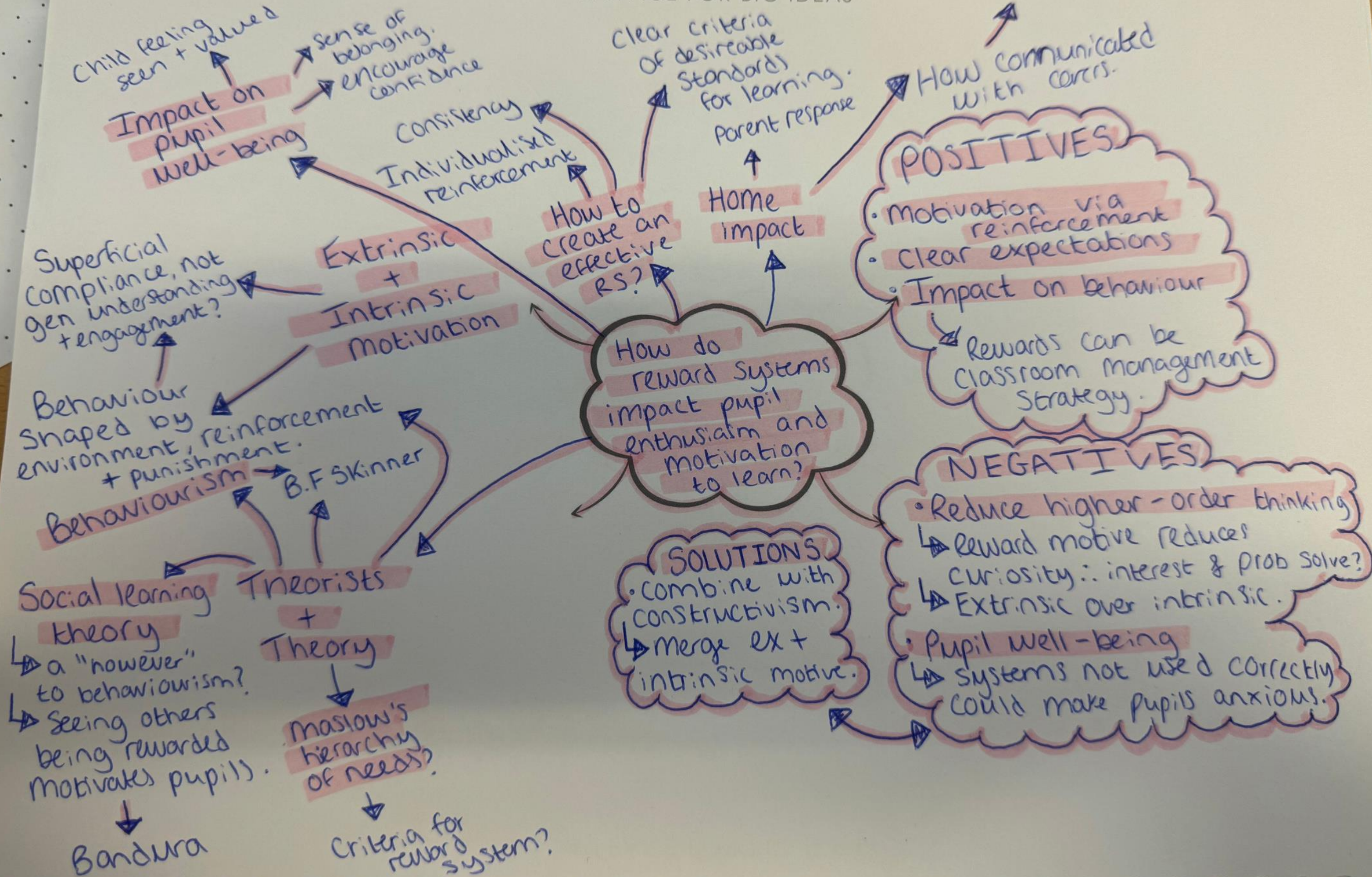
Informed by BA2 end of placement report targets.

Target: Create a reward system to enthuse and encourage.	
Topics within target: • Correlation between engagement & motivation with rewards. • Impact on behaviour. • Impact on classroom environment. • Impact on collaboration in classroom. • Pupil Confidence? • Pupil exclusion from peers?	What do I Know already? Classcharts used to communicate positive/negative behaviour back home. House points system Star chars Post cards Star of the week – rewards with head teacher

Target: Seek and observe a range of behaviour management approaches.	
Topics within target: • Specific strategies • Gender differences • Impact on classroom environment • Pupil exclusion from peers • whole class / individual approach • School relationship with home linking to pupil behaviour. • Behaviour plans • Interventions	What do I Know already? Interventions – ELSA, calm corners, outside agencies. School work with carers to create behaviour plan. Loss of break time for pupils. Using pupil interests to motivate & encourage Impact of teacher pupil relationship

Target: Exploit opportunities for outdoor learning and real life context.	
Topics within target: • Well-being & mental health impacts. • Collaboration skills • problem solving skills • Forest schools • Improve community links • Support pupils to connect learning to life contexts.	What do I Know already? Forest schools intervention Use of community spaces e.g parks & beaches Support linking learning to life – recognising how topics link to their life & context.

Change of thinking?
• Reward systems & behaviour management can be linked and researched in one question.



Tuesday 30th September

- **Extrinsic motivation**: Motivated to perform an activity to earn a reward or avoid punishment.
- **Intrinsic motivation**: Motivated to perform an activity for its own sake and personal rewards.

Writing a problem Statement

The purpose of this research project is to verb the topic for audience at

1. The purpose of this research project is to understand the impact of reward systems on pupil's attitudes towards learning in KS2 compared to foundation phase.
2. The purpose of this research project is to compare the impact of reward systems on pupil motivation in Foundation learning to KS2.
3. The purpose of this research project is to investigate the impact of reward systems on pupil attitudes to learning in

Ethics & Consent

Who needs to give consent?

- parent
- pupil
- head teacher?
- network lead?
- questionnaire respondents

How will I ask for consent?

Parental consent letter outlining:

- who am i
 - who I'm with
 - my research question
 - rationale
 - what data collecting where it will be stored – confidentiality
- In questionnaire start with a statement outlining that by submitting responses participants are consenting to the use of their data.

How will participants right to withdraw be upheld?

- choose pupils who want to participate
- explain they can stop at any time – use colour coded cards so pupils can show their comfort level.
- questionnaire – explain at start that by submitting response participant is consenting to the use of their data.

What i need to prepare

- Create parental consent form
- create colour coded cards for pupil interviews – with faces on them with different emotions.
 - bias considerations

Designing a research question

NOTES

Research 6th October

Research question:

"What is the impact of school reward systems on KS2 pupils' motivation + attitudes to learning?"

→ exploratory research is "impact" suitable?

→ What age pupils?

→ How do school reward systems influence year 5 pupils' motivation and attitudes to learning?

→ What is the relationship between school reward systems and year 5 pupils' motivation and attitudes to learning?

→ IS there a relationship? / role?

→ What is the role of school reward systems in influencing year 5 pupils' motivation and attitudes to learning?

How might school reward systems influence year 5 pupils' motivation and attitudes to learning?

↓

Too broad /
Not comparable?

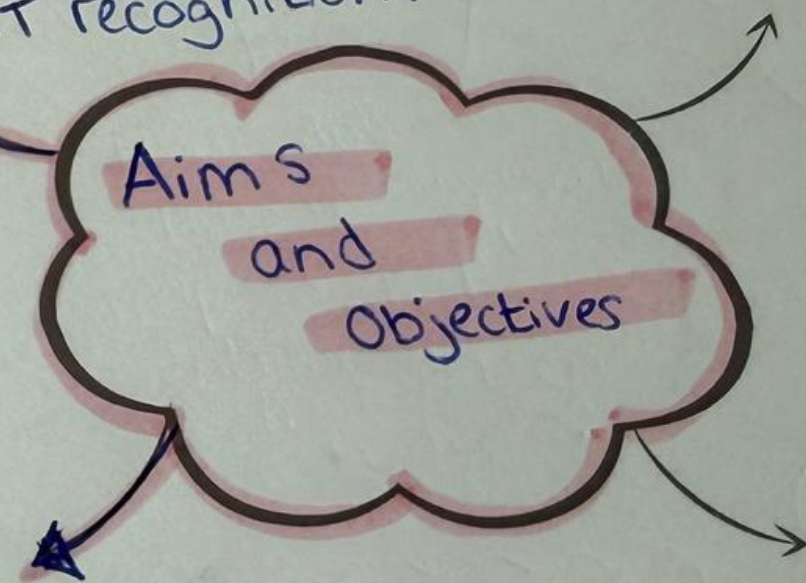
★ How might school reward systems influence year 5 pupils' attitudes towards learning? ★

Aims:

- To explore different types of reward systems used in a Year 5 setting.
- To identify the impacts of reward systems on pupils' attitudes to learning in Yr 5.
- To understand pupil perspectives of reward systems, and if they alter attitudes towards learning.
- To identify the most effective reward systems to use in a Year 5 setting.

Methods:

- Staff questionnaire
 - ↳ How often, what systems, opinion + impact.
- Pupil interviews
 - ↳ opinion of rewards, impact + what they'd change.
- HT interview.
 - ↳ School approach + impact of HT recognition.



Aims
and
Objectives

Objectives:

- To observe how reward systems are used in a yr 5 setting.
- To gather teacher perspectives of reward systems, and their impact on pupil engagement using questionnaires.
- To develop pupil perception of rewards using interviews.
- To explore HT opinion of rewards + recognition of pupil effort using an interview.

Seren y Cymraeg

- Rewarded for speaking Welsh.

↳ Incentive to use Welsh lang

- Inconsistency in use, some pupils may be overlooked.
- Parental engagement may be stressful for some pupils.

Class charts

- Point System for:

- daily reading at home
- completing HW.

↳ Clear criteria

↳ visible chart

↳ Parental engagement

↳ Like a game.

Reward Systems
at School
A

Seren yr Wythnos

- Showing traits + behaviours from School values.

↳ opportunity for all pupils, not just educationally based.

- Loose effect over time?
- Intrinsic motive decline?
- comparison + competition.
- Child may feel overlooked demotivated.

Class w/ highest attendance = reward.

Reward Assembly

↳ Boost extrinsic motivation.

↳ Feel proud + recog, may put more effort in future.

↳ Social learning theory + role modelling.

Hot choc w/ HT

↳ Time + attention + relationship building

↳ child feels important + their effort matters.

↳ Intrinsic alignment - experiential

• Does every child get the chance?

• What if HT is unavailable?

• Is it a reward for ALL?

↳ could be quite scary.

Pupil interview questions: (draft)

1. Can you tell me about some of the rewards you can get in school?
2. Have you received any before? How did it make you feel?
3. Do these rewards make you want to work harder in class? ~~in~~
4. Can you give me an example?
5. Do you think rewards help you when you're learning something new/tricky?
to keep trying.
6. Do you think rewards are given out fairly?
7. If you could design a new reward, what would it be?
8. Do you feel more proud of your work with a reward?
- What if you mark your own work?

Questionnaire: (draft)

"What is the impact of school reward systems on pupil motivation + attitudes to learning in KS2?"

1. What reward systems do you use in class?

- ☐ class charts
- ☐ verbal praise
- ☐ stickers / stamps
- ☐ house points / dojo
- ☐ certificates
- ☐ phone calls / messages home
- ☐ Other: _____

2. How often do you use class charts?

- ☐ multiple times a lesson
- ☐ once per lesson
- ☐ daily
- ☐ weekly
- ☐ rarely / never
- ☐ one daily summary

3. How consistently do you apply reward systems in your teaching?

- ☐ very consistent
- ☐ mostly consistent
- ☐ somewhat consistent
- ☐ inconsistent

4. In your experience, how effective are reward systems including class charts + head teacher recognition in motivating pupils?

- ☐ very
- ☐ quite
- ☐ somewhat
- ☐ not effective

5. Which aspect of pupil motivation do rewards influence most? (tick 1).

- ☐ effort in lesson
- ☐ attitude to learning
- ☐ behaviour
- ☐ attendance
- ☐ peer / teacher relationships

6. Do you feel current school reward systems have a short-term or long-term impact on pupil motivation?

- ☐ short term
- ☐ long term

7. What do you believe works best about the current reward systems in motivating KS2 pupils?

8. What challenges / drawbacks do you see in the way rewards are currently used?

9. Is there anything else you'd like to share about the use of reward systems and their impact on pupil motivation? OR any advice for myself when I create my own reward system for KS2 pupils?

Questions for HT: (draft)

1. I'm aware of existing initiatives that involve pupil recognition from yourself, I'm really interested in ~~to~~ how they came about and why?
2. Do you think these initiatives met the original aim? or even surpassed them?
3. What do you think pupils take away from these experiences?
4. Do you think head teacher recognition for positive attitudes to learning impact continued pupil motivation + self-belief?
5. Have you noticed a difference in how pupils respond with hot choc meetings in comparison to certificate/similar rewards?
6. How do you ensure that a wide range of pupils receive this recognition. / no one feels overlooked?
7. Looking back, do you think head teacher involvement in rewards has impacted pupil motivation + attitudes to learning in KS2.

Aims:

- To explore how reward systems may influence pupil attitudes towards learning.
- To explore the different types of reward systems used in Year 5 classrooms.
- To identify any impacts of reward systems on Year 5 pupils' attitudes towards learning.
- To understand teacher and pupil perceptions of the effectiveness of reward systems in promoting positive attitudes towards learning.
- To identify which reward systems most effectively support positive learning attitudes in a Year 5 setting.

Personal target:
Create a reward system to enthuse and encourage.

Qualitative data collection methods:

- Semi-structured group pupil interviews.
- Semi-structured head teacher interview.
- Classroom observation

Quantitative data collection method:
Staff questionnaire via google forms.

How might school reward systems influence Year 5 pupils' attitudes towards learning?

Objectives:

- To review the current literature on the impact of reward systems on pupil motivation and attitudes towards learning.
- To observe and record how reward systems are used in a year 5 setting.
- To conduct a semi-structured interview with the head teacher to explore the schools reward systems, policies, and rationale.
- To create and distribute a questionnaire for teaching staff enquiring about their opinions and experiences regarding reward systems.
- To conduct semi-structured group interviews with year 5 pupils to understand their opinions and experiences regarding reward systems.

To analyse qualitative and quantitative data through reflective thematic analysis.

Ethical Considerations:

- Consent
- Assent
- Confidentiality
- Anonymity
- Safeguarding
- Data protection + storage

