

Appendices

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Appendix 1

Table 1.1 Models of teaching, views of learning and related discourses on feedback

Model of teaching	Role of teacher and goals of teaching	View of learning	Feedback discourse
Receptive-transmission	- Expert - To impart new knowledge, concepts and skills	- Cognitive dimensions stressed - Learning is individual and affected by ability which is seen as fixed - Learning involves increased understanding of new ideas, memorising new facts - Practising new skills and making decisions based on new information	- Traditional discourse in which 'expert' gives information to others to help them improve - Primary goal to evaluate - Feedback is a gift
Constructive	- Expert - To facilitate discovery of new knowledge, concepts, skills - To help make connections, discover meaning, gain new insights	- Cognitive dimensions stressed, although social dimension recognised to some extent - Learning affected by ability which can develop and is affected by experiences - Learning involves making connections between new and old experiences, integrating new knowledge and extending established schema	- Expanded discourse in which 'expert' enables others to gain new understandings, make sense of experiences and make connections by the use of open questions and shared insight. - Primary goal to describe and discuss - Feedback as a two-way process (ping pong)
Co-constructive	- More equal power dynamic - Teacher is viewed and views himself or herself as a learner - To facilitate discovery of new knowledge, concepts and skills - To help make connections, discover meaning and gain new insights - To practise self-reflection and facilitate a reflexive process in others about learning through a collaborative dialogue	- The cognitive, emotional and social dimensions of learning are seen as interconnected and equally important - The view of learning is extended to include reflection on the learning process itself and meta-learning (learning about learning)	- Expanded discourse involving a reciprocal process of talking about learning - Primary goal to illuminate learning for all - Feedback is a dialogue, formed by loops connecting the participants

(Askew, 2000, p.13)

Appendix 2

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:		Laura Powell			
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:	1801173@student.uwtsd.ac.uk
Contact Telephone Number:	07794710963
<i>For students:</i>	
Student Number:	1801173
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	☐	27.02.20	
	Faculty Research Committee	☐		
	Other (write in) ECAD5010 Module Lead	☒		

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



BERA <https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2018>



SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?	YES	☐	NO	☒
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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)

YES

☐

NO

☐

If NO the application cannot continue

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:	Do focus group style learning affect the quantity and quality of 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 <u>Non-Specialist Audience</u> when outlining your response to the three points below: <i>Purpose of Research Activity</i>			

- *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 compare the effectiveness of the Assessment for Learning (AfL) strategy, feedback, in whole class teaching to small focus groups.
- To trial three different research tools in practice.

Research Question

Do focus group style learning affect the quantity and quality of feedback?

Aims of Research Activity

- To explore both staff and learners' perceptions of feedback.
- To critically engage with the literature surrounding the AfL strategy and methodology in conducting the research project.
- To develop increasing knowledge and skill in utilising a range of research tools to generate raw data.
- To develop a disposition of a skilled researcher, in evaluating and analysing data in order to improve professional practice.
- To demonstrate an understanding of the different perspectives in research.

(this box should expand as you type)

Objectives of Research Activity

- To devise a questionnaire in order to explore the perceptions of the AfL feedback strategies utilised by the teaching staff and to gather viewpoints on the two different teaching approaches (whole class and focus group style).
- To interview 9 – 11 year old learners to capture the views about feedback, as an AfL strategies.
- To observe both whole class and focus group teaching and to note the quality and quantity of feedback that occurs in both settings.
- To then critically reflect on the process of using the three research tools in order to extract data.

Proposed methods (maximum 600 words)

Provide a brief summary of all the methods that **may** be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed.

Interviews – I will conduct two small group interviews, consisting of five learners from the same Year 5 and 6 class. The interview is a semi-structured and learners will be invited to respond

to key questions, for example 'How do you prefer to learn, in whole class or in focus groups?'. It is important to however initially identify whether learners know what the term 'Feedback' means in order to confidently and competently. Due to the nature of the interview structure, some of the questions will also stem from the answers that are given and will therefore be impromptu. These interviews will be conducted in an informal setting in the school surroundings and I plan to take an audio recording of the interview process so that I am not hindered by the note-making. The learners will not be forced to participate and I will make it clear that they do not have to answer any questions that they do not want to and that they can withdraw at any time during the interview process. Prior to the interview, all learners will also be asked if they are happy to participate. During the interview, learners will each have a red, amber and green card to indicate whether they are happy to continue, or answer a question. I will regularly monitor the learners' feelings throughout the interview to ensure that they are happy to be recorded. No names will be recorded. There is no specific time frame that I have allocated to conduct the interview within, however I will be mindful not to keep the learners for any longer than 20 minutes.

Questionnaire – The same 10 learners who will be involved in the interviews will be given the questionnaire to complete. The purpose of asking the same 10 learners is to triangulate the data and to validate and consolidate the data. Learners will again be reminded that they can withdraw from the questionnaire at any point and do not have to answer any questions that they do not feel comfortable to. Learners will complete the questionnaire on a digital device using Microsoft Forms and if needed, I will read over each question so that all learners are aware of what the language. I have however carefully considered the language and terminology that I have used in devising each question so that it is learner friendly. The questionnaire is also accessible for all ability types as it has

immersive reader so that learners can use headphones to listen to the questions, if struggling to read. I will also be present during the questionnaire in order to answer any questions and to address any misunderstandings of the questionnaire. I have not specifically scheduled the questionnaire into the school day as it is important to remain flexible and to understand the teacher's plan of the day and then to work around that. Learners will be anonymised in the questionnaire and are not required to state their name. There are only 8 questions for learners to complete and I have estimated that learners should complete this within approximately 20 minutes.

Observation – I have devised an observation schedule in order to focus specifically on the interactions that occur involving feedback from teacher to learner. On the observation schedule I have also included a tally chart to record the amount of written and verbal feedback that is given within the observation. The observation schedule will outline the lesson context in which I am observing. There will be two observations that take place within the school day, one observation will observe a focus group learning episode and then the other will observe a whole class teaching episode. For both observations, I will make the learners' aware of what I am doing and will open the floor to any questions for the learners. Learners will be reassured that the observation is purely for research and my own professional development, as a trainee teacher. In terms of writing up the observation, I plan to use a laptop in order to type up my

recordings as I know that I am a far faster typer than I am writer, so I do not want to restrict or miss any important interactions. I will position myself in the corner of the classroom so that I am not obstructing or interfering in the learning.

Location of research activity

Identify all locations where research activity will take place.

The research activity will take place in a large urban school in the South Wales region with approximately 300 pupils between the ages of 4 and 11 years old. There are 12 classes, three of which are mixed age. Nearly all pupils are of white British ethnicity and come from homes where English is the first language. Very few pupils speak Welsh at home.

(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:

	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:	☐	☐

(this box should expand as you type)

Participant numbers and source

How will you identify participants and how will they be recruited?

How many participants are expected?	3 Teachers – Questionnaire 30 Pupils – Whole Class Observation and Focus Group Observation, 10 Pupils (From the 30 Pupils) – Interview + Questionnaire
Who will the participants be?	3 Teachers 30 Pupils (Mixed Year 5 and 6 Class) 10 Pupils of Mixed Ability
How will you identify the participants?	Previous PTE2 experience in the school and a professional dialogue with the class teacher of the needs within the class.

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			

(this box should expand as you type)

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			

(this box should expand as you type)

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?

Yes

☐

No

☒

Risks to participants

For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information

Risk to Participant:

How will you mitigate the Risk to Participant

Learners may feel under pressure to give the 'correct' to the question.

Learners will be informed that there is no consequence for any of their responses. I will also outline that I want open and honest answers so all answered should be given freely. In addition, I will outline that their responses will in no way affect their education and there will be no repercussions for their actions and answers in regard to the research.

Learners may feel uncomfortable with an unfamiliar face in the classroom and in talking openly in the interview process.

Learners will be reminded of the researchers past experience in the school in teaching the next door class. Learners will also be reminded that the researcher has taught the class on one opportunity. Learners will be asked to ask any questions they may wish to ask.

Learners may experience a level of psychological harm, or emotional distress as a result of feeling under pressure or feeling under interrogation.

The health and well-being of the learner will be continuously monitored at all stages of the research study and learners will be reminded throughout the study of their right to withdraw.

A professional dialogue with the teacher should inform the researcher of any learners who, at no stage, should be included in the research project or any names recorded. I will therefore not write

	There will be no financial gain in completing the research study as the purposes have been previously stated. <i>(this box should expand as you type)</i>
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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. Prior to the research study, a professional dialogue between the class teacher, senior mentor and researcher will converse in order to outline the purpose of the study and inform them of the research I will be undertaking, providing reason and rationale behind the research. The learners will be verbally asked to identify their participation in the research study, using the coloured cards. If they show a green card, it will indicate that they are happy to participate and answer the question. If the learner shows the orange card it will indicate that they are happy to continue, but do not want to answer the specific question, then the red card indicates complete withdrawal. 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 the researcher at any time to ask questions and discuss their contribution to the project. The researcher will therefore conduct themselves in an approachable manner so that learners are happy to answer comfortably.

(this box should expand as you type)

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.

In order to minimise breach of confidentiality, the researcher will not record the names of all participants, including both teachers and learners, on the research data. In addition, I will not identify the name of the school during the research study. The research study will also be available, on request, to the school. The data that is collected will only be accessible to the researcher, and the school on request. The questionnaires that will be undertaken will all be completed in anonymity, and when discussing the observation and interview I will refer to the learner as "Child X" for example.

(this box should expand as you type)

SECTION J: Data Protection and Storage **NO NEED TO COMPLETE SECTION J**

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://uwtsd.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		
Signature of applicant:	L M Powell	Date:

		27.02.20
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For STUDENT Submissions:

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

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

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](#)

Signature of applicant:	L M Powell	Date: 27.02.20
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For STUDENT Submissions:

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

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

Appendix 3

Appendix A – Blank Template

2nd March, 2020

Consent Form

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

Research Question - Do focus group style learning affect the quantity and quality of feedback?

Laura Powell

University of Wales Trinity Saint David, Carmarthen

PARTICIPATION IN THIS RESEARCH STUDY IS VOLUNTARY

I have read and understood the study information dated [02/03/20], or it has been read to me. I have been able to ask questions about the study and my questions have been answered to my satisfaction.	YES / NO
I consent voluntarily to be a participant in this study and understand that I can refuse to answer questions and that I can withdraw from the study at any time, without having to give a reason.	YES / NO
I agree to the researcher undertaking of lessons as part of the study.	YES / NO
I understand that the information I provide will be used for <i>a research study</i> and that the information will be anonymised.	YES / NO
<i>If you want to use quotes in research outputs</i> , I agree that my (anonymised) information can be quoted in research outputs.	YES / NO
I understand that any personal information that can identify me – such as my name, school, will be kept confidential and not shared with anyone <i>other than the researcher and moderator</i> .	YES / NO
I understand that sample group of learners from the class will be taken out at some point during the research day to participate in an interview and questionnaire.	YES/NO
I give permission for the (anonymised) information I provide to be deposited in a data archive so that it may be used for future research.	YES / NO

Please retain a copy of this consent form.

Participant name:

Signature: _____ Date _____

Researcher name:

Signature: _____ Date _____

For information please contact: Laura Powell, 1801173@student.uwtsd.ac.uk

FFURFLEN GANIATÂD CYFRANOGIAD

SAMPLE PARTICIPANT INFORMATION
SHEET

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

Dear Participant:

My name is Laura Powell and I am a student on the BA Primary Education (QTS) course at the University of Wales Trinity Saint David Carmarthen.

I would like to invite you to participate in my research project. This project will aim to develop research dispositions as I aim to discover how feedback impacts children's learning experiences. Through your participation in the questionnaire and/or interviews, I hope to ascertain different views on feedback, as an assessment for learning tool, in Key Stage Two.

All questionnaires and interviews will be kept strictly confidential to the researchers involved and at **NO** time will individual questionnaires be released to the general public. The only individuals who will have access to the files and any audio tapes related to this study are myself and the moderator, Sioned V Hughes. Please be assured that your name will also not be used in any reports or publications resulting from the study. All digital files will be stored in a password protected file and any hard copies of research information will be kept in a secure locked file.

Your participation in this study is completely voluntary so you can withdraw from the questionnaire/interview at any stage, without any reasoned explanation. If any questions during the interview make you feel uncomfortable, you also do not have to answer them. Withdrawal from the research project will have no effect on you, and if you do withdraw from the project we will not retain the information you have given thus far, unless you have given consent to do so.

My questionnaire and interview should take about 5-10 minutes each to complete, but there is no time constraint. There are also no right or wrong answers. Attached to this letter is a consent form. I understand that your time is at a premium but your opinions are very valuable to me.

After careful and precise analysis of the data obtained from this questionnaire, I will be happy to provide you with a copy of the findings at your request. The results of this questionnaire/interview will hopefully enhance both my professional development as a skilled researcher and also my understanding of the assessment for learning tools.

I thank you in advance for your time and participation. If any questions do arise, feel free to contact me at your convenience.

ENW A CHYFEIRIAD YR YMCHWILYDD	NAME & ADDRESS OF RESEARCHER
	Laura Powell c/o Dr Sioned V Hughes University of Wales Trinity Saint David Carmarthen SA31 3EP

Please do not hesitate to contact myself on 1801173@student.uwtsd.ac.uk.

Consent Form

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

Research Question - Do focus group style learning affect the quantity and quality of feedback?

Laura Powell

University of Wales Trinity Saint David, Carmarthen

PARTICIPATION IN THIS RESEARCH STUDY IS VOLUNTARY

I have read and understood the study information dated [02/03/20], or it has been read to me. I have been able to ask questions about the study and my questions have been answered to my satisfaction.	YES
I consent voluntarily to be a participant in this study and understand that I can refuse to answer questions and that I can withdraw from the study at any time, without having to give a reason.	YES
I agree to the researcher undertaking observations of lessons as part of the study.	YES
I understand that the information I provide will be used for <i>a research study</i> and that the information will be anonymised.	YES
<i>If the researcher wishes to use quotes in research outputs</i> , I agree that my (anonymised) information can be quoted in research outputs.	YES
I understand that any personal information that can identify me – such as my name, school, will be kept confidential and not shared with anyone <i>other than the researcher and moderator</i> .	YES
I understand that sample group of learners from the class will be taken out at some point during the research day to participate in an interview and questionnaire.	YES
I give permission for the (anonymised) information I provide to be deposited in a data archive so that it may be used for future research.	YES

Please retain a copy of this consent form.

Participant name: [REDACTED]

Signature: [REDACTED] ✓ Date 02/03/2020

Researcher name: Miss Laura Powell

Signature: *L M Powell* Date 02/03/2020

For information please contact: Laura Powell, 1801173@student.uwtsd.ac.uk

Consent Form

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

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I agree to the researcher undertaking observations of lessons as part of the study.	N/A
I understand that the information I provide will be used for <i>a research study</i> and that the information will be anonymised.	YES
<i>If the researcher wishes to use quotes in research outputs</i> , I agree that my (anonymised) information can be quoted in research outputs.	YES
I understand that any personal information that can identify me – such as my name, school, will be kept confidential and not shared with anyone <i>other than the researcher and moderator</i> .	YES
I understand that sample group of learners from the class will be taken out at some point during the research day to participate in an interview and questionnaire.	N/A
I give permission for the (anonymised) information I provide to be deposited in a data archive so that it may be used for future research.	YES

Please retain a copy of this consent form.

Participant name: [REDACTED]

Signature: [REDACTED] ✓ Date 02/03/2020

Researcher name: Miss Laura Powell

Signature: *L M Powell* Date 02/03/2020

For information please contact: Laura Powell, 1801173@student.uwtsd.ac.uk

Consent Form

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

Research Question - Do focus group style learning affect the quantity and quality of feedback?

Laura Powell

University of Wales Trinity Saint David, Carmarthen

PARTICIPATION IN THIS RESEARCH STUDY IS VOLUNTARY

I have read and understood the study information dated [02/03/20], or it has been read to me. I have been able to ask questions about the study and my questions have been answered to my satisfaction.	YES
I consent voluntarily to be a participant in this study and understand that I can refuse to answer questions and that I can withdraw from the study at any time, without having to give a reason.	YES
I agree to the researcher undertaking observations of lessons as part of the study.	N/A
I understand that the information I provide will be used for <i>a research study</i> and that the information will be anonymised.	YES
<i>If the researcher wishes to use quotes in research outputs</i> , I agree that my (anonymised) information can be quoted in research outputs.	YES
I understand that any personal information that can identify me – such as my name, school, will be kept confidential and not shared with anyone <i>other than the researcher and moderator</i> .	YES
I understand that sample group of learners from the class will be taken out at some point during the research day to participate in an interview and questionnaire.	Yes
I give permission for the (anonymised) information I provide to be deposited in a data archive so that it may be used for future research.	YES

Please retain a copy of this consent form.

Participant name: [REDACTED]

Signature: [REDACTED] Date 02/03/2020

Researcher name: Miss Laura Powell

Signature: *L M Powell* Date 02/03/2020

For information please contact: Laura Powell, 1801173@student.uwtsd.ac.uk

Appendix 4 – Quality Talk

Appendix A – Learner Questionnaire

4. Please give a reason for WHY you prefer either small group teaching, or whole class teaching?

10 Responses

ID ↑	Name	Responses
1	anonymous	I prefer to work in small groups because there isn't much of a hassle
2	anonymous	I prefer being in small groups because I get to sit by new people nearly everyday and I also like learning new stuff.
3	anonymous	I rather work in smaller works and carousel because you get to learn more things in that space of time and it gam be more fun.
4	anonymous	When you are in a small group you <u>disuse better</u> then in a whole call.
5	anonymous	when you are in a small groop I think you lurn more but if you are in a howl class you hafe to wait for the peers to finish
6	anonymous	I don't know
7	anonymous	Because it gets a bit chaotic but I like small groups and whole class equal
8	anonymous	Because it is not that loud sometimes and you get to talk more in your small group.
9	anonymous	I feel like it's <u>easier to decuce</u>
10	anonymous	because it is easier to work and concentrate

Appendix B – Year 6 Learner Transcript

Please note that all hesitations and false starts have been removed from all transcripts.

Learner Response	How do you prefer to learn, in focus groups or as a whole class?
A	In small groups because you get to sit by new people who help you learn more by learning how they work and yeah..you like talk about a problem to work it out . You also have like more of a one-to-one with the teacher
B	Yeah I agree with (Learner A) because when you sit in a group you feel like you get a bit more feedback from the actual table . When you are in a whole class no one can really interrupt you. In focus groups you can get on to the next thing more quickly , but if you have the whole class on one piece of work then the people who are done can't move on .
C	Yeahh (In response to Learner B) and it just gets too noisy in a whole class so you can't really concentrate . You also get more chance to learn because you can like talk to the teacher about something you don't really get . In focus groups, we also have the rest of the class who work independently on like missions.
D	So say now you're in a whole class it would be harder because the people who are ready to learn but then there are also some people who are finishing off work and you are just waiting for them people to finish .
E	Yeah and like in whole class people just mess around and you don't really get any work done because you are trying to concentrate and listen but you can't really. Small groups also help you learn more because Miss has less people to help .

Appendix C – Teacher Questionnaire

8. Do you agree with the below statement?

[More Details](#)

■ Strongly Agree
 ■ Agree
 ■ Neutral
 ■ Disagree
 ■ Strongly disagree

"There are more opportunities for communication between teacher and pupils and between pupil and..."



Appendix D – Year 5 Interview Transcript

Learner Response	Do you have more feedback in focus groups, or in whole class teaching?
A	We have more feedback in focus groups. So the other day we were doing this work..I can't remember what it was, but sir picked out X's book and my book and compared them and gave us like feedback. Neve works really hard and focusing all the time and I get distracted really easily and then basically what we did was, we looked at all the feedback.
B	It can sometimes get shown though in small groups too, it just depends what we are doing.
C	I personally think that sir has more opportunity to give feedback in whole class because he can just say to everyone at once, instead of going round of keep saying the same thing.
D	I think in small groups it can be a bit chaotic because sir is trying to see every group and it all gets a bit crazy.
E	Whole class. (In reply to Learner D) Yeah its like being in a zoo!

Appendix 5 – Personalised Learning

Appendix A – Year 6 Interview Transcript

Learner Response	How do you prefer to learn, in focus groups or as a whole class?
A	In small groups because you get to sit by new people who help you learn more by learning how they work and yeah..you like talk about a problem to work it out . You also have like more of a one-to-one with the teacher
B	Yeah I agree with (Learner A) because when you sit in a group you feel like you get a bit more feedback from the actual table . When you are in a whole class no one can really interrupt you. In focus groups you can get on to the next thing more quickly , but if you have the whole class on one piece of work then the people who are done can't move on.
C	Yeahh (In response to Learner B) and it just gets too noisy in a whole class so you can't really concentrate . You also get more chance to learn because you can like talk to the teacher about something you don't really get . In focus groups, we also have the rest of the class who work independently on like missions.
D	So say now you're in a whole class it would be harder because the people who are ready to learn but then there are also some people who are finishing off work and you are just waiting for them people to finish .
E	Yeah and like in whole class people just mess around and you don't really get any work done because you are trying to concentrate and listen but you can't really. Small groups also help you learn more because Miss has less people to help .

Appendix B – Teacher Questionnaire

14. What is the primary reason for your score?

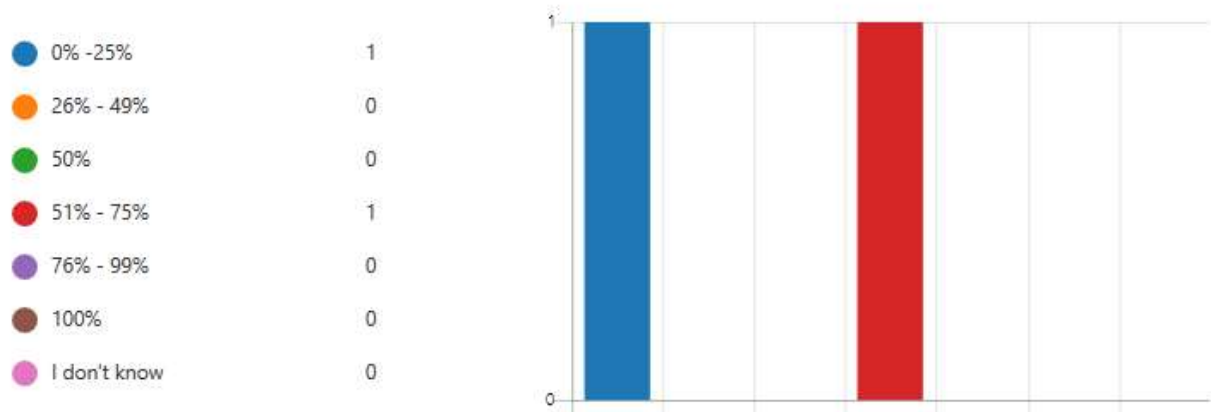
2 Responses

ID ↑	Name	Responses
1	anonymous	In focus groups, I am able to spend quality time with the learners and I am able to regulate the learning . I can therefore be confident that each individual understands the learning objective, or at least I can identify what particular areas need further support.
2	anonymous	In focus groups, there are less pupils to see and more time to look in specific detail of the work. I can therefore identify individualised and personalised next steps to help the learners progress further.

Appendix C – Teacher Questionnaire

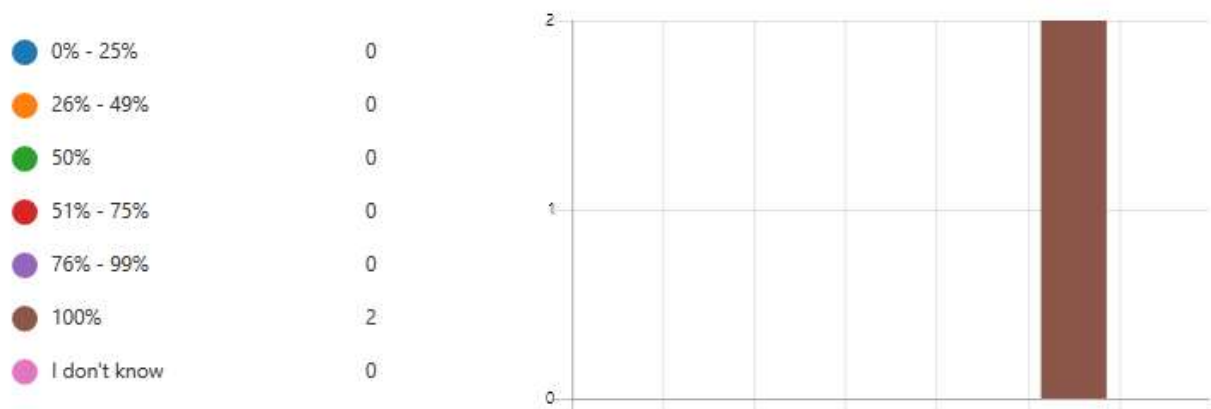
9. On average, how many learners receive immediate feedback in a whole class lesson?

[More Details](#)



10. On average, how many learners receive immediate feedback in a focus group lesson?

[More Details](#)



Year 5 Interview Transcript

Learner Response	Do you have more feedback in focus groups, or in whole class teaching?
A	We have more feedback in focus groups. So the other day we were doing this work..I can't remember what it was, but sir picked out X's book and my book and compared them and gave us like feedback. Neve works really hard and focusing all the time and I get distracted really easily and then basically what we did was, we looked at all the feedback.
B	It can sometimes get shown though in small groups too, it just depends what we are doing.
C	I personally think that sir has more opportunity to give feedback in whole class because he can just say to everyone at once, instead of going round of keep saying the same thing.
D	I think in small groups it can be a bit chaotic because sir is trying to see every group and it all gets a bit crazy.
E	Whole class. (In reply to Learner D) Yeah its like being in a zoo!

Appendix 6 – Enhanced Learning and Progression

Appendix A – Learner Questionnaire

4. Please give a reason for WHY you prefer either small group teaching, or whole class teaching?

10 Responses

ID ↑	Name	Responses
1	anonymous	I prefer to work in small groups because there isn't much of a hassle
2	anonymous	I prefer being in small groups because I get to sit by new people nearly everyday and I also like learning new stuff.
3	anonymous	I rather work in smaller works and carousel because <u>you get to learn more things</u> in that space of time and it gam be more fun.
4	anonymous	When you are in a small group you disuse better then in a whole call.
5	anonymous	when you are in a small groop I think you lurn more but if you are in a howl class you hafe to wait for the peers to finish
6	anonymous	I don't know
7	anonymous	Because it gets a bit chaotic but I like small groups and whole class equal
8	anonymous	Because it is not that loud sometimes and you get to talk more in your small group.
9	anonymous	I feel like it's easier to decuce
10	anonymous	because it is easier to work and concentrate

Appendix B – Year 6 Interview Transcript

Learner Response	How do you prefer to learn, in focus groups or as a whole class?
A	In small groups because you get to sit by new people who help you learn more by learning how they work and yeah..you like talk about a problem to work it out . You also have like more of a one-to-one with the teacher
B	Yeah I agree with (Learner A) because when you sit in a group you feel like you get a bit more feedback from the actual table . When you are in a whole class no one can really interrupt you. In focus groups you can get on to the next thing more quickly , but if you have the whole class on one piece of work then the people who are done can't move on.
C	Yeahh (In response to Learner B) and it just gets too noisy in a whole class so you can't really concentrate . You also get more chance to learn because you can like talk to the teacher about something you don't really get . In focus groups, we also have the rest of the class who work independently on like missions.
D	So say now you're in a whole class it would be harder because the people who are ready to learn but then there are also some people who are finishing off work and you are just waiting for them people to finish .
E	Yeah and like in whole class people just mess around and you don't really get any work done because you are trying to concentrate and listen but you can't really. Small groups also help you learn more because Miss has less people to help .

Appendix C – Teacher Questionnaire

14. What is the primary reason for your score?

2 Responses

ID ↑	Name	Responses
1	anonymous	In focus groups, I am able to spend quality time with the learners and I am able to regulate the learning . I can therefore be confident that each individual understands the learning objective, or at least I can identify what particular areas need further support .
2	anonymous	In focus groups, there are less pupils to see and more time to look in specific detail of the work. I can therefore identify individualised and personalised next steps to help the learners progress further.

16. Please explain your choice.

2 Responses

ID ↑	Name	Responses
1	anonymous	Focus group teaching <u>maximises the progression of learners in the 'bubble'</u> . Learners gain better quality and quantity feedback in focus groups, in comparison to whole class teaching. I am also able to plan future lessons more effectively as I am aware of the learning 'gaps'.
2	anonymous	More time to explain, able to sit for longer periods with periods who do not understand, identify early misconceptions before completing whole task, incorrectly

Appendix D – Y6 Learner Transcript

Learner Response	Do you have more feedback in focus groups, or in whole class teaching?
A	When we are learning as a whole class there is usually a <u>big queue of people by Miss X's desk waiting to get feedback</u> or like help so you can just spend more time waiting instead of just learning.
B	In focus groups the teacher will be at focusing with the group in the bubble so you get to project what you want to say and then you also get more feedback because <u>Miss has more time to spend with only say like 10 of you who are in that group.</u>
C	In focus groups because you can discuss it and Miss can just help you there and then if you are stuck, rather than having to wait, like (Learner A) said about queuing at the desk.
D	In Mathematics it is better to work in a focus group because Miss explains it better so you can understand it more.
E	Focus groups

Appendix E – Teacher Questionnaire

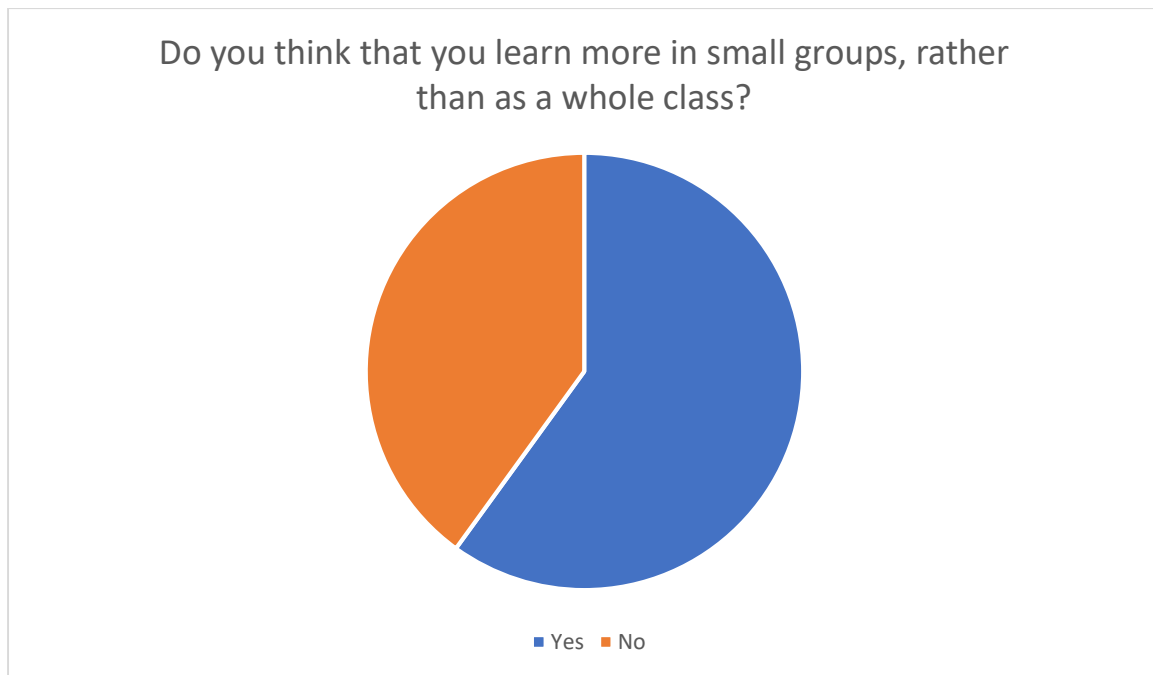
15. What style of teaching do you think maximises the learning experience?

[More Details](#)

- Whole class teaching 0
- Focus group teaching 2



Appendix F – Learner Questionnaire



Appendix G – Year 5 Interview Transcript

Learner Response	Do you have more feedback in focus groups, or in whole class teaching?
A	We have more feedback in focus groups. So the other day we were doing this work..I can't remember what it was, but sir picked out X's book and my book and compared them and gave us like feedback. Neve works really hard and focusing all the time and I get distracted really easily and then basically what we did was, we looked at all the feedback.
B	It can sometimes get shown though in small groups too, it just depends what we are doing.
C	I personally think that sir has more opportunity to give feedback in whole class because he can just say to everyone at once, instead of going round of keep saying the same thing.
D	I think in small groups it can be a bit chaotic because sir is trying to see every group and it all gets a bit crazy.
E	Whole class. (In reply to Learner D) Yeah its like being in a zoo!

Appendix 7 – Observation Schedules

Semi-Structured Observation Schedule – Whole Class

Counted Written Feedback	Counted Verbal Feedback ////////////////
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LESSON OBSERVATION		
Year Group: Year 5 6		Number of learners: 28
Lesson Context (Subject)	Mathematics in Discrete – Multiplying 4-digit numbers by 1-digit numbers.	
	Teacher's Input and Interaction	Student Response
	Focus observation on how/when the teacher provides feedback	Focus on how the student responds to feedback.
Episode 1	In the introduction – teacher asks learner to pick a multiplication method (ladder, short, grid). The teacher asks to learners to show example of ladder method, learner makes a mistake in explaining, teacher gives feedback in the form of dialogue, "Is it 30?".	Learner is able to correct themselves independently as a result of teacher dialectic style of feedback.
Episode 2	Teacher gives whole class a multiplication equation to complete prior to the whole class learner. Pupil A does not feel comfortable to complete, so teacher works one-to-one with pupil to support learning and gives both verbal and written feedback.	Pupil A is able to complete the whole class equation problem, 5485 x 6 and therefore participate in the learning.
Episode 3	Pupil B approaches to teacher to ask for support. Teacher uses the concrete object (pupil's book) to provide verbal feedback. Teacher discusses the question in detail with Pupil B to consolidate understanding of the question.	Pupil B is then able to independently correct the answer, using a gain knowledge supported by the teacher.
Episode 4	Pupil A shows a further error in working out the multiplication question. Teacher gives more feedback in detail in the form of verbal feedback to support the learner. Teacher offers a dialogue to discuss the error with the pupil.	Pupil A corrects themselves and seems to have gained confidence. Pupil A seems ot recognise their own error.
Episode 5	Pupil C asks for reassurance from teacher to check answer. Feedback is in the form of "a	Pupil C is more confident to move on to the further questions.

	gift" and is short in giving appraisal for the pupil's correct answer.	
Episode 6	Feedback is given as a response to Pupil D's explanation of "Why is it important to use a range of methods?". Feedback is used in order to expand on the learners response and deepen an understanding.	Pupil D expanded on ideas as a result of teacher feedback demonstrating a deepened thought process.
Episode 7	Feedback is again given to deepen a pupil's thought process. Pupil E gives an answer to "Do I write 5 here?", feedback is given in the form of "Why?" to provide an explanation.	Pupil E initially struggles to give an explanation to the question.
Episode 8	Teacher works with Pupil A to support learning, feedback is given in order to ensure understanding.	Pupil A demonstrates a lack of confidence and self-esteem in response to mathematics.
Episode 9	Teacher provides feedback as a result of pupils' approaching. Feedback is in the form of dialogue as both teacher and pupil discuss the thought process.	Learner is able to independently, without prompt make adjustments to answers as a result of verbally discussing the method and approach of working out the answer.
Episode 10	Pupil A shows error in working out multiplication sums, teacher asks for 6×4 , pupil responds incorrectly. Teacher asks the learner to try again.	Pupil A goes back to incorrect answer to correct themselves, however demonstrates a clear lack of understanding.
Episode 11	Feedback given as a whole class, teacher comments on the whole class census and understanding.	Pupil's do not respond.
Episode 12	Pupil A is struggling, when asked by researcher "Do you know what you need to do?".	Pupil A responds, "I'm waiting for sir". Teacher is preoccupied by helping other learners in the class.
Episode 13	Pupil E who is struggling with the mathematic skill asks for support. Teacher verbally discusses the process of workings out, and gives the pupil several tools such as using hands and fingers to add and a multiplication grid to support.	Pupil E returns to the tools, previously provided by the teacher, to work out next questions. Evident that there is a gained confidence as a result of teacher feedback.
Evidence from children's writing in lesson	<i>Look at children's writing produced in lesson and note how they respond to verbal and written feedback.</i> Pupil's stated that in Mathematics, they typically learn as a whole class. Then after the lesson, the teacher will mark the work.	

	When asked, Pupil F stated that they prefer to learn as a whole class as it lets them go further on in terms of questions. Pupil F indicated that small group limits their progression.
Additional Observation Notes	As the class is mixed 5 and 6, the two age groups have separate work to complete. In the main body of the lesson, year 5's were set off to work independently whilst the teacher introduced a more challenging concept to the year 6's. Teacher invites those who do not feel as confident in the skill to sit in an area in the classroom for extra support.

Semi-Structured Observation Schedule – Focus Group

Counted Written Feedback ///	Counted Verbal Feedback ////////
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LESSON OBSERVATION		
Year Group: Year 5 and 6	Number of learners: 28	
Lesson Context (Subject)	Welsh Week Carousel - Welsh Artist – Artwork Welsh Legend – ICT Presentation Famous Welsh Person – Written Report Welsh Landmark – Infographic Poster	
	Teacher's Input and Interaction	Student Response
	Focus observation on how/when the teacher provides feedback	Focus on how the student responds to feedback.
Episode 1	The teacher gave positive feedback to praise learner A's efforts and work in the art activity.	Learners gained a sense of confidence as a result of the teacher's positive feedback.
Episode 2	Teacher read through Pupil A's report to provide feedback, this feedback was in the form of a dialogue between pupil and teacher to identify areas for improvement.	Learner then independently edited work.
Episode 3	Teacher was shown ICT Presentation by individual and then responded, "Excellent start, but what haven't you included?"	Learner then had to think deeper about the success criteria and independently identify the information that had not included.
Episode 4	Teacher read through individual's written work and in green pen, wrote down areas for improvement to develop their writing skills.	Learner referred to the written comments in order to improve on their writing. Learner had to ask for explanation for some of the comments such as "Include an Alan Peat sentence", "Use paragraphs to organise your work" "Use a subheading"
Episode 5	Teacher gave feedback on artwork, "Can you include some shading to show the reflection in the water?"	Learner initially seemed reluctant to make changes to artwork, but once the teacher explained the impact it could have was more willingly to attempt shading.

Episode 6	Learner was given feedback based on spelling mistakes in report, Teacher to learner "Check your spellings in the first paragraph".	Learner initially struggled to identify the spelling errors, so then had to ask for specific examples.
Episode 7	Teacher praised learner for infographic poster	Learner seemed pleased by the positive feedback from teacher
Episode 8	Teacher gave feedback to learner on how to improve structure of report, -Use of punctuations -Include paragraphs	Learner redrafted report to include the suggestions
Episode 9	Teacher gave positive feedback to celebrate learner's work on report.	Learner seemed happy to receive positive feedback.
Episode 10	Teacher gave feedback on how the learner could add to the infographic poster.	Learner then went and added additional features to the poster.
Episode 11	Teacher sat with learner who had not engaged with the task due to an a lack of understanding. Teacher reexplained the task.	Unfortunately as it was at the end of the lesson, the learner was unable to make any progression within that lesson with the gained understanding of the task.
Evidence from children's writing in lesson	<i>Look at children's writing produced in lesson and note how they respond to verbal and written feedback.</i>	
Additional Observation Notes	Due to unforeseen circumstances, the teacher was left without the additional teaching staff so was not able to deliver the lesson as initially planned. Where the teacher would usually support the focus group in a 'bubble' the teacher was unable to due to the low staff to pupil ratio.	

Appendix 8 – Conclusion

Learner Response	Do you have more feedback in focus groups, or in whole class teaching?
A	When we are learning as a whole class there is usually a big queue of people by Miss X's desk waiting to get feedback or like help so you can just spend more time waiting instead of just learning.
B	In focus groups the teacher will be at focusing with the group in the bubble so you get to project what you want to say and then you also get more feedback because Miss has more time to spend with only say like 10 of you who are in that group.
C	In focus groups because you can discuss it and Miss can just help you there and then if you are stuck, rather than having to wait, like (Learner A) said about queuing at the desk.
D	In Mathematics it is better to work in a focus group because Miss explains it better so you can understand it more.
E	Focus groups

Appendix 9

Student Interview

IMPORTANT – Begin the interview with outlining the purpose of the research study and the interview. Reminder: Can withdraw at any given time, without having to give an explanation. Also should begin the interview with social talk in order to create a relaxed interactional space.

Are you aware of what the term “Feedback” means?

What types of feedback does your teacher give you?

What about what your teacher writes in your book? Does she write any feedback on your work there?

Learners to pick a piece of work that they are most proud of from the three books (Topic, Literacy and Numeracy) – Learners to identify

1. Did you complete it as a whole class or in focus groups?
2. What feedback did you have?
3. How did this help you?

Does your teacher organise you into focus groups?

How many are in these groups?

Do you think you receive more feedback in focus groups?

Why?

Do you learn more in whole class teaching or in focus groups?

Appendix 10

C - Does focus group style learning affect the quantity and quality of feedback?

1. What year group are you in?

- ☐ Year 5
- ☐ Year 6

2. How often does your teacher organise you into small groups to learn?

- ☐ Every lesson
- ☐ One lesson per day
- ☐ More than one lesson per day
- ☐ One lesson a week
- ☐ Never

3. Question

	Yes	No
Do you prefer to learn in small groups, rather than as a whole class?	☐	☐
Do you concentrate better in small groups, rather than as a whole class?	☐	☐
Do you think that you learn more in small groups, rather than as a whole class?	☐	☐

4. Please give a reason for WHY you prefer either small group teaching, or whole class teaching?

Enter your answer

5. How often do you receive feedback on your learning?

- ☐ Not at all
- ☐ One lesson a day
- ☐ More than one lesson a day
- ☐ Every lesson

6. How helpful do you find the feedback you receive in small group teaching?



7. How helpful do you find the feedback you receive in whole class teaching?



8. Do you receive more feedback from your teacher in small groups, or in whole classing learning?

☐ Small groups

☐ Whole class

Submit

Appendix 11

T - Does focus group style learning affect the quantity and quality of feedback?

1. Please indicate the KS2 class that you teach.

- ☐ Year 3
- ☐ Year 3&4
- ☐ Year 4
- ☐ Year 5
- ☐ Year 5&6
- ☐ Year 6

2. How many lessons are taught per day?

☐ 3

☐ 4

☐ 5

☐ 6

☐

Other

3. Of these lessons, how many lessons are organised as focus tasks?

☐ 0%

☐ 0 - 25 %

☐ 26 - 49%

☐ 50%

☐ 51 - 75 %

☐ 76 - 99 %

☐ 100%

4. If you do not teach in focus groups, please indicate a reason why. (For example - No TA in the class)

Enter your answer

5. If you do teach in focus groups, what areas of learning are typically taught in this style?

- ☐ Language, Literacy and Community
- ☐ Humanities
- ☐ Mathematics
- ☐ Expressive Arts
- ☐ Science and Technology
- ☐ Health and Well-Being

6. Is there any particular reason why you teach the chosen subject (s) in focus groups?

- ☐ Yes
- ☐ No
- ☐ Not sure

7. If answered yes, please indicate a reason why.

Enter your answer

8. Do you agree with the below statement?

Strongly Agree

Agree

Neutral

Disagree

Strongly disagree

"There are more opportunities for communication between teacher and pupils and between pupil and pupil in focus group learning than in larger class sizes"

☐☐☐☐☐

9. On average, how many learners receive immediate feedback in a whole class lesson?

- ☐ 0% -25%
- ☐ 26% - 49%
- ☐ 50%
- ☐ 51% - 75%
- ☐ 76% - 99%
- ☐ 100%
- ☐ I don't know

10. On average, how many learners receive immediate feedback in a focus group lesson?

- ☐ 0% - 25%
- ☐ 26% - 49%
- ☐ 50%
- ☐ 51% - 75%
- ☐ 76% - 99%
- ☐ 100%
- ☐ I don't know

11. How would you rate the quality of feedback that learners typically receive in a whole class teaching situation? (1 – Poor, 5 – Average, 10 – Excellent)

0	1	2	3	4	5	6	7	8	9	10
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Poor

Excellent

12. What is the primary reason for your score?

Enter your answer

13. How would you rate the quality of feedback that learners typically receive in a focus group teaching situation? (1 – Poor, 5 – Average, 10 – Excellent)

0	1	2	3	4	5	6	7	8	9	10
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Poor

Excellent

14. What is the primary reason for your score?

Enter your answer

15. What style of teaching do you think maximises the learning experience?

- ☐ Whole class teaching
- ☐ Focus group teaching

16. Please explain your choice.

Enter your answer

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Appendix 12

Appendix A – Transcript of Group 1 (Yr 5) Interview

Learner Response	How do you prefer to learn, in focus groups or as a whole class?
A	As a whole class
B	As a whole class
C	Whole class
D	Hmm
E	Whole class

Learner Response	Do you have more feedback in focus groups, or in whole class teaching?
A	We have more feedback in focus groups. So the other day we were doing this work..I can't remember what it was, but sir picked out X's book and my book and compared them and gave us like feedback. Neve works really hard and focusing all the time and I get distracted really easily and then basically what we did was, we looked at all the feedback.
B	It can sometimes get shown though in small groups too, it just depends what we are doing.
C	I personally think that sir has more opportunity to give feedback in whole class because he can just say to everyone at once, instead of going round of keep saying the same thing.
D	I think in small groups it can be a bit chaotic because sir is trying to see every group and it all gets a bit crazy.
E	Whole class. (In reply to Learner D) Yeah its like being in a zoo!

Learner Response	So when you work in small groups, how does sir organise the class?
A	Yeah there is basically all sorts of activities in the class going on at the same time so you can learn lots of different things.
B	So we basically just have say like 5 different activities and then we swap throughout the day so everyone has a chance to do the 5 different things. And then Sir will walk around the class to check everyone's work.
C	In Math, sometimes sir will either work with the year 5s or the year 6s altogether while the rest of the class, so say the year 5's are with Sir, then the year 6's will do missions.
D	(Agreed with learner B's response)
E	Yeahh. (In reply to learner A).

Learner Response	Can you choose a piece of work that you are most proud of. 1. Was this in focus groups or whole class? 2. What feedback did you receive?
A	Topic Book – I had to create an species of animal that is well-adapted to the environment. We did this as a whole class and X didn't stop laughing at my drawing because I am so bad at drawing. But sir thought I made a good effort but wants me to think of 2 more features that make it well-adapted.
B	Literacy Book - As a whole class we had to write a non-chronological report on an animal of our choice so I obviously choose the panda because it is incredibly cute! Sir had written in my book that I need to include an Alan Peat sentence, what even is that? And that I also need to add more to the habitat paragraph but he did say that I made "An excellent start".
C	I don't really know what to pick.
D	Mathematics Book - it is the same lesson as E actually. I enjoy mathematics because I like working out weird sums, I green pen marked my answers and got 2 wrong but I know why now.
E	Mathematics Book - I really enjoy math because it just challenges me. The work was done as a whole class, and we marked during the lesson in green pen and I got every single question right.

Learner Response	Do you prefer to receive feedback after the lesson in yours book or during the lesson?
A	After the lesson because there is some people, not saying anyone here, but the year 6's for example who like show off by getting all the answers right. Then everyone else just feels really bad.
B	After the lesson because its quicker otherwise it just takes up time in the lesson.
C	If there is someone waiting, its just really annoying so yeah..
D	After the lesson, because there when there is like 7 people waiting at the desk Sir just tells us to go sit down so we don't get any feedback at all.
E	Yeah X always jumps up and just shouts out the answer so no one else really gets a chance.

Appendix B – Transcript of Group 2 (Yr 6) Interview

The transcript has excluded all hesitations and false start repetitions. Any everyday comments that were not relevant have also been excluded from the transcript.

Learner Response	How do you prefer to learn, in focus groups of as a whole class?
A	In small groups because you get to sit by new people who help you learn more by learning how they work and yeah...you like talk about a problem to work it out . You also have like more of a one-to-one with the teacher
B	Yeah I agree with (Learner A) because when you sit in a group you feel like you get a bit more feedback from the actual table . When you are in a whole class no one can really interrupt you. In focus groups you can get on to the next thing more quickly , but if you have the whole class on one piece of work then the people who are done can't move on.
C	Yeahh (In response to Learner B) and it just gets too noisy in a whole class so you can't really concentrate . You also get more chance to learn because you can like talk to the teacher about something you don't really get . In focus groups, we also have the rest of the class who work independently on like missions.
D	So say now you're in a whole class it would be harder because the people who are ready to learn but then there are also some people who are finishing off work and you are just waiting for them people to finish .
E	Yeah and like in whole class people just mess around and you don't really get any work done because you are trying to concentrate and listen but you can't really. Small groups also help you learn more because Miss has less people to help .

Learner Response	Do you have more feedback in focus groups, or in whole class teaching?
A	When we are learning as a whole class there is usually a big queue of people by Miss X's desk waiting to get feedback or like help so you can just spend more time waiting instead of just learning.
B	In focus groups the teacher will be at focusing with the group in the bubble so you get to project what you want to say and then you also get more feedback because Miss has more time to spend with only say like 10 of you who are in that group.
C	In focus groups because you can discuss it and Miss can just help you there and then if you are stuck, rather than having to wait, like (Learner A) said about queuing at the desk.
D	In Mathematics it is better to work in a focus group because Miss explains it better so you can understand it more.
E	Focus groups

Learner Response	Can you choose a piece of work that you are most proud of. 1. Was this in focus groups or whole class? 2. What feedback did you receive?
A	Mathematics Book – I choose the work we did on using long multiplication. I already knew that I had understood how to use the grid method because Miss marked them as I was doing them. So this was helpful because it boosted my confidence to keep going.
B	Topic Book – This piece of work was last year about Japan and we were working in different groups as a carousel, we worked with Miss and did an almost creative mission I think it was and we had to use like different paper to project it creatively. The feedback I had was “What a fascinating and interesting piece of work, superb presentation and content”. I think that’s good feedback because if you get positive comments it boosts your confidence.
C	Literacy Book – I wrote a recount of my Christmas holidays. I think we worked in small groups so Miss just read my work after I did each paragraph. The comment says..What? I can’t even read that.. You have ... I don’t even know.
D	Topic – I choose the work we did on making a key to identify different animals. We did this in small groups and you put “Excellent understanding of identification keys, can you have a go using an iPad to make one on animals in the jungle”. This is good feedback because I can do in independently now when I do an ICT mission.
E	Mathematics Book – We had to order and compare 6 digit numbers and we did that in our Math’s groups. Miss marked them whilst I was doing it so she wrote “Well done Ben, excellent engagement with todays task”. I find it helpful because..um..

