

Appendices 1

Lesson study 1 interview

Interviewer: So boys how do you feel about the lesson we did this morning went? Where we did our work and I asked the other student to tell us a good and a bad thing about the work...

Student 1: Excellent.

Interviewer: Did it help you do better work next time?

Student 1: Yes. because I did the ears andd I did the drippys.

Interviewer: So how did Student 2 help you do that?

Student 2: I did them on my picture.

Student 1: And then I did them on mine.

Interviewer: Ok so when they looked at your work do you think you did better or worse when they gave you advice?

Student 2: Better.

Interviewer: Why do you think your work before we showed you the first picture of the butterfly and you drew your last picture got better?

Student 1: Because in the last one we had the picture to use, and in the first one we didn't have the picture.

Interviewer: Did you just use the picture?

Student 1: Because they told me about the other things that I didn't see.

Interviewer: Which bits did you miss out then?

Student 1: I missed the ears and I missed the drips.

Interviewer: Perfect.

Interviewer: You know what we did today guys? When I was asking what could make this one better what other lessons could I do that in?

Student 1: A painting lesson.

Student 2: A pen lesson.

Interviewer: How would it help?

Student 2: Because it would be better.

Interviewer: Who could help you if you were doing a writing lesson, to write the words better?

Student 2: ####, she's the best writer.

Interviewer: So one of the other children?

Student 1: You friend.

Interviewer: Perfect, your friend, how would they know what to do?

Student 2: They probably practice at home, they can do letters some people cant do.

Lesson study 1 Interview 2

Interviewer: When we finished our first picture, how do you think, or do you think when the other children told you what was good or bad about yours, did it make your next picture better? And if it was, why was it better?

Student 3: Because (Long pause)

Interviewer: Why do you think it would make yours better when they said what was good or bad about it?

Student 3: Because they told me what was right so I could do it next time

Interviewer: Student 4 what about you? Do you think when the other children said what was good or bad about your picture did it make it better or worse?

Student 4: Worse because I didn't do it right, umm it made it worse for me, it made me a bit upset.

Interviewer: So, what did you do better Student 3 when I showed everyone your work, what did you do differently?

Student 3: I did the drips on the wings because they said the picture we copied had drips on the bottom of the wings and I didn't have them.

Student 4: Nothing.

Interviewer: What do you think was different from your first picture to your last picture?

Student 3: I had the drips after and I didn't have them before and I had the antenna pointing outward but they were in on the photo.

Interviewer: Was there anything else? Did we see the picture before we drew our first picture?

Both: YES

Interviewer: No I don't think we did, we got it out after the first picture we drew of our butterflies.

Interviewer: What colours did you draw your butterflies?

Student 3: Pink and orange and green

Student 4: I drew mine rainbow style

Interviewer: What about your last picture?

Student 4: We drew it the proper colours.

Student 3: Yes I drew mine black and blue.

Interviewer: Brilliant girls, what we just did in that lesson was something called peer assessment where the other children in the class help improve your work. We just did it in an art lesson where we drew, could you think of any other lessons you could do it in?

Student 3: Dance lessons!

Student 4: Yeah that would work really well

Student 3: I can teach the dance lessons because I'm a really good dancer. And tell people how to get better.

Interviewer: Any other lessons?

Both: Nope

Appendices 2

Lesson study Interview 2

Interviewer: How do you feel the help of the other pupils made your picture better?

Student 1: My friend told me what I needed to do, he told me to put some blue on my picture so I did that. I added more grey on to my work as well so it looked more like a butterfly. On my last picture I made sure there were not too many lines filling the body, making less stripes.

Prompt for next student to answer

Student 2: On my first picture everyone told me I did the wrong colours and other stuff. The second time I drew the butterfly with the right colours. The third time I changed the wings and I also changed the lines on the body for a little bit less. My friends told me.

Student 3: I thought it was very helpful because they could tell me how to improve my work. Like, they told me what I can change to make it very good. My friend told me to change the shape of the wings.

Interviewer: What did you do better after other pupils looked at your work?

Student 1: Yes it was way better

Student 2: yes

Student 3: It got a lot closer to the last butterfly, they told me what I needed to change, like the wings.

Interviewer: What other types lessons could we peer assess in? How?

Student 1: Writing, when I was on blue group my friend asked me how to spell something and I told him how to spell it.

Student 2: Maths, sometimes I can't do an answer and I keep trying and getting it wrong, if I ask a friend she can give me clues to get the right answer.

Student 3: I can't think of any

Interviewer: Why do you think your first and last picture was different?

Student 1: On my first one I didn't do any blue then on the second one there was more blue

Interviewer: why do you think this?

Student 1: my friend said to change it.

Student 2: On the last picture I forgot what to change, my friends told me and reminded me what I had to do.

Student 3: The first picture was drawn really bad and the last was drawn really good. The first time we drew anything and the last time we knew what we had to draw because someone told me what to draw and I seen the picture

Interviewer: Why do you think we helped you with questions?

Student 1: to make sure we were talking about the right stuff

Student 2: same

Student 3: You helped us say what parts of the butterfly we could change

Appendices 3

Black writing: observation from Lesson study 1

Red writing: observation from Lesson study 2

Awareness – (Of discomfort, or action/experience)

Beginning of the experience

Students are extremely relaxed and enjoying their drawing. Students have a number of colours to choose from, students have used their imagination throughout the first drawing as there is no expectations.

Students excited to be brought out of class to do a different task. After settling enjoy drawing and colouring in a butterfly when there's no expectation on them. Asked questions about the task just to clarify.

Describe the situation (Include salient feelings, thoughts, events or features)

Four students. Classroom is empty and students are given free reign in where they sit and what they use. Positive environment as all of the students are engaged and enjoying the lesson. Students were enthusiastic to give feedback on their partners work the first time. Two of the students had a positive reaction when they were told what they need to improve on. One student struggled to stay engaged and it seemed they had no intentions of listening to their peers.

Eight students (more than in previous school, and in a much smaller room) Children choosing a variety of colours. Children silent through the first phase of the task, making the odd remark. But not having conversations. Second drawing, pupils more chatty, appear to be happy to be taking part in task. They are looking at their work compared to the others, as they should all have the same picture at the end of it.

Third drawing,

Analyse feeling and knowledge (Identify and challenge assumptions – imagine and explore alternatives)

Clear representation of what the students need to do. This is shown within the lesson as they have all engaged in answering questions and talking about the different requirements within the butterfly. This is evident that peer assessment has been implemented and used effectively. Students have been open minded when receiving their feedback. Students have accepted the challenge and

taken the task seriously. The more the lesson went on the less the children spoke, as their concentration levels increased throughout.

All children understood the initial task, with few questions “how big?” “how much time?” First drawings all resembled butterflies. During first assessment, pupils didn’t mind saying what they thought. Children more chatty, less imagination used to found the task easier. Second assessment pupils needed more probing as it was finer details that were being looked at. Third drawing were more chatty again.

Relevance of knowledge (Does it help to explain /resolve the problem? How was your use of knowledge)

Peer assessment has been implemented and students can see the expectations in contrast to their live drawing. Both students have given pro’s and cons within the lesson, this is clear throughout the reflection times as all of the students have reflected on each others work, promoting peer assessment. Their knowledge and expectations increased throughout the lesson. One student struggled but managed to gain knowledge and it was shown in her drawings that she did take the feedback on board.

After the initial drawing pupils with the help of the teacher were able to give feedback to each other. All children involved with the feedback. After trying to copy the picture, the pupils need to be given more probing questions to look into more detail what is in the picture. The peer assessment helped the children who claimed not to be good at drawing, as the other children helped them identify what was needed.

Identify learning (Which has occurred?)

Through the drawings it is clear that students have identified what they have done well and what they need to change to make the drawing better. Learning and understanding is shown which has allowed them to draw the butterfly clearer. The students have clearly taken on board what they need to add to their drawing and have then delivered this in the next drawing. Images clearly show learning and the positive result of peer assessment.

Children were able to set out a success criteria based on the peer assessment without much probing from teacher. Through the peer assessment they were able to identify what their individual work needed to have added or taken away. When assessing the other pupils work they are re-enforcing what a good one looks like.

Appendices 4

Lesson study 1

Participant 1



Participant 2



Participant 3



Appendices 5

Participant 1



Participant 2



Participant 3



Appendices 6

Reflective model notes Lesson Study 1

Lesson study 1 Reflective model

Description

- The three participants were all inclusive in the lesson. They all enjoyed drawing the butterfly.
- All of the students completed the three drawings of a butterfly, with one of the three losing out on time.

Feeling

- Two of the three students had a positive experience. This was shown in their engagement of the lesson and was clear to see that peer assessment was effective because their drawings were well drawn.
- One participant struggled to sit still and listen to their peers opinions of her work. This could be because there was someone watching or because the students simply didn't want to listen. She stated that it made her upset, something we need to overcome in the second Lesson study.

Evaluation and Conclusion

- Peer assessment was conducted and successfully used throughout the lesson. All students engaged in questions and answers regarding eachothers work.
- They all listened to eachother the first time. The students learnt and knew their friends helped them with their work, suggesting peer assessment was effective.

Action

- Change the size of the class so students don't feel like they are being watched by the observer
- Change the plenaries so the teacher makes sure the students give 2 compliments and an improvement to keep students confidence high.

Reflective model notes Lesson Study 2

Lesson Study 2 Reflection

Description

Lesson ran smoothly and all students completed three pictures with colours. All of the students engaged in answering questions and giving advice to meet as much of the success criteria as possible throughout. All of the students left the experience happy as they all asked to take their butterflies home.

Feeling

- All of the students were in a positive frame of mind throughout the whole lesson, they were excited to help their peers and the environment was extremely beneficial to implementing peer assessment.
- I felt the fact there were more students in the lesson had a positive impact on the delivery of the lesson as it was clear to see students were more comfortable with their surroundings.

Evaluation and conclusion

- Peer assessment was used effectively throughout the lesson. The interviews solidified the impact it had as the students also recognised the difference in their work because of their peers advice.
- The students also recognise this could be used in different lessons which is what Donaldson (2015) aims to achieve.

Action

- If I was to do this lesson again I would make sure only the students who are delivering the peer assessment can see the success criteria. This will focus the lesson on peer assessment without a hint of self assessment involved. Another observation method could have been beneficial to compare the results gathered.

Appendices 7

Information sheet



PG2 / E1 FORM

INFORMATION SHEET

PROJECT TITLE: How effective is peer assessment as a form of assessment for learning within the foundation phase?

Dear Parent / Guardian,

My name is Elliot Blanche and I am studying for a PGCE qualification at Yr Athrofa, University of Wales Trinity Saint David. I am currently a student teacher **within the school** and am teaching in your child's class.

I would like to invite your child to participate in my research project. The title of the project is an investigation into the use of peer assessment in the foundation phase. Can it be used effectively as a form of AFL? and I aim to research how well children in the foundation phase **are able to** interact with peer assessment. Through your child's participation, I hope to ascertain if a framework/basic guidelines need to be developed to help pupils in the foundation phase or should it only start when children enter key stage two.

The participants will be observed in a lesson where they will undertake peer assessment. The researchers will use a scale to determine how well they understand and interact with the lesson. When the lesson has finished the children will then be recorded in an interview where we will ask them questions about how they thought the lesson went and how it made them feel. Both researchers will write reflective assessments of the lesson which will be used to assess the children's interaction.

All names will be kept strictly confidential and will only be known by myself and my research partner. Your child's participation in this study is completely voluntary so you or your child can withdraw from the study at any stage. Your child will also be asked to give their assent before the beginning of the study.

After careful and precise analysis of the data obtained from the lesson observation and group interview, I would be happy to provide you with a copy of the findings at your request. The results of the research will be discussed in a university assignment that will contribute to my PGCE course. The results of this study will be stored on my personal laptop and all raw data will be destroyed once the assessment has been marked.

INFORMATION SHEET

PROJECT TITLE: How effective is peer assessment as a form of assessment for learning within the foundation phase?

Please Tick the box if you agree:

- I know that I will be observed in the lesson. ☐
- I know the teacher will be looking at how I work with my friends. ☐
- I know that I will have an interview about the lesson. ☐
- I know I will get asked questions about the work. ☐
- I know I don't have to answer the questions if I don't want to. ☐
- I know that my answers to the questions will be used in the future. ☐
- I know I am one of three students who will be focused upon. ☐

Child's name _____ Child Signature _____ Date _____

When completed, please give back to the teacher as soon as you finish.

Thank you.

CONSENT FORM

PROJECT TITLE: How effective is peer assessment as a form of assessment for learning within the foundation phase?

Name of Researcher: Thomas Pearce & Elliot Blanche

Please initial box

1. I confirm that I have read and understand the information sheet dated 10/01/20 for the above study. ☐
2. I understand that my child's participation is voluntary and that I am free to withdraw my child from the study at any time, without giving any reason. ☐
3. I understand that my child can choose to withdraw at any time, without giving a reason. ☐
4. I understand that the information given by my child will be used in a university assignment. ☐
5. I understand that my child's name will not appear at any time. ☐
6. I agree for my child to take part in the above study. ☐

Child's name _____ Parent signature _____ Date _____

When completed, please return in the envelope provided by the 17th of January.