

Appendices ECAD7004

Appendix A:

CONSENT FORM (PARENTS)

PROJECT TITLE: What are the perceptions of Year 4 children and their parents on the use of Class Charts as a rewards system?

Name of Researcher: Miss Beynon

Please initial box

1. I confirm that I have read and understand the information sheet dated 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 to Miss Beynon by the 5th of April.

Thank you for your participation.

Appendix B:

INFORMATION SHEET

PROJECT TITLE: What are the perceptions of Year 4 children and their parents on the use of Class Charts as a rewards system?

Dear Parent / Guardian,

My name is Miss Beynon, and I am studying for a PGCE qualification at Yr Athrofa, University of Wales Trinity Saint David. I am currently a student teacher within [REDACTED] and I 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 "What are the perceptions of Year 4 children and their parents on the use of Class Charts as a rewards system?" and I aim to find out what yourself and your child thinks of the use of Class Charts during their lessons and whether this has a positive impact on learner motivation.

To conduct the research project, I aim to use three research methods to gather my findings. The first method will be a semi-structured group interview where 6 children from the class will be selected using a random sampling method. Children who do not have parental consent forms signed, will not be included in the draw. I also plan to carry out a non-participation observation of the same 6 learners, whereby I will watch for their responses and reactions to class charts being used within a lesson, without directly engaging with them. This will last 30-40 minutes. Finally, I would like to send home a paper questionnaire for yourself, to ask for your thoughts and opinions on the use of class charts as a parent/guardian of child in the class. Please feel free to decline participation if you wish to do so.

All names will be kept strictly confidential (only every referring to children as 'Child A' for example) 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 a secure digital platform with multifactor authentication needed for access, and all raw data will be destroyed once the assessment has been marked.

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

Yours sincerely,

Aimee Beynon

Appendix C:

Semi-structured interview questions

Involved participants:

Child A, Child B, Child C, Child D, Child E and Child F.

1. How do you feel about the Class Charts system we use in class?

Child A – I like it, it's fun to try and earn positives.

Child B – when I know my teacher has class charts open on the computer I try extra hard with my work to get positives on my account.

Child C – I don't know, I don't get that many good points.

Child D – *no response*.

Child E – I feel excited when I see how many positives I have compared to my friends.

Child F – Me and some of my friends play a game to see how many negatives we can get.

2. Can you share a story or experience about a time when you earned points or rewards on Class Charts?

Child A – Once I did 3 pages of writing in my book and I tried really hard to make sure it looked nice with full stops and capital letters in the right places. I got 2 house points for that, and I was really happy.

Child B – When we were looking at the Arctic as our topic we made a database with arctic animals on it with facts about the animals. I got 5 house points because I put in 26 animals and I got to show the other teachers in year 4. They all gave me house points!

Child C – Last week Sir gave me a positive point for helping my friend with his shoelaces. He doesn't know how to do it yet so I showed him.

Child D – I got a house point for looking after Dewi the Dragon (class teddy) all weekend and bringing him back on time on Monday. I took him to the beach and to my nan's house and showed the class what we did all weekend with pictures.

Child E – I always try to be like ambitious Anwen when I am doing my work and sometimes, I get house points for it.

Child F – I can't remember but yesterday I did a drawing of a farm and I got my first positive point in ages.

3. What do you like most about how rewards are given out in our classroom?

Child A – I like how sometimes you hear the sound for a positive point and it makes everyone try harder.

Child B – Sometimes my teacher doesn't have time to put the points on during class time and he puts them on after home time. Then mums phone gets a message, and she sometimes takes me to McDonalds!

Child C – It happens all the time so there's lots of chances to get them.

Child D – You get to have hot chocolate with the head teacher at the end of the week if you have had the most house points!

Child E – I like the sound it makes too.

Child F – I like it when I get a point but I think the same kids always get the most points and it makes me annoyed.

4. Are there any things about Class Charts that you find confusing or think could be better?

Child A – No I don't think so.

Child B – Sometimes I don't get why I don't get a point every time I do something good in school.

Child C – I don't think so either.

Child D – Me neither.

Child E – *No response*

Child F – Sometimes I get confused because if one of my friends gets into trouble they get a negative point and then I get one too even though I didn't do anything.

5. How do you think we could make the Class Charts system even more fun or fair for everyone in our class?

Child A – We could have games to win them in golden time on Fridays!

Child B – Maybe everyone should get at least 1 good point a day. That would make it fair.

Child C – Yeah! Give everyone points every day!

Child D – Ban negative points because they make people sad and angry.

Child E – We could limit how many one person can get in a day?

Child F – *No response*.

Appendix D:

Parent Questionnaire

“What are the perceptions of Year 4 children and their parents on the use of Class Charts as a rewards system?”

1. How do you feel Class Charts has affected your child's motivation and engagement in school activities?

2. Can you describe any changes you have observed in your child's attitude towards schoolwork since the implementation of Class Charts?

3. On a scale of 1 to 10, how effective do you believe Class Charts has been in motivating your child to perform well academically? **(1 being not effective at all, 10 being extremely effective)**

4. On a scale of 1 to 10, how do you feel about receiving updates on your phone when your child receives points? **(1 being very dissatisfied, 10 being very satisfied)**

5. What suggestions (if any) do you have for improving the Class Charts system to better support your child's motivation and learning experience?

Appendix E:

Live non-participant observation notes

Lesson observation begin: 9:20am

Introduction to the lesson carried out by class teacher.

Class teacher mentioned house points were up for grabs in the session.

Child C started smiling at this, looked at another child in the class excitedly.

Child A looked at **Child E** also seemingly excited / determined.

Child B looked up at class teacher, however remained unphased / did not seem to react in any way.

*Did not catch **Child D** and **Child F's** reaction to this.*

Activities and tasks begin.

Child A and **Child E** begin working quickly and quietly.

Child B also starts working quietly.

Child F raises hand to ask question about house points and what they need to do to get one. Once provided with the expectations, Child F nods and proceeds to open his book.

Child C hasn't yet got their book and is talking to another peer.

Child D seems upset and not engaged within the session so far.

First house point given to a child not included in the research project. Participants reactions as follows:

Child F looks across the room and waits to hear the positive house point sound. They look slightly disappointed.

Child A and **Child E** lift their heads at the sound of the positive point being put on the system but quickly get back to work.

Child B does not react at all, continues with task.

Child D also does not react, book still closed.

Child C heard the sound of the positive point and is now making an effort to engage with the task quickly.

***Child D** encouraged and prompted to get started with the activity by class teacher, reminded of house points for positive behaviour, presentation, legibility and effort engagement with tasks.*

Child D pays attention to this and slowly starts to open their book, however, still seems subdued or unphased by the possible reward.

*A couple of minutes later, **Child A** and **Child E** are still engaged well with the activity. Class teacher notices and comments on their determination and persistence to present a lovely piece of work and as a result awards them both a house point.*

Child E says 'YES! Thanks Sir!'

Child A says 'Yay! Can we earn more than one house point in this lesson?'.

Class teacher responds with 'yes', with both learners looking at each other extremely excited and started discussing the opportunity to have hot chocolate with the head teacher.

Child D seems irritated by this and says 'you might not have the most house points at the end of the week so you might not have hot chocolate with [REDACTED]'.

Child E replies 'if we try hard enough, we have a chance!'.

Child F is now engaging well with the task, talking to friends but still working well. I notice they often check to see when the class teacher is looking in their direction, proceeding to look like they are working really hard when the teacher is looking.

*Class teacher provided gentle reminder to **Child D** to begin working with the limited time left.*

Child D responds with 'I don't want to write, I'm tired and I want to go home'.

Class teacher provides further encouragement making sure to outline the choices the learner has.

Towards the end of the session **Child D** has not engaged with the task, they have left their seat and is arguing with another child in the class. **Child D** says something rude and unkind towards the other child. Class teacher de-escalates the situation and awards **Child D** with a negative point for extremely poor behaviour. **Child D** is quiet but still does not seem bothered. This suggests **Child D** does not feel motivated by the house points.

The other 5 participants watch on quietly, all proceeding to continue with activities for the final few minutes of the session.

*At the end of the session, class teacher awards **Child F** a house point for showing determination with their work and demonstrating good participation in conversation related to the task.*

Child F seems surprised but is clearly very happy with this showing a big smile on their face.

Child C is not awarded a house point, even though they have also worked hard on their presentation and has been quiet throughout the session. Whilst other house points are awarded, they seem disappointed.

Child A Seems happy but almost frustrated that they didn't manage to gain another house point.

Child D remains quiet and unengaged.

Child B asks the class teacher if they can have a house point because they completed their work. Class teacher says they will have a look at it during break time. **Child B** nods and seems content with this answer.

Lesson observation end: 10:00am