

## Examples of interview transcripts and coding

### Appendix 2 – Pupil interview transcripts

#### Pupil interview transcripts

Data has been colour coded into different themes for ease of analysis:

|  |                                                                              |
|--|------------------------------------------------------------------------------|
|  | Provides opportunities for independence and to take responsibility           |
|  | Peer and self-assessment help to identify next steps                         |
|  | Peer and self-assessment build friendship/trust between classmates.          |
|  | Pupils prefer to have friends mark their work than other classmates.         |
|  | Pupils prefer to have peers or themselves to mark work rather than teachers. |
|  | Pupils prefer the teacher to mark their work.                                |
|  | Definitions and examples of peer and self-assessment.                        |

#### Interview 1:

**Sample/group:** 4 pupils: Pupil A, B, C and D.

**Time taken for interview:** 8 minutes, 59 seconds.

**Interviewer:** *I have asked you to be here today with me as because I am doing some research for my teaching practice, and I would like to hear some of your views, thoughts, and ideas on some of the work that you do in class. So, I am going to be asking you a few questions, if there are any questions that you think are a bit difficult or you are not really sure about just let me know and I will try to reword them. Try to be as honest and open as you can, what you say won't be shared with your teachers. You can decide to not take part in the interview at any point, so if you do not want to answer any questions anymore or not take part you have the right to do that. You can tell me that that you do not want to take part anymore and you can go back to class or there is a card here which has a happy face on one side and a sad face on the other. If you decide to not take part anymore you can flip the card to show the sad face, there will be no negative consequences if you decide to do that. Okay, are you all happy and willing to take part?*

**All pupils:** Yes/yeah (nods of heads)

**Interviewer:** So, let's start with the first question. Do you ever mark your own work in class?

**All pupils:** Yeah/yes.

**Pupil A:** Like with spelling tests.

...Other pupils nod in agreement with Pupil A

**Pupil B:** Yeah, spelling tests and maths tests.

**Pupil C:** yeah, we mark maths work.

**Interviewer:** So, how would you mark the work? Can anybody give me any examples?

**Pupil A:** We get a green pen and miss gives us the answers.

**Pupil C:** Or we um we just work them out with our like fingers and if you get them wrong you write the correct answers.

**Pupil B:** Or miss puts them on the board.

**Pupil C:** Yeah.

**Interviewer:** What about you Pupil D, have you got anything you would like to add?

**Pupil D:** No, I can't think of anything else.

**Interviewer:** Okay, thank you for your answers. Do you think that marking your own work helps you to learn?

**All pupils:** Yeah.

**Pupil B:** It helps us become quite independent.

**Pupil C:** Yeah, it does. It helps you become independent and stuff.

**Pupil A:** And um, and if you get it wrong sometimes you have to like, if you get it wrong you know for next time.

**Interviewer:** Pupil D, have you got anything you would like to add?

**Pupil D:** Not really, it just makes us more independent.

**Interviewer:** Okay. Thank you for those answers. Do you prefer to mark your own work or when your teacher marks your work?

**Pupil D:** When the teacher marks work.

**Pupil A:** I'd rather mark my own work.

**Pupil C:** Yeah, I like to.... (Stops talking as another pupil joins in)...

**Pupil B:** So, in Maths I'd rather the teacher mark my work but in spelling I'd rather mark my own.

**Pupil D:** I'd rather the teacher mark both of them. So all of them.

**Interviewer:** Thankyou. Could you repeat what you said please pupil C?

**Pupil C:** I um, I love to mark my own because it helps us become more independent.

**Interviewer:** Great, thank you. Do you know what it means to peer assess?

**Pupil A:** Yes.

(Other pupils nod heads in agreement)

**Pupil A:** When somebody else, like your friend, helps you, um mark your work.

**Pupil B:** Yeah, so you mark your own work when you self-assess and give it over to them to peer assess.

**Pupil C:** Yeah.

**interviewer:** Okay, and pupil D have you got an answer or a different explanation?

**Pupil D:** Um, no. Just the same as what they said.

**Interviewer:** Okay. Can you think of any ways in which you mark your classmates work?

**Pupil A:** If they um, if they don't add it, you add a dot or a cross and if they get it right we check it to make sure its right and give it a tick.

**Pupil C:** If they get it wrong and they don't know, you can help like help them work it out or something.

**Pupil A:** It's really nice peer assessing other work because you can tell them what they need to do next time, and you can help them like to learn.

**Pupil B:** And I say it helps to build trust.

**Pupil A:** Yeah.

**Pupil B:** Which makes more friends.

**Pupil A:** Lots more friends because um, because if you start to trust somebody you start talking more and become friends.

**Interviewer:** Thank you for those answers, Pupil D have you got anything to add?

**Pupil D:** No.

**Interviewer:** Okay. Are we all okay to continue?

**All pupils:** Yes/ yeah, I'm okay.

(nods of heads)

**Interviewer:** Do you like marking your classmates work?

**Pupil C:** I do.

**Pupils A and B:** Yes.

**Pupil D:** No.

## Example of coding qualitative data from questionnaires

### 7.9 – Self-assessments effectiveness

9. Why do you think this?

6 Responses

| ID ↑ | Name      | Responses                                                                                                                                                                                                            |
|------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | anonymous | Learners can self-assess to gain an understanding of where they are but then they need to be taught how to rectify their mistakes independently. If they don't do this, self-assessment is pointless.                |
| 2    | anonymous | Students have consistent approached to AFL which allows all learners to be engaged and active in learning.                                                                                                           |
| 3    | anonymous | It gives pupils a clear understanding of their learning.                                                                                                                                                             |
| 4    | anonymous | This needs to be developed over time. Without the correct scaffolding in the early years for self assessment often it is just a wasted time. They need a clear SC to work towards when completing a self assessment. |
| 5    | anonymous | Often can help pupils understand their learning and how to improve. However, sometimes pupils see this as negative if they can improve learning.                                                                     |
| 6    | anonymous | It is tricky for some children to see their own mistakes and can effect their confidence.                                                                                                                            |

### Self-assessments

### Promotion of active learners

### More effective AfL strategies

### Self-assessment limits progress

## Examples of coding from group interview transcripts

### Appendix F: Pupils interview transcript from interview group 1.

**Yellow-** Pupils rely on teacher input and support.

**Green-** How often self-assessment is used.

#### Pupil interview transcript

Group one: Interviewer, Child 1, 2, 3 and 4.

**Interviewer:** So, the recording has started, we should be no longer than about 15 minutes, but obviously if you would like to leave at any time that is completely up to you, I won't be upset or annoyed with you, and you don't have to give me any reason, just flip your cards onto the sad face to let me know. Like I said, I would like you to be completely open and honest with your answers, I won't show or tell anyone about what you share here other than 'my teacher' that marks my work in university.

**Child 1:** Not even miss?

**Interviewer:** No not even miss, and I'd like you to all keep this discussion between us and have the respect to not share each other's answers with anyone, your friends or miss. Are we all still happy to proceed?

**All:** Yes/ Yes that is fine (Nod of the head)

**Interviewer:** Let's start then. So, do you know what it means to assess or mark your own work in class?

...Nod of heads from all pupils to suggest yes.

Yes? Can anybody give me an example maybe of what it means, what you do or maybe an example of how you assess your own work?

**Child 2:** Like when we do feed forwards or extra work, like if we missed a couple of questions we go back and check again.

**Interviewer:** Interesting, and what do you mean by that?

**Child 2:** Like we look back on our own work and make sure we've done everything.

**Interviewer:** Okay, and do you understand what to look for when assessing your work, what things to feed forward etc?

**Child 2:** Yes, miss will tell us what we should

**Child 4:** Sometimes like every week

**Child 1:** And normally if we get something we look back at certain questions.

**Child 1:** Every other day I check.

**Interviewer:** Okay, and does miss tell you w or after?

**Child 1:** I just check over when I am done before everyone else to make sure I have done everything right.

**Child 2:** Both.

**Child 4:** We did it yesterday with miss I think.

**Child 1:** Yeah, miss will tell us what to do. But say we have finished like look over our work.

**Interviewer:** Oh did you? Can you explain what you did yesterday please?

**Child 4:** Yeah, we were underlining full stops and capital letters in our work.

**All:** Oh, ye we did.

**Interviewer:** Interesting, do you think that improved your work or understanding at all?

**Child 3:** Yeah, we could see how many times we used them and if we needed to add more in between sentences.

**Interviewer:** Oh, there we go then, that's a form of self-assessment. Did you all complete this task?

**All:** Yeah, we all did.

**Interviewer:** Okay, so lastly, do you prefer assessing and marking your own work? Or when miss marks it for you?

**All:** Miss/ When miss does.

**Interviewer:** And is there any reason for this? Why do you feel this way?

**Child 1:** Because we might miss something in our work, so we won't know what to change.

**Child 4:** I quite enjoy checking my maths answers with the calculator.

**Interviewer:** Could you explain the process of that please?

**Child 4:** Yeah, when we do maths, we go over the questions to find the answers and mark with purple pen; And miss asks us to try and work the question out again.

**Interviewer:** Okay. And just to expand on that last question, do you learn more from miss marking or you?

**Child 3:** When miss marks because we know what we need to do.

**Child 4:** I don't really know, and I don't mind what we do because I don't really read back on what miss says.

**Interviewer:** Okay, well thank you so much everyone for taking part. I really appreciate it.

### Appendix G: Pupils interview transcript from

**Interviewer:** Oh okay, and is there any time you give yourself a feed forward, so you decide what needs to be improved rather than rely on miss to give you feedback?

**Child 3:** No, I don't. Miss always tells me.

**Child 1:** I do when I finish because I always finish first, so I have time.

**Interviewer:** Okay, and Child 3, you said no you don't give yourself feed forwards. Is there any reason for this?

**Child 3:** I just prefer when miss tells me because she can tell me if I have done something wrong.

**Interviewer:** Okay, so we're going to have a look through your books now and I want you to point out the forms of self-assessment you use for me please.

Children look through their maths and literacy books.

**Child 1:** Oh here miss gave me a feed forward and I had to look over my work to look over change my answers.

**Interviewer:** So that is an example of the feed forwards. Is there any other forms of self-assessment you can find?

**Child 2:** I can't really find any other than marking my maths.

**Child 4:** I have a lot of them in my maths book and in this part, I used different colour pens to show all the adjectives I used and full stop and stuff. (Shows punctuation, verbs, connectives, and adjectives used). We normally follow like a success criteria that miss makes here.

**Interviewer:** Oh, thanks for that example, that's useful, thank you.

**Child 3:** Yeah, mine are kind of the same, mostly in maths though.

**Interviewer:** Ah okay, interesting, thank you for those responses. Next, can you tell me why you think miss asks you to look over your work and assess it, and give yourselves these feed forwards?

in't want to.

re anything you maybe pick up on or learn from when you  
o you just write your work and that's it?

ork, but I do look over it and sometimes change it.

w often would you say you assess your own work? Do you do

**Group two: Interviewer, Child 1, 2, 3 and 4.**

**Interviewer:** So, the recording has started, we should be no longer than about 15 minutes, but obviously if you would like to leave at any time that is completely up to you, I won't be upset or annoyed with you, and you don't have to give me any reason, just flip your cards onto the sad face to let me know. Like I said, I want you to be completely open and honest with your answers, I won't show or tell anyone about what you share here other than 'my teacher' that marks my work in university.

**Child 1:** If we want to go, can we leave school?

**Interviewer:** No not to leave school, just back to the class. But it's important not to feel pressured to be here just because you would rather be missing lessons okay, as I explained, what you share today will be used in my research so if you would not like to participate you can leave whenever you would like. Do we all understand what we are doing and are happy to carry on?

**All:** Yeah.

**Interviewer:** Okay, so first, do you know what it means to assess your own work?

**Child 1+3+4:** Umm I don't know.

**Child 2:** When we mark our work at the end of a lesson.

**Interviewer:** Okay, thank you. Now what we'll do is have a look in your books and see if you can point out any form of self-assessment you've done? A process where you have marked your own work rather than only rely on miss.

...Pupils look over their workbooks.

**Child 2:** Here **ticked and changed my work with purple pen**.

**Child 3:** Oh yeah, **I do that too with maths**.

**Child 4:** ...Off topic...

**All pupils in agreement that purple pen is used to assess their own work**

**Child 1:** And I draw traffic light to show miss if I understand or not.

**Interviewer:** Okay, and do you know why you do that.

**Child 3:** Because we can show miss what we get and don't get.

**Interviewer:** Okay and do you think you benefit from that?

**Child 3:** Yeah, because miss helps me more after that if I put red.

**Interviewer:** Okay, and why do you think miss makes you assess your own work.

**Child 2:** **So, we know we're not stupid.**

**Interviewer:** Hmm okay, and what do you mean by that? Can you explain?

**Child 2:** Yeah, so when we would **mark our own work, we look at what we have done good or bad and we can see what we understand and don't.**

**Interviewer:** Oh nice, thank you for that answer. Does anyone else have an answer?

**Child 4:** Because miss might be tired of marking so many books.

**Interviewer:** Okay, and how often would you say you mark your own work?

**Child 1:** **literally like once a year**

**Child 3:** (Agree) Yeah, like **once a year.**

**Child 2:** No, we do it like every now and then. **Maybe every week.**

**Child 4:** ...Off topic...

**Interviewer:** Okay, so you don't feel like you do it very often?

**1, 3+4:** No, **we don't do it loads.**

**Child 2:** No, **I think we do it quite a lot.** I have loads of purple pen ticks.

**Child 2+4:** ... Off topic discussion...

**Interviewer:** Okay, lets focus on the questions for now please. Do you prefer marking your own work or when miss does it?

**Child 1+4:** When miss does it.

**Child 3:** My own work.

**Child 2:** Yeah, marking my own work.

**Interviewer:** Can you expand on this? Why is that your preference?

**Child 3:** Because if I do it, I can mark all of them right.

**All:** (Laugh)

**Child 1:** Yeah actually, we look good then so my own work.

**Interviewer:** Okay, well thank you very much for sharing your answers with me. Are you all still happy for me to use your answers in my work?

**All:** Yeah.

## Group Interview 2.

**Blue-** Can did definition.

**Green-** How often self-assessment is used.

**Purple-** Example of a self-assessment strategy used