1700425

Student Self Evaluation Form

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	**REFER**		**D**	**C**	**B**	**A**
	Outright fail	Unsatisfactory	Satisfactory	Good	Very good	Excellent
1. Subject Knowledge and Understanding **(which includes using research-informed literature and knowledge and understanding of the subject)**				√		
2. Intellectual Skills **(Analysis)**			√			
3. Pedagogic and Professional Applications **(Practical Application and Deployment)**				√		
4. Key Transferable Skills				√		

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	**PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP**
I think that my literature review was good.	I struggled with the different style of writing for this essay and I think in the future I need to focus more on the analytical side of things.

The Enquiring Teacher

‘How can we support and improve children’s identification of the next steps in their learning through the use of AfL strategies?’

Word count: 6471

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Aim, focus and purpose of the research

The issue that interested me was assessment for learning strategies and how they are used in schools. There are a variety of strategies available and it was interesting to see how they were used in a school setting and how the pupils responded to them and whether or not they had an impact on learning. I was aware that there were several strategies used within my research school and they differed from the Foundation Phase up to KS2. Throughout the school there is an emphasis on assessment for learning and getting it done and making sure that pupils are doing it. However, in Foundation Phase I noticed that pupils would get confused as to what they were filling in and would often ask what something meant. This struck me as a very interesting topic; do the pupils even know what they are doing and why they are doing it? Are there other strategies that pupils would prefer to use, do pupils find different strategies easier, harder, useful or not useful?

Research context

The school in which I am conducting my research is based in South Wales and has 471 pupils, 21.5% of those are receiving Free School Meals. 26.9% of pupils come under the category of School Action, 12.5% of those come under School Action Plus and 1.7% of the pupil cohort is statemented. In the school 4% of pupils have English as an additional language. 8.2% of the pupils in the school are from an ethnic background. The class in which I will be conducting my research is a Year 2 class with 32 pupils. The pupils have a range of abilities and skill levels. The classroom is open plan, with no doors. The pupils work in ability groups, which results in the class being split into three; the high ability, the medium ability and the low ability. The pupils stay in these groups for all tasks, either the focused task with the teacher, an activity with the LSA or when doing continuous provision independently.

I discussed the layout of the class and its structure with my partner in order to allow my partner to have a basic understanding of the school and classroom. This also enabled us to plan our research activity and what we would be looking at and focussing on.

Together our research question is; 'How can we support and improve children's identification of the next steps in their learning through the use of Assessment for Learning strategies?'.

For my class this means, looking at what assessment for learning (AfL) strategies are already in place and reflecting on how the pupils use them and what impact they have on their work and learning. It also assists me in considering what other AfL strategies could be used in a classroom setting and how to effectively use them during my research task.

Short overview of relevant literature

The Cambridge Assessment International Education (2014) defines Assessment for Learning as a method of teaching that creates feedback that will help pupils work and influence their educational performance. It is also a way of getting pupils to become involved in their education and the way in the which they learn. Black et al (1998) stated that with good formative assessment practice in place in schools, pupils will make great strides in improving their learning and their attainment levels will increase significantly. An important point made by Black et al (1998) is that AfL is a necessary part of education in the classroom as tests and grading make the classroom a competitive environment that compares pupils rather than sees them as individuals, where AfL is individualised and allows each pupil to gain feedback and support, that is for them and not the class as a whole.

The report by the Sutton Trust, What Makes Great Teaching, Coe et al (2014) states that things that make a great teacher include not only content knowledge, but the way in which it is taught, for example, questioning and the use of AfL. Another component that affects student outcomes is a teacher's beliefs, why they choose to use certain practices and what they want to get out of them. Teachers need a broad bank of questioning strategies which are open ended to allow pupils the opportunity to think about and improve their answers. Estyn (2017) place a high value on pupil responses during an inspection, the Supplementary guide: listening to learners on inspection, is a good place for teachers to start if they are unsure of how to begin introducing questioning in the classroom as an effective AfL technique.

The Sutton Trust are currently conducting a research project based on using formative assessment in the classroom to make decisions by the minute, hour and day about the next steps for pupils learning. However, this project is being carried out in secondary schools and not in primary schools so the results will not have a primary focus, but if the results turn out favourably when the report is published in the summer 2018 then perhaps more AfL practices will be used in primary schools.

Briggs et al (2009) conveys that in order for AfL to be successful then pupils need to be made aware of what the lesson objective is and what the teacher expects out of the work that will be produced in the lesson; success criteria. If pupils know and are aware of the lesson objective then when they are self-assessing they will know if they have achieved the lesson objective. However, Briggs et al (2009) also says that pupils in the foundation phase will know if they have achieved the lesson objective and will be able to say what they like, but will not be able to say why. In KS2, pupils will have a deeper understanding when it comes to self-assessment and be able to justify their opinions. Conversely, Briggs et al (2009) also states that most forms of self-assessment are rather heavily influenced by what a teacher says, marks given and if the answers are correct.

Even in Donaldson Successful Futures (2015), it talks about ambitious and capable learners, that not only have high standards, but set them themselves. Using AfL, it is possible for learners to set their own next steps and decide what they need to do to move their learning forward. Donaldson (2015) also states that teachers need to be clear on why they are using assessment and be prepared to plan for what they will get out of it. It is vitally important that pupils are involved in their assessment so they can take a role in their learning, with the promotion of self-assessment and peer assessment.

The Assessment Reform Group (2009) says that the entire point of AfL is that pupils need to engage with it and to do that, the AfL strategies used need to be selected with the knowledge that pupils will want to complete them, find them enjoyable, nice to look at even fun. It is only when pupils are taking part in AfL can the true strengths and weaknesses be seen in pupils work and understanding. This will result in a divergence from the lesson plan, which the Assessment Reform Group (2009) argues is not a bad thing as it allows a lesson to develop naturally and in a way that pupils will understand as the learning process will be developed step by step in accordance with pupil understanding. Hattie (2011) also argued that a teacher needs to be able to adapt the lesson based on the needs of the learner and the current situation which is based off AfL strategies being used in the classroom. Hattie (2011) says that if a strategy is not working and pupils are not learning then the teacher needs to adapt and change to something that will work.

Kollar and Fischer (2010) make a point of saying that AfL is a good strategy to have in the classroom but there is an important factor that needs to be remembered and that is an emotional one. A class will not be forthcoming if they are afraid of what their peers will think of them. There needs to be a positive attitude in the classroom and a motivational one, pupils need to support each other and get support from teaching staff in return. These points were also listed on the Assessment Reform Group (2002) in the ten principles for assessment for learning as being essential in a classroom in order to have successful and effective AfL. Hattie (2011) also condones a good classroom environment and peer relations as being an important aspect of a successful class through the use of AfL.

There is not much literature to be found on the negative aspects of AfL, but, Florez et al (2013) did list that teachers described negative aspects as more to do with things like lack of time, an AfL strategy being used before it has been taught properly to a class and various other outside influences. As a whole Florez et al (2013) found that the response to AfL strategies was rather positive and the outcomes gained were favourable and that the possible educational leaps by pupils made AfL potentially worth the time, training and teaching.

Explanation of your lesson study design

The methodology used to conduct this research was based on a form of action research that was first brought into schools by Pete Dudley, called Lesson Study. Lesson study according to the Lesson Study Handbook (2014) involves a lesson being taught and an observation taking place, with the data collected from a focus group of pupils which will then be used to refine the lesson and how to improve pupils learning. According to Brosnan (2017) on behalf of the Teacher Development Trust when lesson study is conducted correctly then there is the possibility of the experience transforming the why in which a teacher teaches but it also improves the ability of pupils to learn. However, Brosnan (2017) also warned of the negative aspects of lesson study if conducted incorrectly. It can cause demotivation in teachers, it will not make a difference to the outcomes pupils achieve and it will also add to the teacher's workload. The data that was collected during the research was qualitative as it enabled more detail to be collected in regard to what, how and why. The methods of qualitative data used in this research include; focus group work, observation and interviews. The non-participant observation allowed for the observer to see what was happening and perhaps observe things the teacher may not have noticed. The fact that the observer was an outsider allowed for an open-minded approach to the observation.

In order to conduct the lesson study, myself and my partner chose a topic that was both interesting, often used in schools, but used differently and differentiated greatly on how it was used. The area of focus was AfL. In order to find out how much pupils understood about AfL and why they were using it and how we could support pupils with the next steps in their learning. Our next step was to create a lesson in which AfL strategies could be used seamlessly, in a manner that was unobtrusive to pupils. The lesson that was decided upon was a literacy lesson; the first lesson plan can be found in appendix 1. The first lesson was taught in one of the schools and by the person that pupils were familiar with and the partner observed the lesson, making notes throughout. After the lesson, an informal interview was conducted with a focus group of pupils and their responses were noted (Appendix2). The same interview questions were asked by the observing partner; with another member of staff present, the aim of this was to hopefully negate what Jones (1992) calls the Hawthorne Effect. This is when participant's behaviour can be effected simply because they know they are taking part in research. Another aim of conducting the interview twice was that if pupils did not want to make a negative comment to the teacher they were familiar with they may make one to the observer who they are unfamiliar with and not feel the need to be as reserved. Once all data was collected and lesson completed myself and my partner went over the lesson, the notes and the data collected in order to refine the lesson and improve it in any way possible for it to be taught again in the second school. In order to reflect on the lesson effectively, an Assisted Reflective Conclusions model (ARC) was completed. According to York-Barr et al (2006) reflective practice allows a teacher to physically see the links between the thinking element,

the action element and then what pupils are learning. It is only through pausing to reflect will students learning be enhanced.

The lesson began with the teacher explaining that all the pupils were police officers and their job was to investigate who pushed Humpty Dumpty off the bridge. The classroom had several clues placed around it for pupils to interact with. The pupils were also given four suspects and the poems that they were from, i.e. the queen of hearts. This helped the pupils to identify which clues related to which suspect. Once the pupils felt comfortable with the clues, poems and suspects, they were informed that they needed to write a police report about who they thought pushed Humpty off the wall and why. This led to the pupils being told what the lesson objective was; it was on large sheet of paper on the wall throughout the lesson. Pupils were asked what they thought needed to be included as part of the success criteria for the lesson, this too was then placed on a large piece of paper on the wall for pupils to refer back to constantly. Before pupils went to complete their police reports they were asked to show on their thumbs whether they understood what they needed to do, thumbs-up, if they did not understand what they needed to do, thumbs-down. Or they were slightly unsure about something, thumbs in the middle. All pupils participated and with only two pupils unsure the teacher was able to go over the points that needed to be clarified and then the pupils could proceed with their work.

Throughout the lesson the teacher was constantly communicating with pupils, ensuring that they had feedback and were getting the assistance they needed when they needed it. Halfway through the lesson the teacher gave out two post-it notes to each pupil. The teacher explained to the pupils that before the end of the lesson they needed to write one thing on each note, it was then to be placed on a large display, one note would go into the box; what I want to learn next, the other note could be put in any one of the other three boxes; what I have learnt, what I found easy, what I found difficult (Appendix3).

At the end of the lesson pupils were handed an exit ticket, they had to fill in the two questions, what they did well in the lesson and what they need to do next time to move their learning forward. The use of exit tickets is a good use of feedback, which the Education Endowment Foundation (2018) says is beneficial to pupils learning and helps both the pupil and the teacher redirect and refocus lessons and goals. It is also low cost and has a high return of eight months gained.

After the lesson three pupils from the focus group were asked several questions in an informal interview and their responses were noted (Appendix2). Wilson and Fox (2013) advocate having trust before an interview takes place, this was one of the reasons why the interviews were conducted by a familiar person and in a familiar setting to pupils. The second round of interviews were conducted by the observer with another member of staff present to allow pupils to feel at ease. The second round of interviews was conducted to see if pupils would change their opinions or reveal more insights into their thoughts and feelings during the

lesson that they may not have wanted to tell the teacher. Once the lesson and interviews were completed, it allowed for an ARC to be filled in (Appendix4), this showed areas that could possibly be revised for the second lesson. The lesson plan was then refined slightly and the task was altered to meet the needs of the learners. It was agreed that one of the AfL strategies (Appendix3) needed more explanation for pupils to complete it. The use of exit tickets also needed to be addressed in the fact that pupils were not referring back to the success criteria when completing them, this was a topic that would be brought up in the second lesson.

The second lesson was conducted in the second school and again taught by the teacher the pupils were familiar with, the aspects that had been altered from the first lesson were put into practise in the second. The results were more favourable in regard to the post-it note AfL strategy and pupils spent more time thinking carefully before filling them in and where to place them. However, when it came to completing the exit tickets, pupils were once again disregarding the success criteria even when the teacher suggested it several times.

Again, an ARC was completed (Appendix5) in order to help with reflection and it was clear that once again pupils were not thinking of their feedforward into the next lesson. If the pupils were unable to complete the exit tickets a second time one must consider the effectiveness of the success criteria and how they were explained to the pupils.

Ethical considerations

In order to complete this research project, I read BERA, Ethical Guidelines for Educational Research (2011). British Educational Research Association (2011) 'Ethical Guidelines for Educational Research' and Education Workforce Council (2016) 'Code of Professional Conduct and Practice for Registrants with the Education Workforce Council'. As a result of these guidelines I made sure to take the following steps to ensure there were no risk to participants.

I ensured that all children were treated equally and no child was treated differently if they wished to withdraw from the research. All pupils were made aware of the fact that they were able to withdraw at any time. I was aware that that if the observation or focus group task caused any sort of emotional distress then pupils were told that they could leave and withdraw from the research at any time. The pupils were not put in any situation where there was a risk of physical harm that was any different to any other school day.

I obtained parental consent from pupil's parents through a letter; an example of which can be found in Appendix6, which was sent to parents before the research took place and the letters were returned with full consent in order for pupils to take part in the research. I also gained assent form the children involved in the

research (Appendix7). Pupils were told what it was that was going to happen, they will all read the same statement of explanation and if they agreed to take part they needed to draw a smiley face next to a letter; which was for anonymity purposes and if they did not wish to take part they needed to draw a sad face next to their letter.

Myself and my observing partner complied with all the legal requirements in regard to working with children. This also included the schools safeguarding policy which both parties had read and were familiar with before the research was carried out.

In order to reduce diverting from the norm of the pupil's day and to help keep the pupils at ease at all times, as well as reduce the impact of intrusion, I had chosen research methods that were subtle and were often used in the school and yet were able to achieve qualitative data in regard to the research.

At no time were incentives offered to pupils to influence data and pupils did not feel pressured to take part or continue to take part.

The interview with the focus group was carried out just outside of the classroom, which had no doors. The area that was used was a corridor that was always in use for various other group tasks so there was constant presence of staff and other pupils.

All data was stored in compliance with the legal requirements. All data that was used in research was saved to cloud storage and password protected. At no time will names be used, anonymity will remain intact for both the schools and pupils.

In order to conduct a fair and unbiased interview, I made sure that my questions did not influence pupil's answers in either a positive or negative way or showed preference for any particular answers. I made sure that the questions did not pose the risk of changing a pupil's viewpoint. Therefore, I asked questions that were open and allow pupils to respond however they wished.

For this research project to be carried out correctly an ethics form was submitted (Appendix8).

Lesson study 1 and analysis

The pupils that took part in the focus task achieved the lesson goals in regard to the lesson objective that was set, which was; to refine and use a storyline within imaginative writing. Pupils were learning how to develop stories that they already knew and change them, using skills that they were already familiar with; extending sentence, story mapping, using adjectives. Pupils engaged in the lesson as they found it enjoyable, being police officers and trying to figure out what the clues meant and who was responsible for pushing humpty dumpy off the bridge. The pupils liked the fact that there was an interactive element to the lesson and they were not just given the clues on a piece of paper, they were able to move around the room and

examine them. Pupils were clearly thinking during the lesson as they had to connect clues to possible suspects that they were given and also think what the suspects motives could have been for pushing humpty dumpty off the bridge. Through the use of questioning pupils were able to expand on their thinking and explore different avenues of ideas.

The lesson could be improved by having a more structured written element. If instead of simply writing a report on what they thought had happened to Humpty Dumpty, it may have been better to have questions which would help to develop and structure the report. For example, who was the suspect, what do they like, what clues link to the suspect, who was the witness, what did the witness see. These questions may have allowed pupils to develop their ideas further by having a structure to follow. The second lesson study lesson worksheet can be found in Appendix9.

The lesson could also be improved by spending more time going over what pupils need to do for the various AfL strategies and how they complete them.

The first lesson study lesson showed that pupils were eager to take part and willing to complete the AfL strategies. However, it also showed that pupils did not know why they were completing the AfL strategies and the purpose of them for both themselves and the teacher, this is shown in Appendix10, which shows the exit tickets of the focus pupils.

Lesson study 2 and analysis

The pupils that took part in the focus task achieved the lesson goals in regard to the lesson objective that was set, which was; to refine and use a storyline within imaginative writing. Pupils were learning how to develop stories that they already knew and change them, using skills that they were already familiar with; extending sentence, story mapping, using adjectives. Pupils engaged in the lesson as they found it enjoyable, being police officers and trying to figure out what the clues meant and who was responsible for pushing Humpty Dumpy off the bridge. Once again, the pupils liked the fact that there was an interactive element to the lesson and they were not just given the clues on a piece of paper, they were able to move around the room and examine them. Pupils were clearly thinking during the lesson as they had to connect clues to possible suspects that they were given and also think what the suspects motives could have been for pushing Humpty Dumpty off the bridge. Through the use of questioning pupils were able to expand on their thinking and explore different avenues of ideas.

The lesson could be improved by perhaps focusing on only one written AfL strategy, like an exit ticket and not the post-it notes, continuously using verbal feedback and thumbs-up and thumbs-down. With the use of verbal feedback, it is just an informal chat with the teacher, which pupils do not even realise they are

doing. Thumbs-up and thumbs-down is a quick way of pinpointing pupils who need additional support or just to recap a point which would allow them to continue with their work. By only using one written AfL strategy it does not put the added pressure on pupils to write, which pupils will be thinking has to be a full sentence, spelt correctly and written neatly. By only using exit tickets, pupils only need to write two short sentences based on what the questions are asking them. They could even draw their response if they wanted.

The lesson would be better if it was set across a few lessons rather than in one short block, it would give pupils a chance to develop their ideas and further those ideas. By extending the amount of time which the lesson could be completed in it would also allow pupils time to interact more with each other and share ideas and present their findings to the class. This would in turn allow for a group discussion and perhaps even an eventual agreed upon end result. However, as the lesson was so short, it did not allow for much interaction between pupils apart from when it was guided by the teacher during the discussion of the clues.

The second lesson study showed that pupils can use AfL strategies, but they do not know why they are using them and what they can actually get out of them. This is seen through the exit tickets in Appendix11 for the second group of focus pupils.

In regard to evidence collection it may be beneficial to look at other methods in order to ensure that as much information is captured as possible. Perhaps audio recording the interviews instead of just taking notes as pupils spoke, would allow for more information to be available to study. However, there are different ethical and storage safety issues that would need to be addressed if this was used.

Discussion of research findings in relation to related literature and research

The findings that resulted from the research conducted showed that questioning was a key part of AfL strategy, it was a way of getting pupils to think and broaden their ideas. This is in agreement with what Coe et al (2014) said, it can be seen in the responses that pupils gave when writing their reports (Appendix12).

The thumbs-up and thumbs-down strategy was very effective as it allowed me as the teacher to deal with issues that were preventing pupils from working at the time and deal with them instantly, which is what the Sutton Trust are currently investigating.

The findings from my research agree with Briggs et al (2009), the pupils were able to self-assess; using exit tickets, so far as saying what they did well in, however, they were not able to say what they needed to work on next or why they did not do something well. This is not in conjunction with what Briggs et al (2009) also said about pupils knowing if they have achieved the lesson objective, as during the lesson the pupils were told what the lesson objective was and what the success criteria were, both were enlarged and on the wall

for pupils to refer to at all times, which they were constantly reminded about during the time they were working, and yet when it came to completing exit tickets the pupils were unsure about what to write as they did not know if they had done well in the written portion of the lesson and they were unsure about what they could do to make their work better next time. Both schools involved in this research use lesson objectives and success criteria daily and pupils know what they are, but the research has highlighted the fact that the pupils do not seem to know the purpose of them and what they can lead to for the pupils.

When pupils were using the thumbs-up and thumbs-down AfL strategy, the pupils understood why they were doing it and what their answer would be, it also allowed several issues to be dealt with straight away, which is what Donaldson (2015) talk about in Success Futures. However, when it came to self-assessment another aspect Donaldson (2015) says is important, pupils floundered and could not complete the exit tickets and the post-it notes without significant support.

The points made by the Assessment Reform Group (2009) are clear when it comes to my findings as, the pupils did want to complete the exit tickets as they were fun items that looked like real cinema tickets, the pupils wanted to do the thumbs-up and thumbs-down because it was somewhat fun, pupils even wanted to do the post-it notes because they found it enjoyable to stick things on the wall. However, I think some aspects of the AfL may have distracted pupils too much, the fact that they were completing a lesson that involved a lot of writing meant pupils did not want to write more things, so the post-it notes were not completed to the best of pupil's ability or given much thought. On the other hand, the thumbs-up and thumbs-down was easy to complete and not difficult to understand, with an instant reaction from both pupils and teacher in response.

Kollar and Fischer (2010), the Assessment Reform Group (2002) and Hattie (2011) all made a point about a positive classroom atmosphere. During the research pupils were happy, enjoying and having fun, they were also working in groups that they were familiar with and in an environment, they were familiar and safe in with a member of staff they knew. This clearly had an effect as pupils when doing the thumbs-up and thumbs-down strategy did actually have their thumbs in the middle or down, which they would not have done if they did not feel comfortable with their peers. It also allowed verbal feedback to be honest and questioning to flow naturally during the lesson, which is important according to Estyn (2017).

The argument by Florez et al (2013) was accurate in this case, using an AfL strategy before pupils were completely competent in its usage; the post-it notes, meant that not only was it not completed in the way that was planned, it meant that it was time taken out of the lesson that the pupils could have been doing something else.

For the most part, the findings in the research are consistent with the literature review. It is clear, that there needs to be consistency in the use of AfL strategy within a school. There were very different approaches to

AfL in the two schools involved in this research, the second school was very focused on formative assessment and used it constantly and yet their responses were the nearly the same as the first school in the fact that it did not support the pupils learning development as pupils were not aware of how or why they were using AfL and what the purpose of it was. This can be seen in the responses to the exit tickets (Appendix10, 11).

Conclusion

In conclusion, it would seem that there are many areas of my research lessons that could be altered and changed in some way in order to perhaps improve the findings and results.

The method that was used to collect data when interviewing the focus group was simply hand-written notes. There are limitations to this method of data collection as the person who is writing may miss something that is being said, if the person is not writing fast enough then valuable information could be missed. There is also a stiltedness to the interview as the people who are being interviewed tend to pause and watch the person writing to see if they have caught up with what has been said. Added to that is the fact that the interviewees are aware of the person writing and may not be as forth coming with answers as they are aware of what they are saying is being written down.

The strength of this method of data collection is that it can be done quickly, there are no issues with storage of the information online or if it is stored on a computer.

Coe (2009) stated that observation was based on the judgements of one person's opinions and beliefs, the results could change if the research was conducted again and someone else was observing. However, to reduce the risk in regard to observation there was a note recording sheet used with specific areas to look at (Appendix13).

The data collection that was gained from the exit tickets was useful as it showed how much pupils understood about the next steps in their learning and what they needed to do to move their learning forward or not in most of the cases. However, it may be necessary to alter the exit tickets for future use and make them more friendly, approachable and interesting for those in the foundation phase whilst the ones that were used in this research project may be more suitable to KS2 pupils. Foundation Phase pupils could record their answers using different ICT equipment.

However, the downside of any type of formative assessment is that the things that get in the way of further learning are a threat to the very validity of the AfL according to Stobart (2006). These may include the social environment inside and outside of the classroom, the types of feedback given to pupils and from pupils to teachers and even the political atmosphere in a school and outside of it.

A crucial element that needs to be addressed is not only consistency, in classes, year groups, phases, schools and regions in the use of AfL as put forth by Weeden et al (2002) through the use of methods such as portfolios. Also, most importantly pupils need to be made aware and understand why AfL is being used by teachers and pupils.

Recommendations

The recommendations I would make going forward are to ensure that pupils are aware of why they are using assessment for learning strategies and that the teacher goes over each strategy that a class will use to ensure pupils know how to use it and what is expected of them because they are completing the strategy.

I would suggest that the AfL strategies that are used are ones that are used repeatedly so pupils see them as part of the routine. This will mean that pupils are used to using them and that it is an expected part of the lesson.

I think that after each term a teacher should work with a class and go over the strategies that they have been using and discuss if they have found them useful or not, and what they like and what they want to change. I would suggest this because if pupils do not like something they will not be as honest and open in their responses.

I may also suggest that a teacher use a range of AfL strategies not just a written version. Using strategies such as; verbal feedback, thumbs-up and thumbs-down, using post-it notes are useful as it gives pupils the opportunity to take part without the added pressure of making sure that their spelling is correct and that their handwriting is as neat as possible and also there is the fact that they do not need to write long sentences, these are things which many pupils would see as a positive.

In my opinion, there should be continuity between the foundation phase and KS2 in what strategies are used. It is understandable that KS2 pupils will not want the same things as younger pupils, however, there needs to be continuity and progression in order for AfL strategies to have the best effect and also for them to be used correctly. In addition, there should not be too many different strategies used in each year group as this would confuse pupils and perhaps have less impact on their learning.

I would also put forward a suggestion that teachers spend some time training how to use AfL strategies so that all teachers are using them not only correctly but in the same way as this too would help with the issue of continuity. I may even take it a step further and say that school policy state that during each lesson and after it AfL strategies are used, in order to ensure that all teachers are using the strategies and pupils get the same experience.

In order for me to move forward I would need to know what strategies a school already has in place and research other strategies that perhaps cluster schools use, and those used regionally. This would help with the idea of sharing good practice and allow for schools to be able to track the use of AfL through cluster schools and as a region in order to see how the effects differ and also how they work or don't work in different schools, in order to give pupils, the most beneficial learning experience possible.

If I was to do the lesson study research again I would change the AfL strategies I used, in order to see how pupils, react and interact with other strategies. I would also use more of the strategies already in place in a school and see how the focus group interview responses differ if any to those strategies. It may also be enlightening to have the teacher ask the interview questions of a separate focus group to see how pupil's answers differ and if they do depending on the person asking the questions.

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Appendix

Appendix 1

This is the lesson plan that was created for the first lesson observation.

Name of Trainee:		**Session ref:**	**Date:** 27/3/18	**Class:** Year 2	**Cynllun Ffocws y Cyfnod Sylfaen** **2d**
Targed(au) Hyfforddi Personol		**Number of learners:** 32		**Age:** 6 - 7	
Learning objectives/intentions:	To refine and use storyline within imaginative writing.	**Success Criteria**	To be able to discuss what happened. To interpret information. To use capital letters and full stops. To use adjectives. To use tidy writing. To present information to the group.	**Meeting learners' needs**:	There will be differentiated work depending on the ability group.

<table>
<tr><th>Introduction/plenary tasks</th><th>Main activities</th><th>Resources/
Key Vocabulary</th><th>Assessment for Learning
(strategies and opportunities)</th></tr>
<tr><td>Introduction The lesson will start with the pupils being introduced to the crime scene. Humpty Dumpty will have fallen off the wall. Pupils will be asked who has been killed first of all. The clues will be presented to them and a witness statement read – using the Telegame app. Pupils will be asked what they think happened and you could use think, pair, share.

Plenary The group will come together at the end of the lesson they will need to identify who they think the murder is and why they think so. Then once everyone has given their opinions, the suspect will be revealed.</td><td>Trainee focused task (purpose, outline of trainee's role and children's learning): The main activity will be for pupils to write their own summation of what happened to Humpty Dumpty.
The groups will be differentiated depending on ability;
The SP will need to create a detailed summary of what happened to Humpty Dumpty. They will need to use adjectives, capital letters, full stops and speech marks.
The WK will need to create a detailed summary of what happened to Humpty Dumpty. They will need to use adjectives, capital letters and full stops.
The SS will need to create a summary with key points and use capital letters and full stops.
By the end of the lesson all pupils will need to have created a summary of what they think happened to Humpty Dumpty.

Additional adult tasks (purpose, outline of additional adults' role and children's learning): The teacher/LSA will be working with a group at a time doing

The other group will be on CP challenges (see CP weekly plan).

Independent learning opportunities: Pupils will have the opportunity to work independently on the CP challenges and depending on which group each pupil is in then there will be opportunities to do more extensive independent learning on the main task.</td><td>Crime scene
Clues
Police reporting form
Pencils
Rubbers
Exit tickets
White board – Telegame app

Crime scene
Murderer
Murder
Suspect
Clues
Investigate
Exit tickets
Report</td><td>During the introduction of the lesson there will be opportunities for pupils to volunteer opinion. Pupils will need to report back what they have found out and why.
Pupils will need to fill in an exit ticket.</td></tr>
<tr><td colspan="4">Curriculum coverage (range and skills)
Activities in the indoor and outdoor learning environment.
Different resources such as those in print and interactive forms.
Activities that allow them to become independent learners.
Activities that allow them to solve problems and discuss outcomes.
Become independent thinkers and learners.
Value the learning success and achievements of themselves and other people.
Take responsibilities for their own actions.
Develop an understanding of what is fair and unfair and be willing to compromise.
Develop an understanding of the behavioural expectations of the setting/school and understand that rules are essential in an ordered community.
Form relationships and feel confident to play and work cooperatively.
Respond to ideas and questions enthusiastically, sensitively, creatively and intuitively.
Ask for assistance when needed.
Experience a language-rich environment that immerses them in the spoken and written word.
Practice, develop and refine skills within all aspects of provision, including continuous provision and through all areas of learning.
Experience a mathematically-rich environment that allows them to explore and develop mathematical concepts and language.</td></tr>
</table>

<table>
<tr><td colspan="4">Access and share a variety of non-fiction text, stories and traditional tales from Wales and around the world including those written by significant authors.
Mark make or write in a range of generes.
Communicate in a range of context for a variety of purposes and audiences.</td></tr>
<tr><td colspan="2">Literacy (LNF)
Express opinions, giving reasons and provide appropriate answers to questions. Speak clearly to a range of audiences. Listen to others with concentration, understanding the main points and asking for clarification if needed. Show understanding of what they have head by asking relevant questions to find out specific information. Contribute to discussion, keeping a focus on the topic and taking turns to speak. Apply the following reading strategies with increasing independence to a range of familiar and unfamiliar texts: phonic strategies, recognition of high frequency words, context clues, graphic and syntactic clues, self-correction, including re-reading and reading ahead. Read aloud with attention to punctuation, including full stops, questions, exclamation and speech marks, varying intonation, voice and pace. Recall and retell narratives and information from texts with some details. Express views about information and details in a text. Follow and build upon a form modelled by the teacher. Understand and use language appropriate to writing. Use simple subject-related words appropriately. Form upper and lower-case letters accurately and with consistent size. Use capital letters, full stops and questions marks accurately, and sometimes use exclamation marks. Spell high frequency words correctly.</td><td colspan="2">Numeracy (LNF)
Transfer mathematical skills to play and classroom activities. Identify steps to complete the task or reach a solution. Select appropriate equipment and resources. Use knowledge and practical experience to inform estimations. Use every day and mathematical language to talk about their own ideas and choices. Present work orally, pictorially and in written form, and use a variety of ways to represent collected data. Use checking strategies to decide if answers are reasonable. Count sets of objects by grouping in 2s, 5s or 10s. read and write numbers to 100.</td></tr>
<tr><td>DCF
Telegame app – police statement of what a witness saw.</td><td>Thinking
What happened to Humpty Dumpty? What is this area called? What is a suspect? What is a statement? How would we write a report? What do we need to use when we do writing (capitals, full stops, speech marks)? What are adjectives?</td><td>ESDGC
Develop problem solving skills. Caring for ourselves and others.</td><td>YCC
Locally sourced egg.</td></tr>
</table>

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Appendix 2

These are the notes that were taken during the first focus group interview with the target pupils. The first notes are with the teacher of the lesson, the second set of notes are from the observer conducting the interview.

Lesson 1 Part 1

Teacher: What did you think of the lesson?
Officer A: It was fun.
Officer B: Yeah, fun.
Officer C: Fun.
T: Anything else?
A: it was happy fun.
B: It made me happy.
T: What did you like?
A: I liked trying to find it out.
C: I liked that too.
T: what didn't you like?
B: I didn't like nothing. I didn't like the dog bone. They smelled.
C: I didn't like the writing because you have to write lots.
T: We did thumbs up and thumbs down, the post-it notes, we had the success criteria on the board and we filled in exit tickets. Which one did you think was the best one?
B: Exit tickets.
T: Why did you like the exit tickets?
B: Because they were like real tickets.
T: Officer A which one did you think was the best?
A: The first one.
T: The thumbs-up and thumbs-down?
A: Yeah that one.
C: Which one was that?
T: At the start of the lesson you were asked if you understood what you needed to do. I said give a thumbs-up if you understood, put them down if you didn't understand and if you were unsure about something put them in the middle.
C: Oh yeah! I liked the tickets.
T: Which one was the easiest to use?
C: the tickets.
B: Yeah, the tickets.
A: there was only some things to write on them.
C: you only had to write two things.
T: do you know why you were using the thumbs up and thumbs down, the post-it notes, the success criteria and the exit tickets?
A: To investigate?
B: For the teacher to see what is written on it. And what we liked.
T: Officer C do you know what we were using them?

C: So the teachers can try and find out.
T: Do you think you know what you need to do next time to get your work even better?
A: Smaller letters and more adjectives.
B: Add more adjectives.
C: Do more listening.
T: How would you change the lesson if it was done again?
B: You should write only a little bit about it, about who killed Humpty Dumpty.
A: You need to write lots to find out who it actually was.
C: I don't know.

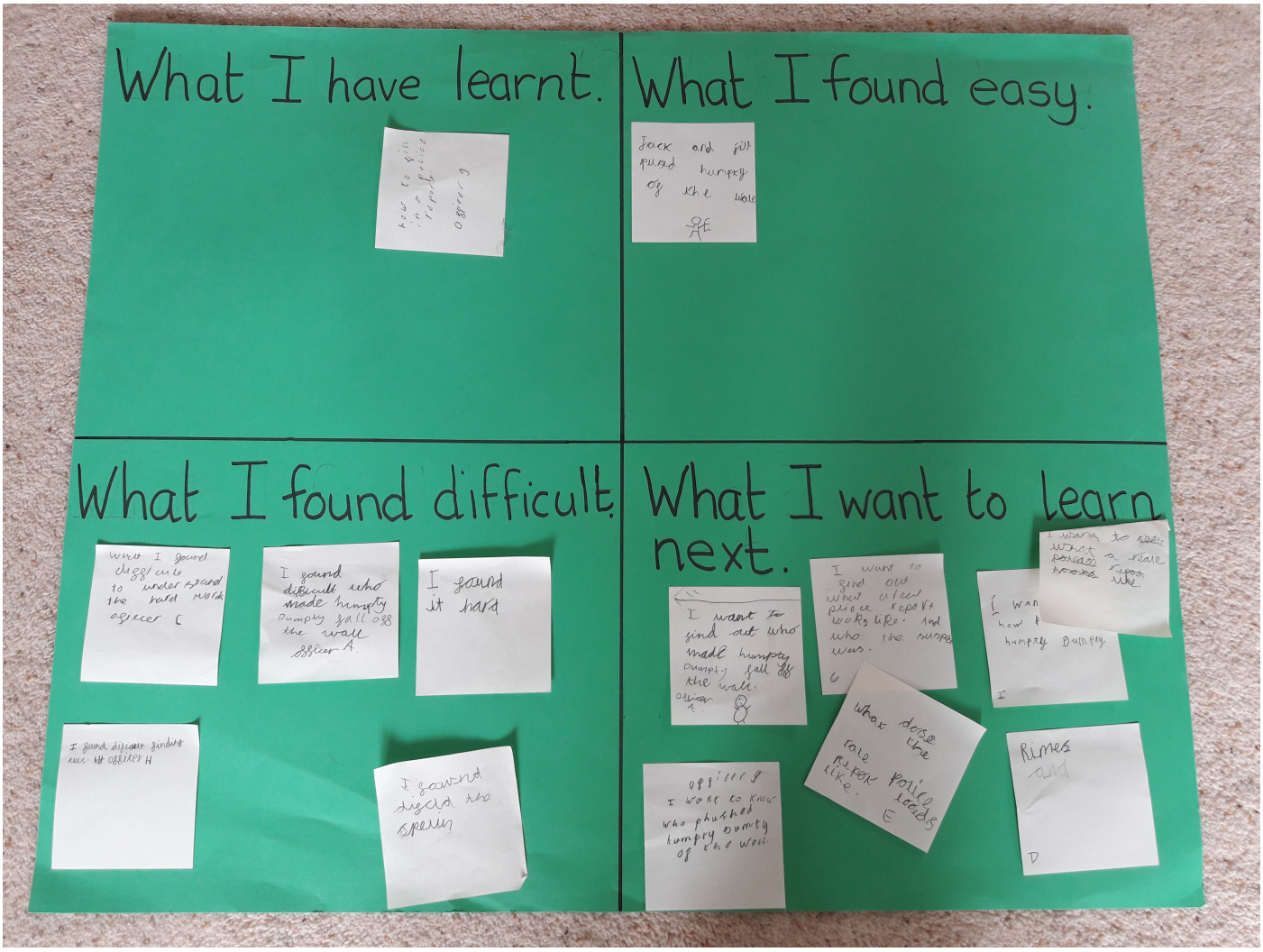
Lesson 1 Part 2
Teacher: What did you think of the lesson?
Officer B: I enjoyed.
T: What did you enjoy?
B: I enjoyed the tickets
Officer C: It was all fun and I liked trying to find out
B: It was really funny because there were eggs on Humpty Dumpty.
Officer A: It was tricky to figure out the clues, but I really liked doing it.
T: So you liked the tickets, what tickets were they?
A: Exit tickets.
T: And what did you have to do with them?
B: Write what you did well and what you will do next time.
T: What did you not like?
B: I didn't like the dog bones because they stink
C: I found the words tricky, like investigation and suspect.
T: What would have helped you with them?
C: My spelling book.
B: I didn't like the clues, I didn't understand all of them.
T: So out of the exit tickets, the green grid with the four sections you put post-it notes on and your thumbs-up and thumbs-down, which one did you like best? Why?
A: I liked the second one and the first one.
T: What were they?
A: The thumbs-up and thumbs –down because it helps you understand it and the other one so you know what you like and what you don't like.
T: the post-it note one?
A: Yeah.
T: Which one did you like? And why?
B: The tickets.
T: Why did you like that one best?
B: Cause they are like tickets, like when you go to the cinema and I like going to the cinema.
T: So you liked that it was like a proper ticket?
B: Yeah.
T: Which one did you like?

C: Ticket
T: Why did you like that one?
C: Because they were like tickets.
T: Which one did you find the easiest to use?
A: I know, it's the tickets because you only need two things.
B: Thumbs-up and thumbs-down to.
C: Yeah that's easy.
T: Can you explain why you were using them?
C: Thumbs up and thumbs down.
B: So miss knows that we understand or don't understand so if we do thumbs-down she can ask what we don't get and she can tell us.
T: Do you think you know what you need to do to get better next time?
B: No.
A: Add more adjectives and write more neatly.
T: How do you know that?
A: Because my writing was a bit messy.
B: Smaller writing, put more adjectives.
C: Write more quick and listen more.
T: If you could change anything about that lesson what would it be?
C: I could write more.
A: At the end I could change to show who actually did it.
C: Write more, write tidily.

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Appendix 3

This is what the AfL strategy with the post-it notes looked like once the pupils had completed it.



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Appendix 4

This is the ARC that was completed after the first observation lesson and interview were completed.

Model Beirniad Wedi Adfyfyrio (BWA)
Assisted Reflective Conclusions (ARC) Model

Dyddiad/*Date*:
27/3/18
Digwyddiad critigol (Ffocws)/*Critical incident (focus):*
Not all pupils understood the exit tickets

Profiad/ *Experience*	
Teimladau/ *Feelings* *Beth yw eich teimladau ynghylch y profiad?* *"What are your feelings regarding the experience?"*	I was excited to go back into school as I had been in university for a while. The lesson was planned out well and the practical side of it was fun and child friendly.
Cofio a Deall/ *Remember and Understand* *Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?* *"Can you list the aspects of the learning experience that went well?"* *Pa elfennau o'r profiad dysgi oedd yn siomedig?* *"What were the elements of the learning experience that were disappointing?"*	The practical and physical aspects of the lesson went well. The pupils enjoyed the theme of the lesson and the task. The clues were a fun way of introducing an investigation element. Some of the assessment for learning strategies went well and the pupils responded to them easily. The elements of the learning experience that were disappointing were the fact that the children were overly excited to see me again as I hadn't been there for a while. The pupils were talking a lot and wanted to have a conversation rather than do the work. However, the most disappointing element was that some of the pupils didn't understand clearly enough what to do on the exit tickets.
Gwerthuso a dadansoddi/ *Evaluate and analyse* *Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?* *"What will you keep the same to ensure effective teaching and learning in the future?"* *Beth oedd achos yr elfen siomedig bwysicaf?* *"What was the cause of the most important disappointing element?"*	I will keep the theme of the lesson the same. I will keep the practical and physical elements the same as well as the props and introduction of the lesson. The most disappointing element was the fact that not all pupils understood what to do on the exit tickets. The cause may have been a lack of explanation at the start or not detailed enough details on what to do. Pupils not listening to instructions. The lack of confidence in pupils to explain again if they weren't listening the first time. It was a new assessment for learning strategy and one they were not used to and could have acted as a barrier to their learning because it was new. It may have also been the fact that it was a written element and they had already done a lot of writing.

Casgliadau a chamau gweithredu/ *Conclusions and actions* *Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?"* *Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"*	Possible solutions to the disappointing issues are, continue to use exit tickets until pupils become familiar with them and know how to use them effectively. As a class, they could decide which assessment for learning strategies they liked the best and which ones worked the best for them. The lesson will be taught again with alterations in order to improve it. The explanation of the exit tickets will be more detailed and pupils who don't understand will be spoken to one-on-one.
Y profiad newydd / *Transformed experience*	

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Appendix 5

This is the second ARC that was completed after the second lesson observation and interviews.

Model Beirniad Wedi Adfyfyrio (BWA)
Assisted Reflective Conclusions (ARC) Model

Dyddiad/*Date*:
28/3/18
Digwyddiad critigol (Ffocws)/*Critical incident (focus):*
Promoting students to think of their feedforward

Profiad/ *Experience*	
Teimladau/ *Feelings* *Beth yw eich teimladau ynghylch y profiad?* *"What are your feelings regarding the experience?"*	The children were engrossed and enthusiastic about the lesson. The lesson was well prepared and organised. Unsure of how much input to give children regarding their feedforward because it was for a research lesson.
Cofio a Deall/ *Remember and Understand* *Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?* *"Can you list the aspects of the learning experience that went well?"* *Pa elfennau o'r profiad dysgi oedd yn siomedig?* *"What were the elements of the learning experience that were disappointing?"*	Hook - humpty falling off the wall created a good stimulus to get the children thinking and using their imagination. Developing two success criteria helped support the children through the task. One allowed them to see the aims of the lesson, the other supported them when writing their report. Children did not all use the success criterions on the exit tickets as their feed forward.
Gwerthuso a dadansoddi/ *Evaluate and analyse* *Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?* *"What will you keep the same to ensure effective teaching and learning in the future?"* *Beth oedd achos yr elfen siomedig bwysicaf?* *"What was the cause of the most important disappointing element?"*	Theme, task, prompts and clues. The use of the hook in the introduction, getting the children thinking and linking ideas to one another. The use of two success criteria to guide children through the task and the lesson. However, as a practitioner I feel I should have reinforced the success criteria and used it throughout the lesson more effectively in order for the children to use it effectively.

Casgliadau a chamau gweithredu/ *Conclusions and actions* *Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?"* *Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"*	Reinforce the use of success criteria in the next steps on their exit tickets. If the children used them more frequently than they would be aware of what was required when filling in the exit tickets. Continue to use the assessment for learning strategies until pupils are confident successful in using them for their purpose.
Y profiad newydd / *Transformed experience*	

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Appendix 6

This is an example of the letter of consent that was sent out to all parents of pupils in the class where the research was to take place.

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru / Education for Wales

Dear Parent/Guardian,

Your child's school is a partner with Yr Athrofa at University of Wales Trinity Saint David in Carmarthen and Swansea. This school offers placements to students who are learning to be teachers.

The student-teacher in your child's class has been given the task of planning, teaching and evaluating one lesson so that he/she can develop specific strategies to improve their own teaching. As part of this, student-teachers will be observing the children's responses and asking some pupils their views on parts of the lesson. This is designed to inform students' own practice and support children's learning.

Any information collected would remain confidential, and both the school and the children would remain anonymous in work produced. The work undertaken would be in line with the University's ethical guidelines. If, at any time, your child does not want to share ideas, they would not be required to do so.

If you are happy for your child to contribute to the project, please complete the parental consent form below and return directly to the school as soon as possible. If you are interested in the outcome of this project or if you have any questions, please contact the University Partnership Office - partnership@uwtsd.ac.uk.

Yours faithfully,

C E Morgan

Catherine Morgan
Module lead – The Enquiring Teacher

As Parent/Guardian of..... (pupil name), I do / do not give consent (please delete) for my child to take part in this project.

Signed.....(Parent/Guardian).

Date.....

Appendix 7

This is an example of the assent form that pupils were asked to fill in with either a smiling face or a sad face in order for them to give their assent.

Pupil Assent

Pupil	Assent
A	
B	
C	
D	
E	
F	

Appendix 8

This was the ethics form that was completed in order for the research to be carried out.

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

PG2 / E1 FORM

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.

SECTION A: About You (Principal Researcher)

Full Name:	[redacted]

Tick all boxes which apply:

Member of staff:	☐	Student:	√	Honorary research fellow:	☐

Faculty/School/Centre:	Yr Athrofa		
Campus:	Townhill		
E-mail address:	1700425@student.uwtsd.ac.uk		
Contact Telephone Number:	07792739157		
For students:			
Student Number:	1700425	Undergraduate	☐
Programme of Study:	Primary PGCE	Taught Postgraduate	√
Director of Studies/Supervisor:	Jayne Morgan	Research	☐

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):	Research Degrees Committee	☐	
	Faculty Research Committee	☐	
	Other (write in): ~~TET module team~~ Jayne Morgan	√	**28/2/18**

Approval in principle **must** be obtained from the relevant source prior to seeking ethical approval.

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

PG2 / E1 FORM

SECTION C: 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.	
British Educational Research Association. (2011) 'Ethical Guidelines for Educational Research'. https://www.bera.ac.uk/wp-content/uploads/2014/02/BERA-Ethical-Guidelines-2011.pdf?noredirect=1 [Accessed: 19th February 2018].	√
University of Wales Trinity St David. (2017) 'Research Ethics & Integrity Code of Practice'. https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/research/research-ethics-integrity-code-practice.pdf [Accessed: 19th February 2018].	√
Education Workforce Council. (2016) 'Code of Professional Conduct and Practice for Registrants with the Education Workforce Council'. https://www.ewc.wales/site/index.php/en/fitness-to-practice/code-of-professional-conduct-and-practice-pdf/file [Accessed:19th February 2018].	√

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?	YES	☐	NO	√
If Yes, please provide the name of the external organisation and name and contact details for the main contact person:				
Institution				
Contact person name				
Contact person e-mail address				

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:	How can we support and improve children's identification of the next steps in their learning through the use of AfL strategies?		
Proposed start date:	March 2018	Proposed end date:	April 2018
Purpose of research activity (including aims and objectives) Outline the purpose, aims and objectives of the research activity, including key research questions. Show briefly how existing research has informed the proposed activity and explain what the research activity will add and how it addresses an area of importance. (Maximum 300 words)			
The purpose of the research activity is to explore how we can support and improve children's identification of the next steps in their learning through the use of AfL strategies. The aim is to find out whether or not specific AfL strategies have any impact on pupils learning and if so what. The objective of the research is to present pupils with a new form of AfL and see if they use it to their advantage during a lesson and from it gain an understanding of what their next steps are. One of the key research questions is; to find out how various AfL strategies can support and improve pupil's identification of what they need to do to move their learning forward in the next lesson. Existing research by academics such as Briggs et al (2009) suggests that assessment for learning should be an essential part of the school planning process and that there should be some sort of outcome that relates to pupil's academic development. Briggs et al (2009) also wrote about the use			

of feedback and feedforward as a useful tool. As a result, the research that will be conducted is attempting to find out if AfL is a supportive tool for pupils and what benefits pupils gain from its use. Black et al (2005) discussed the history of formative assessment and why it is important in schools today and if there is a negative impact associated with it. The intended research will look into the positive and negative effects as a result of AfL strategies being used in the classroom.

(this box should expand as you type)

Proposed methods
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. (Maximum 600 words)

The methods that will be used in the research will mainly be observation. The observer will be given a list of AfL strategies that will be integrated throughout the lesson, the observer will be looking to see if target pupils are using the strategies and how well they understand the process and use it to develop their learning.
General field notes will be used to record information on pupil's usage of AfL strategies.
There will be an informal discussion after the lesson involving target pupils and the teacher, they will discuss how they think the lesson went, what went well and what they didn't like. They will also discuss the AfL strategy that was introduced to them, how it compares to other AfL strategies they use and which they prefer and why. Pupils will discuss their achievements through the use of AfL strategies and how they think they can improve and if they think that AfL strategies are necessary. In addition, there will also be an informal discussion between the observer and the target pupils who will discuss the same things to see if the comments are the same or if they differ slightly.
Target pupils will be asked to fill in exit tickets as a new AfL strategy at the end of the lesson. At the start of the lesson pupils will be told what the lesson objective is as well as the success criteria; which they will have access to throughout the lesson. Pupils will be provided with exit tickets at the start of the lesson, they will also be using techniques such as; post-it notes, which will allow pupils to visualise where they are during the lesson; either understanding something, or not understanding something which will be on a large sheet on the wall. There will also be the thumb monitoring method, which will allow pupils to see where they are at each stage of the lesson; thumbs up, they understand what they are doing and know what they are doing. Then there is thumbs in the middle, which means they feel okay about the work but they aren't sure either way. Finally, there is the thumbs down, which means that they don't know what they are doing or don't understand the work. There will be verbal feedback during the lesson so that I can see that pupils are on target and clarify misconceptions during the lesson.

(this box should expand as you type)

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Location of research activity Identify all locations where research activity will take place.
A primary school in Swansea and Pembrokeshire, Wales. (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 sensitivities or vulnerabilities of participants.
(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 Exit tickets. (Normal feedback strategy used in classrooms). Focus group - observed and interviewed.	√	☐

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.

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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 under 18?	√	☐
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):	☐	√

Participant numbers and source
Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?

59 in two classes and 6 focus pupils. who will be chosen from those who have returned parental consent forms and given their assent and chosen from mixed ability.
(this box should expand as you type)

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)

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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)			

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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

I have read BERA, Ethical Guidelines for Educational Research (2011). British Educational Research Association (2011) 'Ethical Guidelines for Educational Research' and Education Workforce Council (2016) 'Code of Professional Conduct and Practice for Registrants with the Education Workforce Council'. As a result of these guidelines I will take the following steps to ensure there is no risk to participants.
I will ensure that all children are treated equally and no child will be treated differently if they wish to withdraw from the research. All pupils will be made aware of the fact that they can withdraw at any time. I am aware that that if the observation or focus group task causes any sort of emotional distress then pupils will be told that they can leave and withdraw from the research at any times. The pupils will not be put in any situation where there is a risk of physical harm is different to any other school day.
I will obtain parental consent from pupil's parents through a letter which will be sent to them and must be returned with full consent in order for pupils to take part in the research. I will also gain assent form the children involved in the research. Pupils will be told what it is that is going to happen, they will all be read the same statement of explanation and if they agree to take part they will need to draw a smiley face next to their name and if they do not wish to take part they will draw a sad face next to their name.
Myself and my observing partner will comply with all the legal requirements in regard to working with children. This will also include the schools safeguarding policy which both parties will have read and be familiar with before the research is carried out.
In order to reduce diverting from the norm of the pupil's day and to help keep the pupils at ease at all times, as well as reduce the impact of intrusion, I have chosen research methods that are subtle and are often used in the school and yet will achieve qualitative data in regard to the research.
At no time will incentives be offered to pupils to influence data and pupils will not feel pressured to take part or continue to take part.
The interview with the focus group will be carried out just outside of the classroom, which has no doors. The area that will be used is a corridor that is always in use for various other group tasks so there will be the constant presence of staff and other pupils.
All data will be stored in compliance with the legal requirements. All data that is used in research will be saved to cloud storage and password protected. At no time will names be used, anonymity will remain intact for both the schools and pupils.
In order to conduct a fair and unbiased interview, I will ensure that my questions do not influence pupil's answers in either a positive or negative way or show preference for any particular answers. I will make sure that the questions do not pose the risk of changing a pupil's viewpoint. Therefore, I will ask questions that are open and allow pupils to respond however they wish.
(this box should expand as you type)

If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities

N/A

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(this box should expand as you type)

Risks to investigator
For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest

At all times, I will follow the school safe guarding policy in all areas, this is to ensure that I do not put my personal safety at risk or my professional name. I will conduct the interview with the focus group just outside of the classroom, which has no doors. The area that will be used is a corridor that is always in use for various other group tasks so there will be the constant presence of staff and other pupils. I will treat every pupil equally and show no preferential treatment in accordance with the school safe guarding policy. If pupils question why they are not being involved in the focus group interview and that they are being treated differently as a result I will explain that I chose three pupils at random and not for any particular reason. All of these discussions will be conducted with another member of staff present. I have a professional relationship with the pupils involved and it could be considered one of power. I have taken this into consideration and realise that pupils may feel they need to take part as an authority figure in the school is asking them to. As a result, I will offer no incentives which may seem as if a pupil is being pressured to take part. I will make it clear to both pupils and parents/guardians that they can refuse to take part and stop taking part at any point of the research, if they do so there will be no consequences because of this choice. I will also make it clear that I do not mind which pupils take part and that at no time will there be any preferential treatment. I will ensure that all parties are aware that only three pupils will be part of the interviews, those who will not mind answering some questions about the lesson and the AfL strategies used and that if they want to refuse to answer questions or withdraw at any time they are entitled to do so, with no repercussions.
(this box should expand as you type)

University/institutional risks
For example: adverse publicity, financial loss, data protection

As a student of the University I am aware that I need to uphold the good name of the establishment and conduct myself and my research in a professional, ethical and appropriate manner. The school in which the research will be carried out works in partnership with the university and I aware that I need to behave in the same ethical and professional manner in order not to damage that relationship. In no way will I fabricate or falsify any results. I will not manipulate the research and I will not plagiarise the work of another. I will ensure that I arrive punctually and I will submit my work promptly and in the required format.
(this box should expand as you type)

Adverse outcomes
List measures put in place to limit any adverse effects or outcomes of research activity where appropriate. Include any emergency protocols.

The class that will be observed is one that I have been to before so pupils will be familiar with me. There will be normal teaching staff present at all times and at no time will pupils be left alone with myself or my observation partner. fire-bell and lack of pupils
In case of emergency; perhaps bad weather, then the date of the observation will be rearranged.
(this box should expand as you type) If something is disclosed to me by a pupil during the research I will follow the schools safeguarding policy.

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**
Has a DBS certificate been obtained?	√	☐	☐

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SECTION I: Feedback, Consent and Confidentiality

Feedback What feedback will be provided to participants, how will this be done and when?
Participants will receive verbal feedback after the observation lesson. The teacher will have a general conversation with the target pupils about what happened and how it went. The finished essay will be shared with the Head Teacher if it is requested. (this box should expand as you type)
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.
Parental consent will be provided before the research begins through a letter to parents. Assent will be provided by target pupils before the observation period. A statement will be given to each pupil, explaining what the purpose of the research is and what the pupil's involvement will be. Pupils will be asked to give verbal agreement to take part in the research and they will also be shown a simple form which will give agreement by them either drawing a smiley face to take part or a sad face in their refusal to take part, next to their name. (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 ensure anonymity, focus pupils will be referred to as pupil A, B, C, D, E and F, at no time will they be identified in any way or in any document. At no time will the name of the school be used, in this case the schools will be referred to as the Swansea school and the Pembrokeshire school. (this box should expand as you type)

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SECTION J: Data Protection and Storage

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/).

	YES	NO
Does the research activity involve personal data (as defined by the Data Protection Act)? ***"personal data"*** *means data which relate to a living individual who can be identified—* *(a) from those data, or* *(b) from those data and other information which is in the possession of, or is likely to come into the possession of, the data controller, and includes any expression of opinion about the individual and any indication of the intentions of the data controller or any other person in respect of the individual.*	☐	√
If YES, provide a description of the data and explain why this data needs to be collected:		
(this box should expand as you type)		
Does it involve sensitive personal data (as defined by the Data Protection Act)? ***"Sensitive personal data"*** *means personal data consisting of information as to –* *(a) the racial or ethnic origin of the data subject,* *(b) his political opinions,* *(c) his religious beliefs or other beliefs of a similar nature,* *(d) whether he is a member of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992),* *(e) his physical or mental health or condition,* *(f) his sexual life,* *(g) the commission or alleged commission by him of any offence, or* *(h) any proceedings for any offence committed or alleged to have been committed by him, the disposal of such proceedings or the sentence of any court in such proceedings.*	☐	√
If YES, provide a description of the data and explain why this data needs to be collected:		
(this box should expand as you type)		

Will the research activity involve storing personal 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 data confidentiality, including details of password protection, encryption and anonymization:		
In order to ensure that all research information is secure then all participants will remain anonymous, no names will be used for pupils or schools. No memory sticks or portable disk drives will be used to ensure that information is secure at all times. All documentation from observations will be on paper and will not be left unattended at any time and every piece of information will be anonymous. Any data that is recorded and used in the essay following the research will be stored securely on a password protected laptop, in an encrypted file and the laptop will never be left unattended during the writing of the essay. (this box should expand as you type)		

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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 Data Protection Act (and/or any international equivalent):

Any data that is recorded on paper and used in the essay following the research will be stored securely on a password protected laptop, in cloud storage and the laptop will never be left unattended during the writing of the essay.

(this box should expand as you type)

List all who will have access to the data generated by the research activity:

[redacted]

(this box should expand as you type)

List who will have control of, and act as custodian(s) for, data generated by the research activity:

[redacted]

(this box should expand as you type)

Give details of data storage arrangements, including where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.

Any data that is recorded on paper and used in the essay following the research will be stored securely on a password protected laptop, in cloud storage and the laptop will never be left unattended during the writing of the essay.

(this box should expand as you type)

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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: [redacted]	**Date:** 26/2/18

For students:

Head Teacher / Senior Mentor:	Thomas. Hayley Thomas.
Signature:	Thomas.
Date:	26/02/18

Supervisor:	MATHEW JONES
Signature:	
Date:	28.2.18

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)
√	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.

RESEARCH STUDENTS AND STAFF ONLY
All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name.
You will be informed of the outcome of your claim by email; therefore it is important that you check your University and personal email accounts regularly.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

This form is available electronically from the Academic Office web pages:
http://www.uwtsd.ac.uk/academic-office/

1700425

Appendix 9

This is an example of what the second lesson worksheet looked like after it was altered to meet the needs of the learners.

Police Report



Reporting Inspectors Number:_____

Date of crime: _____

Name of suspect: _____

Description of suspect:_____

_____

_____

_____

_____

What crime did they commit?

_____

_____

Motive - Why did they commit the crime?

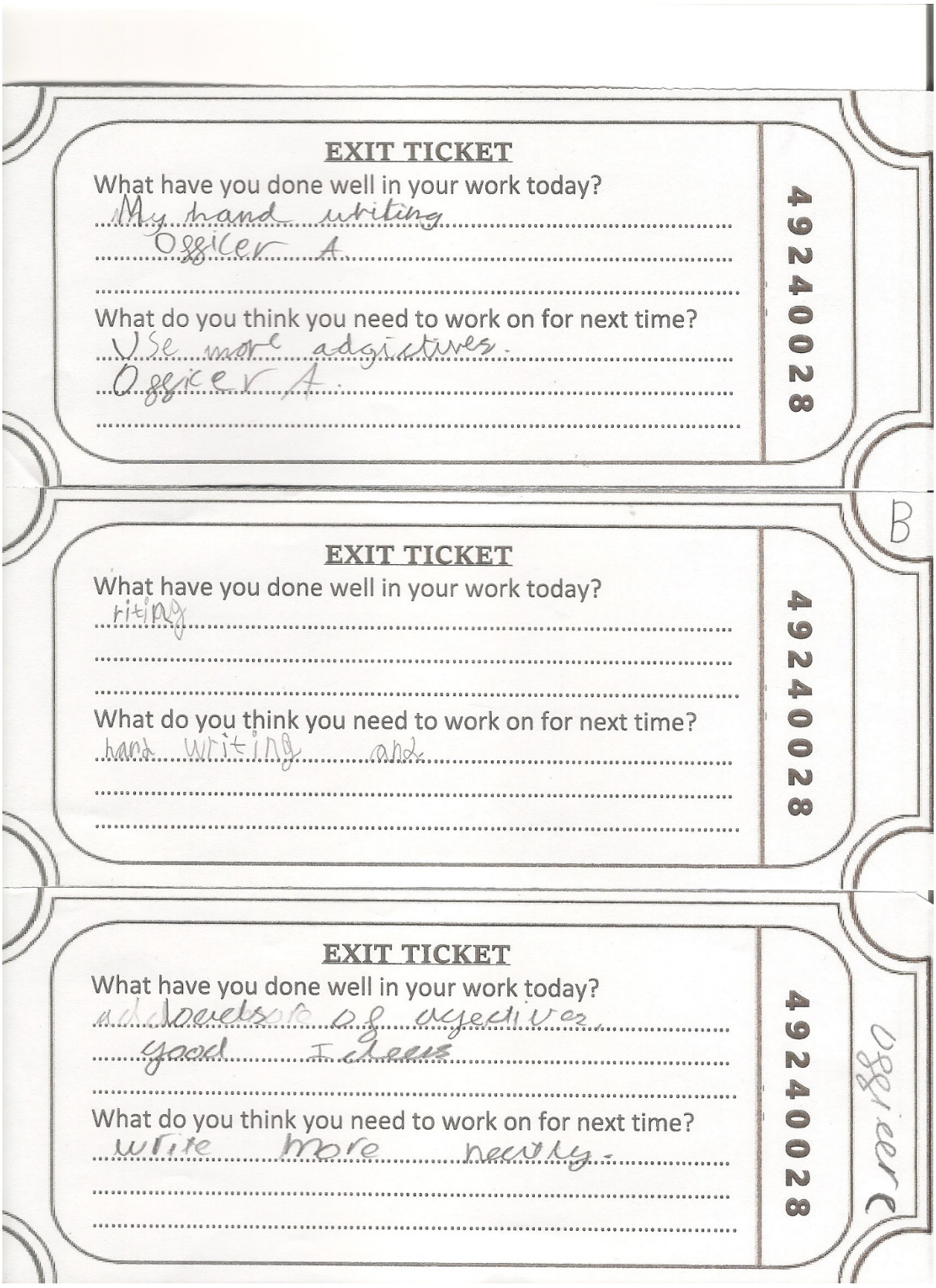
What clue did they leave behind?

Witness - Who saw it happen?

What did they see?

Appendix 10

These are the three completed exit tickets from the observed pupils in the focus group, in the first lesson.



EXIT TICKET

What have you done well in your work today?

My hand writing

Ossiver A

What do you think you need to work on for next time?

Use more adgictives.

Ossiver A.

492400028

EXIT TICKET

What have you done well in your work today?

riting

What do you think you need to work on for next time?

hand writing and

492400028

B

EXIT TICKET

What have you done well in your work today?

adjectives to go with

good ideas

What do you think you need to work on for next time?

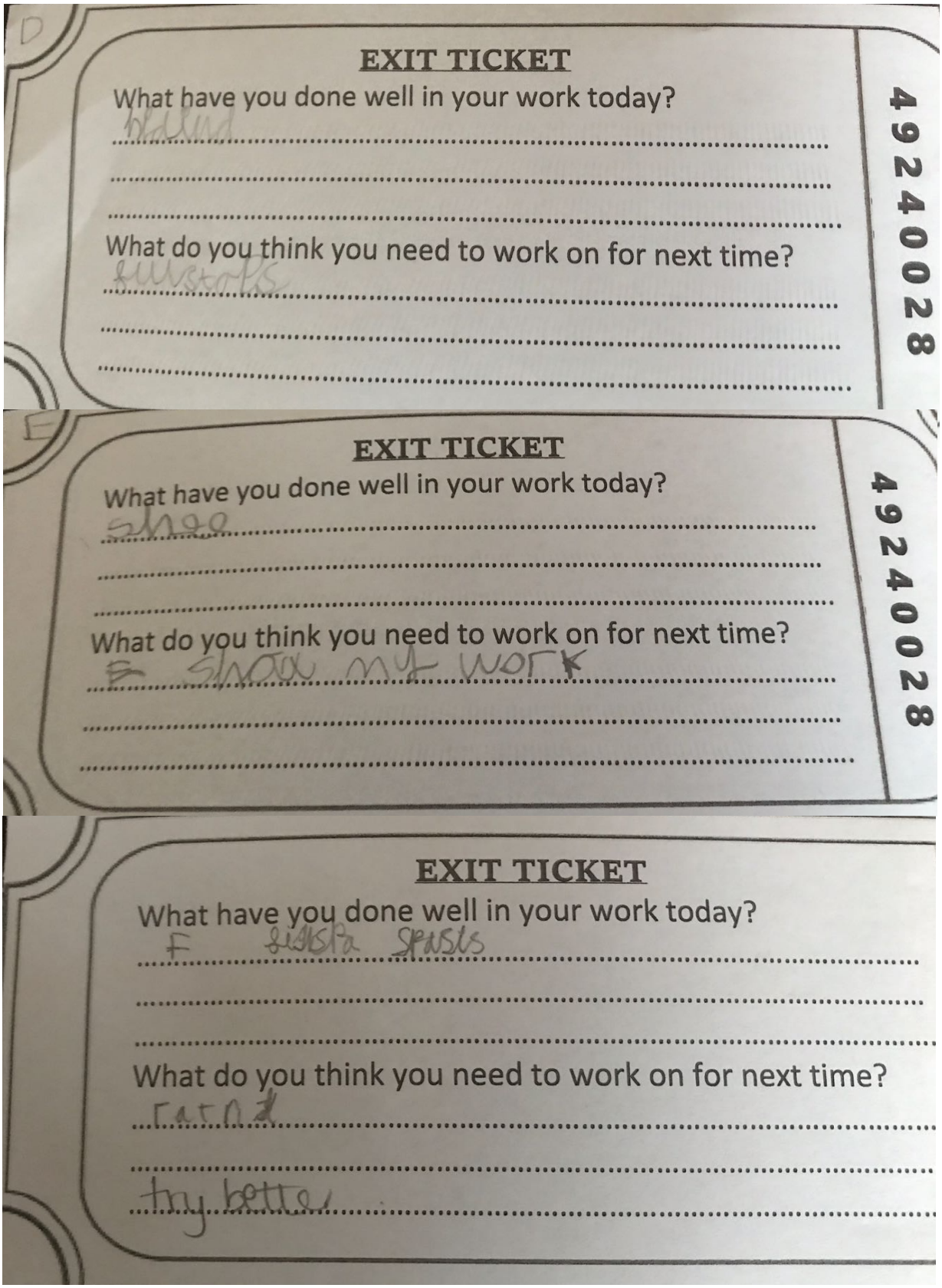
write more neatly.

492400028

Ossiver

Appendix 11

These are the three completed exit tickets from the observed pupils in the focus group, in the second lesson.



EXIT TICKET

What have you done well in your work today?

I did

What do you think you need to work on for next time?

buttons

49240028

EXIT TICKET

What have you done well in your work today?

shoe

What do you think you need to work on for next time?

E show my work

49240028

EXIT TICKET

What have you done well in your work today?

F English Spaces

What do you think you need to work on for next time?

Carrot

try better

1700425

Appendix 12

The reports the three pupils that were observed in the lesson completed.

Police Incident Report

Reporting Officer: A

Date: 27.3.18

Location: Pontarddulais primary school.

Name of victim: Humpty Dumpty

Report;

I think the Queen of hearts made humpty fall off the wall because she had a heart and a arrow and she shot him off the wall and the Queen of hearts laughed because she thought Humpty was a Giant egg and the old mother hubbard came out of her house and she saw how the Queen of hearts shot humpty Dumpty, Giant egg. She crept out of her house spookily!!

Police Incident Report

Reporting Officer: G

Date: 27.3.R

Location: Pontarddulais

Name of victim: Humpty Dumpty

Report;

I think that the queen of hearts pushed Humpty dumpty of the wall because she

Police Incident Report

Reporting Officer: Officer C

Date: 27.3.18

Location: Pontypridd Police Station

Name of victim: Humpty dumpty

Report;

I think it was owl and the Pussy cat because we have jam tarts honey dog bones water a bucket and money. Most of the clues were connected to the poem of owl and the Pussy cat. The honey the ring and water from in the bowl were said in the poem.

This how I think they look like. The cat greasy sort and vicious. The owl eyes looked sharp at me. The whiteness told me that the cat went in a slush so did the owl. It jumped out through the window but it sliked like magic though.

Appendix 13

These are the sheets that were used to record information when observing the lessons.

Observation
Is the child using the AfL strategy independently?
Did the AfL strategy need a lot of explaining to the children?
Does the AfL strategy support the children throughout the task?
Did the children use the AfL strategy as intended?
Are the children using the AfL strategies to prompt them with what comes next during the task?
If the children finish the task can they use one of the strategies to discover what comes next?

Prompted

discussed before task

Child	Post it notes	Thumb signals	Verbal Feedback	Learning Intention/Success Criteria
A	found out end Next end.	✓ up - police report aspect	Questioned on why prompt, move forward, prompt what saw. prompt adjectives	
B	Did not do during, AT end.	✓ up police report asked		
C	Idependant- learn next- found out - end.	✓ up police report. asked	Verbal ff who done it / saw it?	

Observation

Is the child using the AfL strategy independently?
Did the AfL strategy need a lot of explaining to the children?
Does the AfL strategy support the children throughout the task?
Did the children use the AfL strategy as intended?
Are the children using the AfL strategies to prompt them with what comes next during the task?
If the children finish the task can they use one of the strategies to discover what comes next?

Child	Post it notes Prompted about success criteria - for next steps.	Thumb signals	Verbal Feedback	Learning Intention/Success Criteria
D	Completed 'what I want to learn next' during lesson. Completed 'what I found easy' during lesson - found the work easy, clues helped	Up - understood the task	Talked about the post-it note prompts and why work was easy what helped - the clues.	Went over before task
E	Completed 'what I want to learn next' during lesson. Completed 'what I found difficult' during lesson - reading poems.	Down - didn't understand where the task was taking place.	Talked about what it was that needed to be done.	Went over before task. Talked about the success criteria and what was needed.
F	Completed 'what I want to learn next' during lesson. Completed 'what I found difficult' during lesson - reading words in poems.	Up - Understood the task	What was the next question and how to answer it.	Went over before task