

Appendix

Research Project 2317130

Contents

	Page
Appendix 1 - Pupil Interview Questions	2
Appendix 2 - Pupil Interview Transcript	3
Appendix 3- Pupil Questionnaire	7
Appendix 4- Pupil Questionnaire Responses	9
Appendix 5- Staff Questionnaire	12
Appendix 6- Staff Questionnaire Responses	14
Appendix 7- Ethics Form	
Appendix 8- Copy of blanket consent form	

Appendix 1 - Pupil interview questions

Interview notes:

Explain to pupils the purpose of the interview and inform the pupils that they can end their participation at any point during the interview.

Explain that pupils can have the choice to answer and they do not need to answer every question if they are unsure.

Check in with pupils throughout to reassure them of their right to withdraw.

Do you like self-assessing? Why or why not?

How do you feel when you look at your own work and decide what is good?

How do you feel when you look at your own work and decide what needs improvement?

How has self-assessment helped you in your learning?

Can you share an experience where you gave feedback to a friend? *What did you say? What did they say?*

Is there something you find difficult about assessing your friends work? *What is it?*

How do you think your classmates feel when you assess their work?

How does it feel to get feedback from your classmates?

What do you think makes a good peer assessor?

How does peer and self assessment help you learn better?

Appendix 2- Pupil interview Transcript

Pupil Interviews

	Definition
	Example
	Active Learning
	Limited Knowledge
	How often assessment is used

Interview 1:
Sample: 2 Lower ability Pupils
Time taken for interview: 4 minutes, 58 seconds

Interviewer: *Do you like self-assessing? So, when you have to mark your own work, do you like doing that?*

All pupils: *Yeah*

Interviewer: *what do you like doing about it?*

Pupil 1: *t's just like because if we do the red pens it's because when we get questions wrong, we do the right answer because some people can make mistakes.*

Pupil 2: *Yeah, so we can remember it for next time.*

Interviewer: *That's a really good point. Good job. Okay, how do you feel when you look at your own work and decide what is good? So how do you feel when you're looking at your own work and you're having to see what's good and what you can do better next time? How does that make you feel?.*

All pupils: *Okay. Yeah. Don't feel much about it.*

Interviewer: *Okay, brilliant. How do you feel when you look at your own work and decide what needs improvements or when you have to find someone when miss says, What could you do better? How does that make you feel?*

Pupil 1: *Middle*

Interviewer: *Middle, okay. How do you think self-assessment has helped you in your learning? How can it help you assess your own work??*

Pupil 2: *I don't know.*

Interviewer: *Not sure that's okay. Okay. Can you share an experience where you gave feedback to a friend? Can you think of a timing class or maybe it was in pe or at swimming, where you gave feedback to your friend, where you told them you did that really well or you didn't do that very well. Can you remember a time?*

Pupil 1: *In swimming one of our class was scared, but when they did it, they did quite good so I told them they did good.*

Interviewer: *How do you think that made them feel?*

Pupil 1: *Happy.*

Interviewer: *Yeah, so it's nice when you get the feedback. Okay. How does it feel to get feedback from your classmates? So, if someone gives you feedback, how does it feel?*

Pupil 1: *Good.*

Interviewer: *if it's, you know, you could do better this time next time? Do you think that feels good or how would that make you feel?*

Appendix 2- Pupil interview Transcript

Pupil 1: Say you've got five questions wrong, and they said you could do better than that because you might be able to get them right next time.

Interviewer: What do you think makes a good peer assessor? So when you're looking at your friend's work and deciding what needs improvement, what makes a good peer assessor? How can you do that well?

Pupil 2: Don't know

Interviewer: Okay. In the last one is there something you find difficult about assessing your friend's work? No, do I find it difficult? No, okay, brilliant.

Pupil 2: No

Pupil 1: No

Interviewer: Okay, brilliant.

Pupil Interviews

- Definition
- Example
- Active Learning
- Limited Knowledge
- How often assessment is used

Interview 2:
Sample: 2 Middle ability Pupils
Time taken for interview: 5 minutes, 5 seconds

Interviewer: Okay, do you like self-assessing? So do you like looking at your own work and seeing what went well and what you can do better? Sometimes?

All pupils: Yeah

Interviewer: Why? What do you like about it?

Pupil 1: I like it because you actually doing something independent to find out whats wrong.

Interviewer: That's a really interesting good points. Okay. How do you feel when you look at your work and decide what is good? How does that make you feel when you're looking for the good things about your work?

Pupil 2: I feel good because my writing used to be so bad but know its good.

Interviewer: That's good. Okay, how do you feel when you look at your work and decide what needs improvement? So we're not looking for the good things. We're looking for something that needs improvement. How does that make you feel?

Pupil 1: Um it makes you feel alright but not that okay because you are looking for something you need to go over.

Appendix 2- Pupil interview Transcript

Pupil 2: I feel good because you need to get it better all the time.

Pupil 1: Budge your learning up.

Pupil 2: yeah get more better each time.

Interviewer: that's really good. OK, thank you. How has self-assessment helped you in your learning? How do you think it can help you if you don't think it can help you? That's fine.

Pupil 2: I don't really think it can help you but if youre going to be like a teacher or somehting it can.

Pupil 1: I think it can because you're doing something without the teacher, like independent.

Interviewer: That's really good point. Okay. Can you think of a time where you go feedback to a friend? What did you say?

Pupil 1: I can but they shouted back at me to stop. I said you can do that better because you are rushing. Then they got in a mood with me.

Interviewer: Speaking about that then, what do you think makes a good peer assessor so when we give feedback, what's important to remember when we're giving feedback?

Pupil 1: Don't say nothing too unkind.

Pupil 2: And dont be really horrible to them and say that is bad because sometimes that can be the best someone can do. Some people are bad at writing and good drawers.

Interviewer: I think thats very important. Thank you.

Pupil Interviews

	Definition
	Example
	Active Learning
	Limited Knowledge
	How often assessment is used

Interview 3:
Sample: 2 Higher ability Pupils
Time taken for interview: 5 minutes, 25 seconds

Interviewer: Do you like self assessing? So when you're looking at your own work and you're marking it, do you like doing that? you do? Why do you like doing it? Is there a reason?

All pupils: Yeah

Interviewer: You do? Why do you like doing it? Is there a reason?

Pupil 1: I like it because It's like say it was coming up to break time and like if you didn't do it, you would just be like sitting there quiet, and there's something to do. So it's like a nice end to the lesson.

Appendix 2- Pupil interview Transcript

Interviewer: *How do you feel when you look at your own work and decide what is good? So when you're looking at a piece of work you've just done, how does it make you feel when you're looking at all the good things?*

Pupil 1: *impressed.*

Interviewer: *That's good. Okay, how do you feel when you look at your own work and decide what needs improvement? So we're not looking at the good things we're looking at the things we could have done better. How does that make you feel?*

Pupil 1: *Like a little bit rubbish.*

Pupil 2: *Like I could rub it out and wish i could do better.*

Interviewer: *that's really good. OK, thank you. How has self-assessment helped you in your learning? So when you're marking your own work, you've seeing what you can do better. How does that help you in your learning? Can you think of anything?*

Pupil 2: *it encourages me to do some really good work , it encourages you to keep going.*

Interviewer: *Can you remember an experience where you gave feedback to a friend? Can you explain what you said what they said?*

Pupil 2: *I said I like their drawing. I think they felt happy when I said that.*

Interviewer: **What if you said something that they could do better, how do you think they would feel.**

Pupil 1: *Um like let down.*

Pupil 2: *Maybe they would feel a little bit no upset but they know that you are trying to encourage them.*

Interviewer: *Great. What do you think makes a good peer assessor?*

Pupil 2: *To try not to make them feel sad you could say in a kind way next time you could do this better.*

Interviewer: *How do you feel when someone says that you could do better next time?*

Pupil 2: *I would say okay and feel fine because they are trying to encourage me to be my best but if they were mean i would be sad.*

Interviewer: *Thank you both.*

Appendix 3- Questionnaire

Self and Peer Assessment

(Questionnaire for year 3 pupils)

Research Question

How do Year 3 pupils perceive and experience peer and self assessments within the classroom?

1. How comfortable do you feel assessing your own work?



I feel comfortable .



I feel fine/I don't mind.



I don't feel comfortable.

2. How comfortable do you feel giving feedback to your classmates?



I feel comfortable .



I feel fine/I don't mind.



I don't feel comfortable.

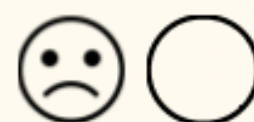
3. How helpful do you think self-assessment is for your learning?



It is very helpful .



Im not sure.



It is not helpful.

4. How helpful do you think peer assessment is for your learning?



It is very helpful .



Im not sure.



It is not helpful.

5. Do you enjoy assessing your friends' work?



Yes I like it.



I don't mind.



No I don't like it.

Appendix 3- Questionnaire

Self and Peer Assessment

(Questionnaire for year 3 pupils)

Research Question

How do Year 3 pupils perceive and experience peer and self assessments within the classroom?

6. Have you used these in class before?



YES

☐



NO

☐

	SELF	TEACHER
I have included my animal		
I have designed a detailed habitat		
I have used lots of colour		



YES

☐



NO

☐





YES

☐



NO

☐

Two Stars and a Wish









YES

☐



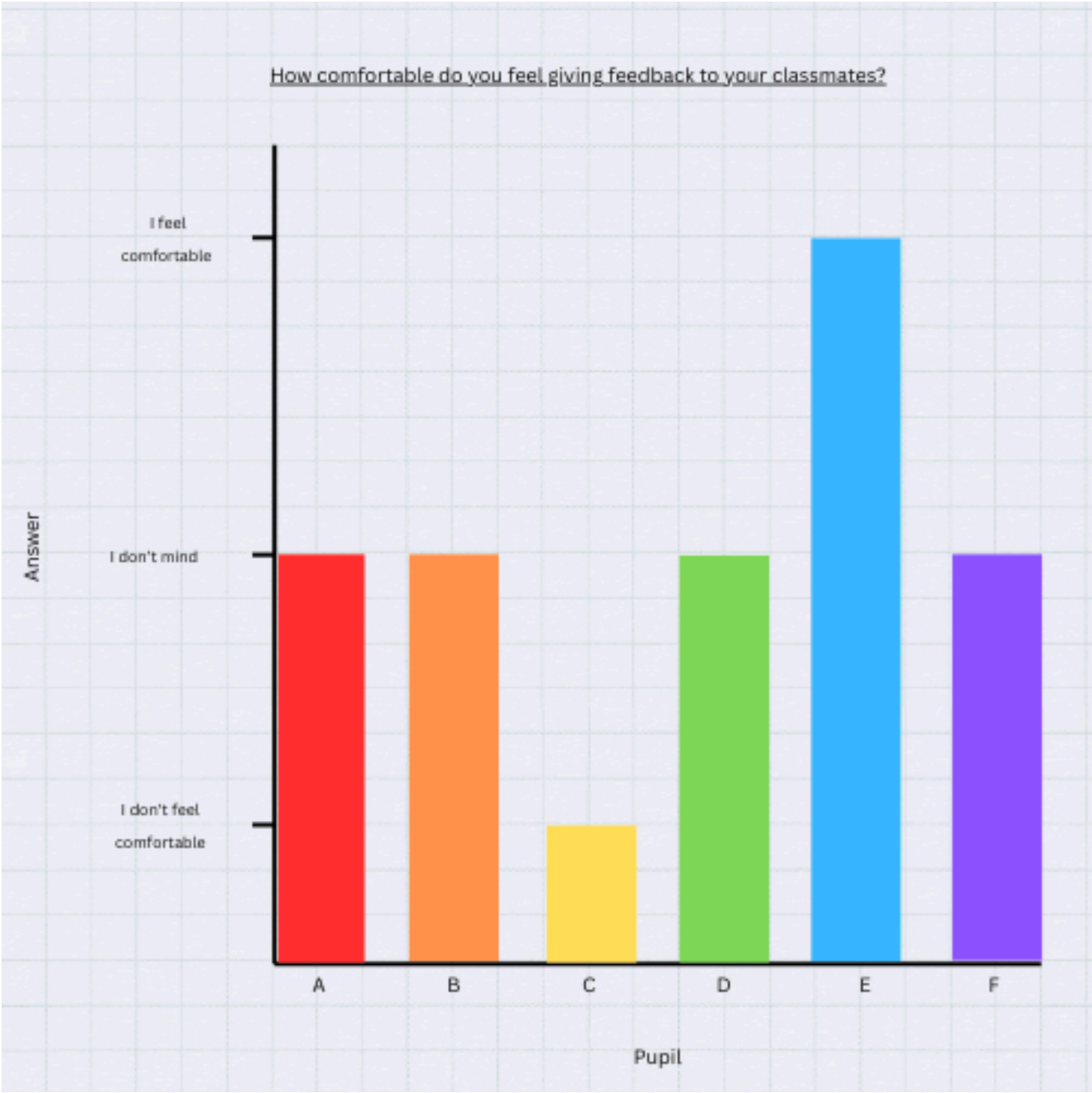
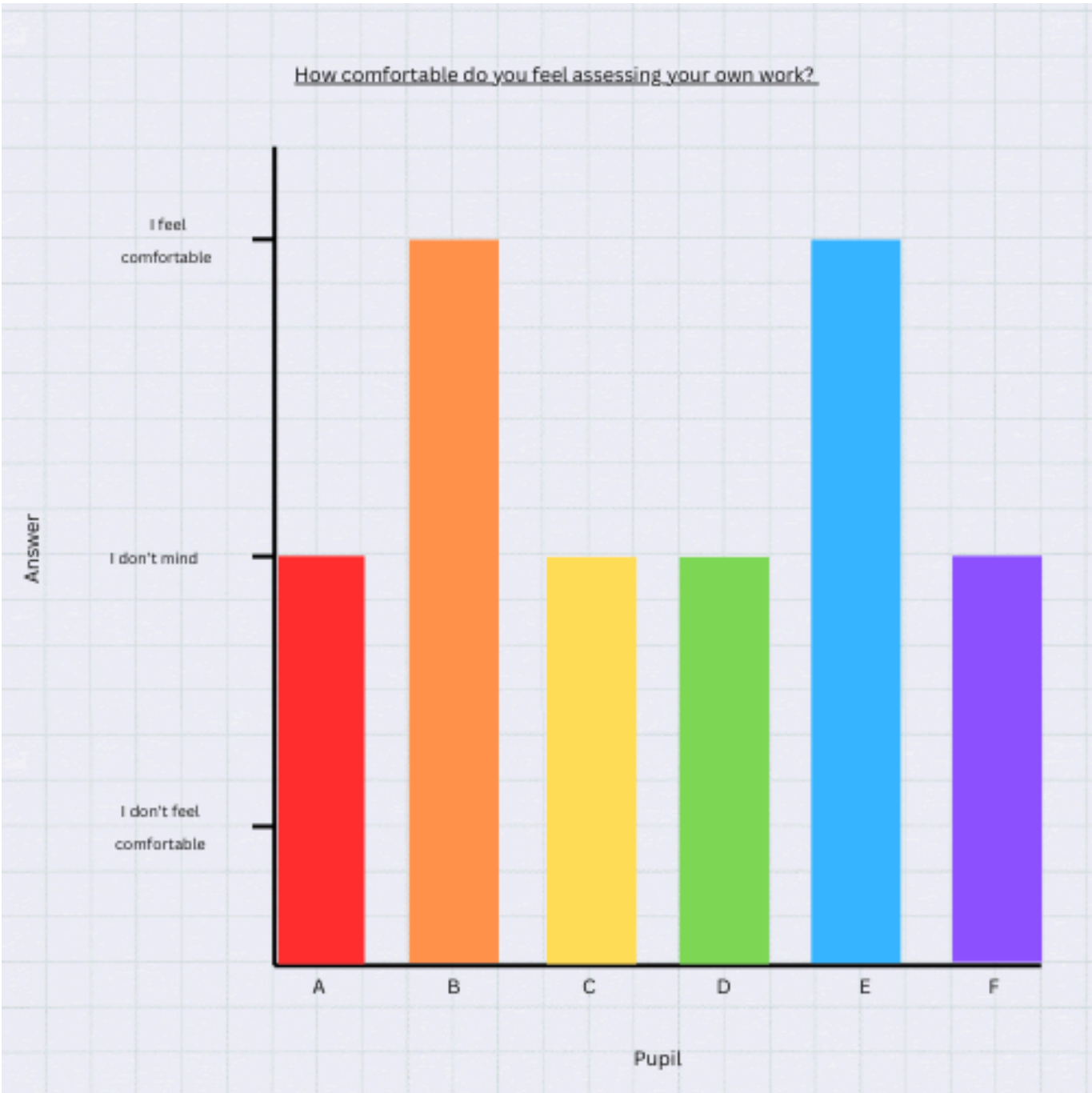
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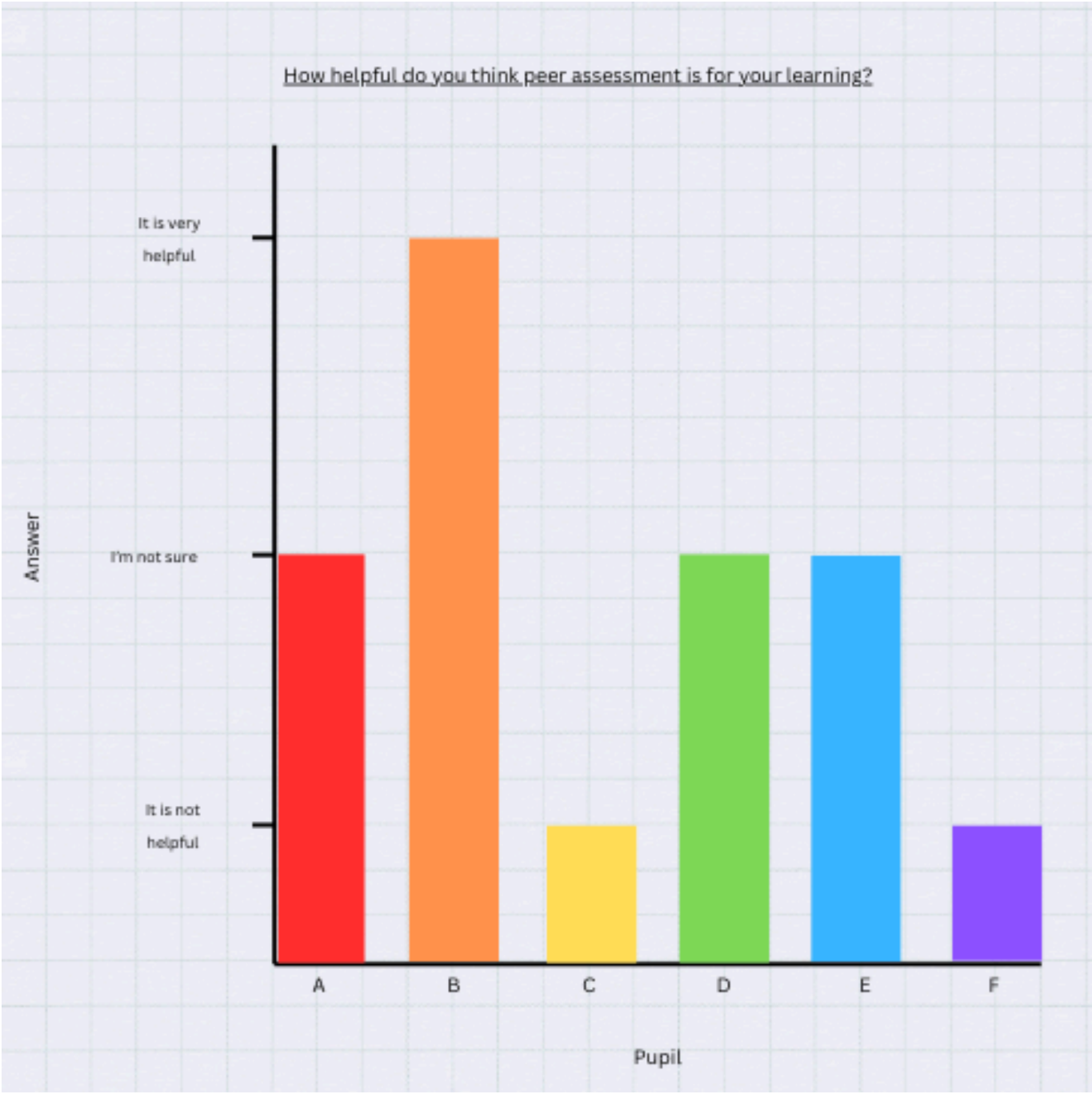
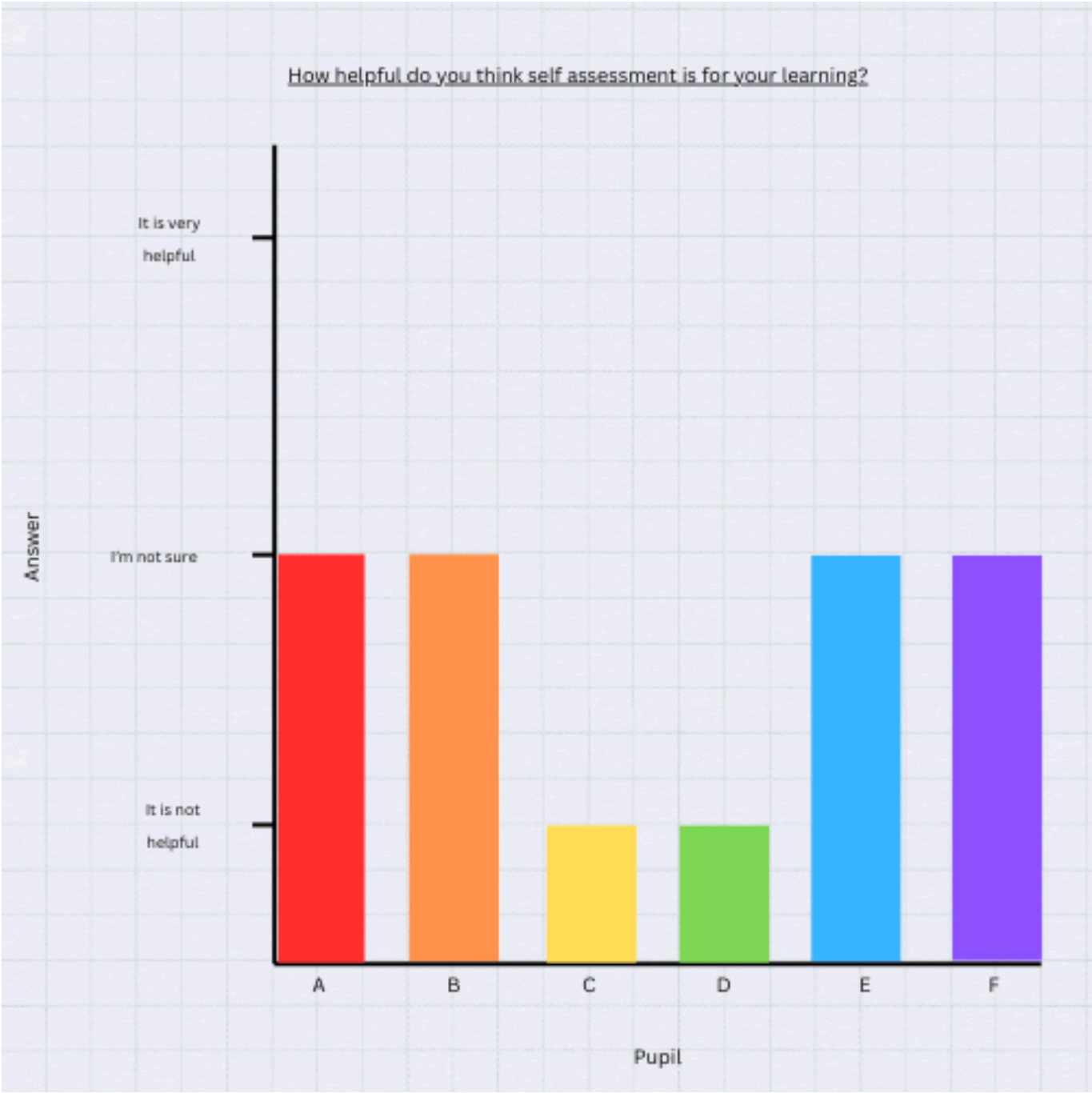
EXIT
TICKET

Today I Learned...

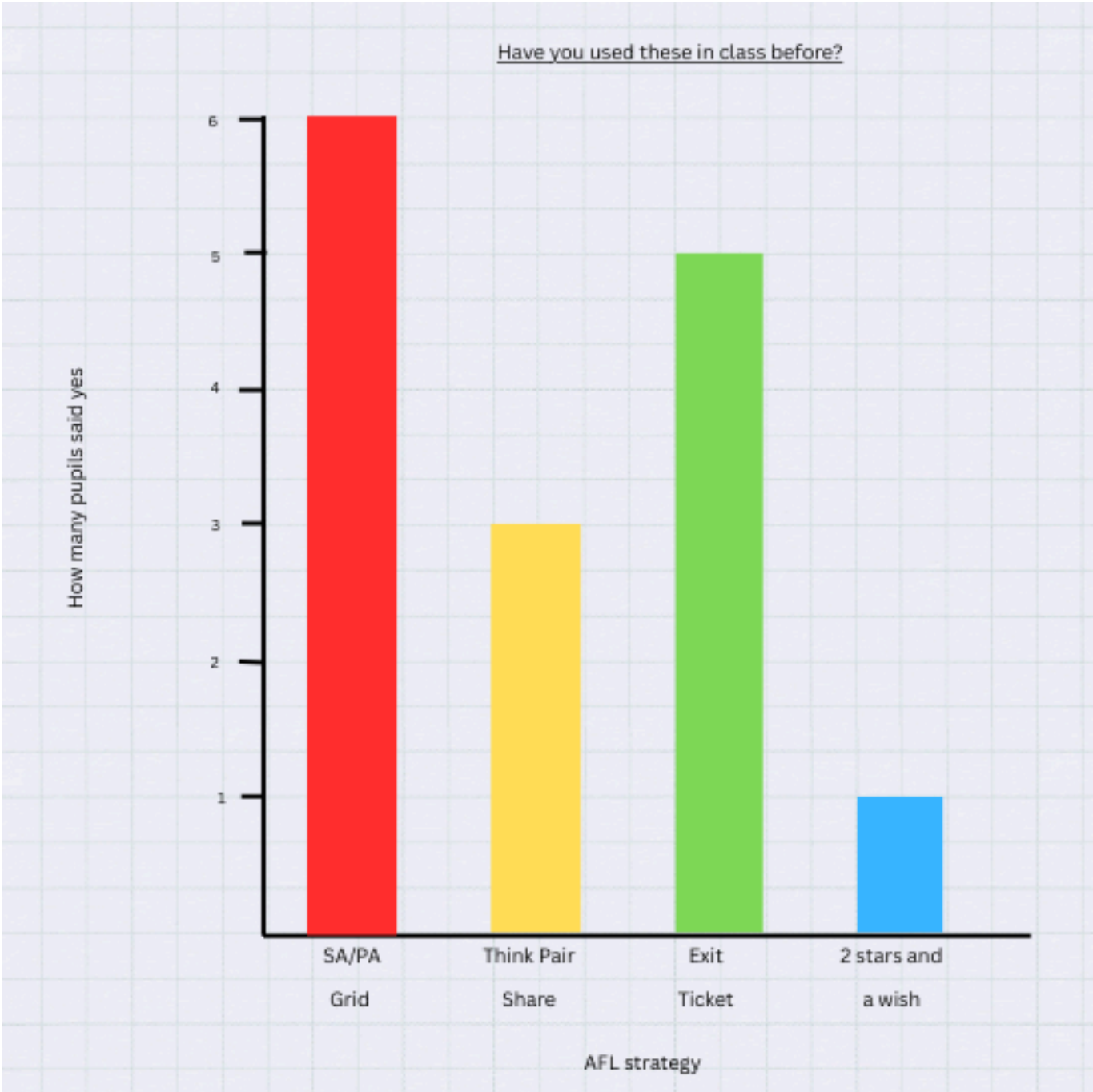
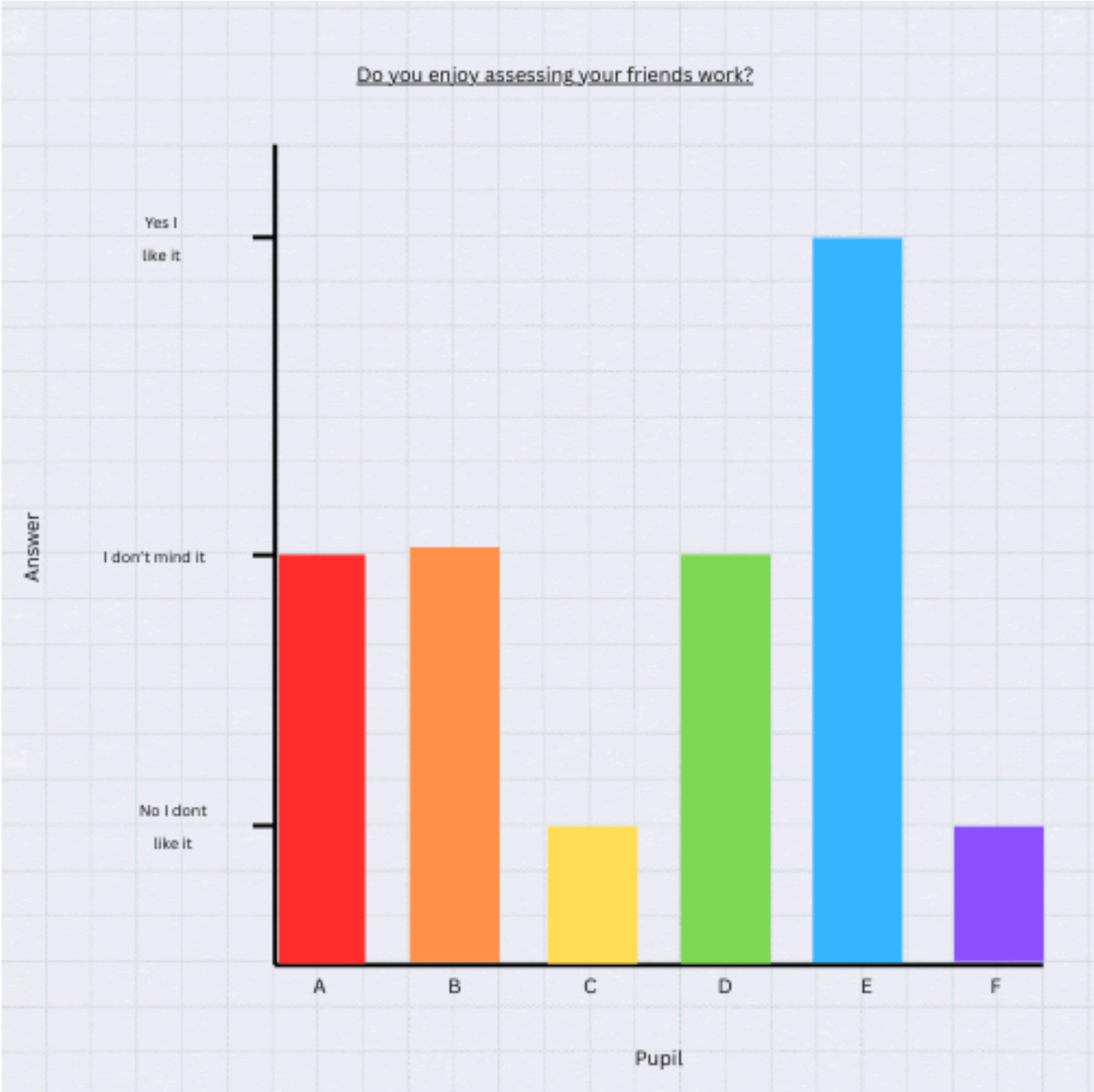
Appendix 4 -Pupil Questionnaire Responses



Appendix 4 -Pupil Questionnaire Responses



Appendix 4 -Pupil Questionnaire Responses



Appendix 5 - Staff Questionnaire

If you can, how would you define formative assessment in the context of your teaching practice?

Long-answer text

Which method of formative assessment of you prefer?

Multiple choice

Think-Pair-Share

X

Exit Tickets

X

Peer Assessment

X

Self Assessment

X

2 Stars and a Wish

X

Class Discussion

X

Quiz

X

Questioning

X

Add option or [Add "Other"](#)

Required

Any method not mentioned above that you prefer
(if none, leave blank)

Short-answer text

What types of formative assessments do you use most frequently in your classroom? *
(Can be different to your preferred method)

Short-answer text

How do you think technology can enhance the process of formative assessment in the classroom? *

Short-answer text

Appendix 5 - Staff Questionnaire

Would you say you have participated in any professional development relating to improving the use of formative assessment within schools?

If you can, could you also state any key takeaways?

Long-answer text

How do you think formative assessment impacts student learning and engagement? *

Long-answer text

How do you ensure that feedback is constructive and encourages student growth? *

Long-answer text

In what ways do you involve students in the formative assessment process? *

Long-answer text

How do you encourage students to reflect on their own learning and assessment results? *

Long-answer text

How do you address concerns from students or parents about formative assessments not being formally graded/marked? *

Long-answer text

Appendix 6 - Staff Questionnaire Responses

Q1	If you can, how would you define formative assessment in the context of your teaching practice? 1 response a way for me to check students' understanding during lessons and adjust my teaching to meet their needs.
Q2	Which method of formative assessment of you prefer? 2 responses 50% 50% Think-Pair-Share Exit Tickets Peer Assessment Self Assessment 2 Stars and a Wish Class Discussion Quiz Questioning
Q3	What types of formative assessments do you use most frequently in your classroom? (Can be different to your preferred method) 2 responses Questionning PA, SA, Questioning
Q4	Any method not mentioned above that you prefer (if none, leave blank) 0 responses No responses yet for this question.
Q5	How do you think technology can enhance the process of formative assessment in the classroom? 2 responses digital management tools can help teachers to log pupil progress Technology can provide real-time feedback through tools like quizzes, allowing teachers to quickly identify student understanding and adjust their instruction accordingly.
Q6	Would you say you have participated in any professional development relating to improving the use of formative assessment within schools? If you can, could you also state any key takeaways? 2 responses N/A No, I haven't had any professional development related to formative assessment yet.

Appendix 6 - Staff Questionnaire Responses

Q7	How do you think formative assessment impacts student learning and engagement? 2 responses encourage participation and motivation, making learning more interactive and enjoyable. By providing ongoing feedback, formative assessment encourages students to take an active role in their learning, making them more invested and engaged in the classroom.
Q8	How do you ensure that feedback is constructive and encourages student growth? 2 responses I maintain a positive tone and highlight strengths before addressing areas for growth, which helps motivate students to take feedback seriously. I encourage a growth mindset by framing feedback positively and highlighting progress, motivating students to embrace challenges.
Q9	In what ways do you involve students in the formative assessment process? 2 responses I involve students in the formative assessment process by encouraging them to set personal learning goals and self-assess their progress through reflection journals. I facilitate opportunities for students to give and receive feedback from their classmates during group activities, helping them learn collaboratively and gain different perspectives on their performance.
Q10	How do you encourage students to reflect on their own learning and assessment results? 2 responses Facilitate small group discussions where students can share their thoughts on their learning experiences and assessment outcomes, allowing them to learn from each other's insights. I encourage students to keep a learning journal where they can write about their experiences, challenges, and achievements after each assessment, fostering self-reflection.
Q11	How do you address concerns from students or parents about formative assessments not being formally graded/marked? 2 responses they are crucial for identifying areas of improvement and enhancing students' understanding before moving on to summative evaluations I explain that formative assessments are designed to help students learn and improve, rather than to assign grades. They provide valuable feedback that guides their progress.

Appendix 6 - Staff Questionnaire Responses

Q7	How do you think formative assessment impacts student learning and engagement? 2 responses encourage participation and motivation, making learning more interactive and enjoyable. By providing ongoing feedback, formative assessment encourages students to take an active role in their learning, making them more invested and engaged in the classroom.
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