Appendix

Contents: Page

1. Appendix A - Ethics form 2
2. Appendix B - Consent form 10
3. Appendix C - Questionnaire link & responses 11
4. Appendix D - Interview questions & transcripts 13
   - Transcript – Group A 14
   - Transcript – Group B 16
   - Transcript – Group C 18
   - Transcript – Group D 19
5. Appendix E - Additional resources used. 20

Appendix A
Ethics Form

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)

1	Full Name:	Jessica Elizabeth Holton				
2	Tick all boxes that apply:		Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student	☐

3	Institute/Academic Discipline/Centre:	Initial Teacher Education, Yr Athrofa
4	Campus:	Carmarthen
5	E-mail address:	2210942@student.uwtsd.ac.uk
6	Contact Telephone Number:	07368554106
	For students:	

7	Student Number:	2210942
8	Programme of Study:	BA Primary Education with QTS
9	Director of Studies/Supervisor:	Dr Sioned V Hughes

SECTION B: Approval for Research Activity

1	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	
2	If Yes, please indicate source of approval (and date where known): ***Approval in principle must be obtained from the relevant source prior to seeking ethical approval***	Research Degrees Committee	☐		
		Institute Research Committee	☐		
		Other (write in) ECAD5010 Module lead: Julia Holloway	☒	**25.04.23**	

SECTION C: Internal and 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, location-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. You may add rows to this table if needed.	
1	**UWTSD Research Ethics & Integrity Code of Practice**	☒
2	**UWTSD Research Data Management Policy**	☒
3	*BERA (2018) ethical guidance for education*	☒

SECTION D: External Collaborative Research Activity
If there are external collaborators then you should gain consent from the contact persons to share their personal data with the university. If there are no external collaborators then leave this section blank and continue to section E.

1	Institution					
2	Contact person name					
3	Contact person e-mail address					
4	Is your research externally funded?		**YES**	☐	**NO**	☐
5	Are you in receipt of a KESS scholarship?		**YES**	☐	**NO**	☐
6	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	**YES**	☐	**NO**	☐
7		Employed	**YES**	☐	**NO**	☐
8	Is the research being undertaken within an existing UWTSD Athrofa	If YES then the permission question	**YES**	☒	**NO**	☐

	Professional Learning Partnership (APLP)?	below does not need to be answered.				
9	Has permission to undertake the research has been provided by the partner organisation?	(If YES attach copy) If NO the application cannot continue	**YES**	☐	**NO**	☐

Where research activity is carried out in collaboration with an external organisation

10	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 (this may be a copy of an email if appropriate).				

SECTION E: Details of Research Activity

1	Indicative title:	What are staff and year 3 pupils thoughts and experiences on written and verbal feedback? Is one preferred over the other?		
2	Proposed start date:	02.05.23	Proposed end date:	15.05.23
	Introduction to the Research (maximum 300 words per section) **Ensure that you write for a Non-Specialist Audience when outlining your response to the points below:** *Purpose of Research Activity* *Proposed Research Question* *Aims of Research Activity* *Objectives of Research Activity* Demonstrate, briefly, how **Existing Research** has informed the proposed activity and explain *What the research activity will add to the body of knowledge* *How it addresses an area of importance.*			
3	**Purpose of Research Activity** • To develop our research methods and skills; collecting data for ourselves • To gain a deeper understanding of Assessment For Learning within the classroom to improve professionalism. • (this box should expand as you type)			

4	**Research Question** What are staff and year 3 pupils thoughts and experiences on written and verbal feedback? Is one preferred over the other? (this box should expand as you type)
5	**Aims of Research Activity** • *To explore staff and learners' perceptions of Asessment for Learning* • *To gain a rich understanding of how feedback is used in the classroom and how children perceive this strategy* • *To critically evaluate the different research tools- questionnaire/ interview*

	• *To further develop personal knowledge and understanding of AfL …. to improve professional practice* (this box should expand as you type)
6	**Objectives of Research Activity** • *To provide explore the AfL feedback strategies and approaches used by staff to support and develop pupils' learning using a questionnaire..* • *To interview groups of children to capture their views about verbal and written feedback.* • *To critically reflect on the process of using different research tools to collect data* (this box should expand as you type)
	Proposed methods (maximum 600 words) 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. You do not need to justify the methods here, but should instead describe how you intend to collect the data necessary for you to complete your project.
7	*Describe your research tools here* ***Interviews*** *– A selection of 8 year 3 pupils will be involved in a semi-structured interview where they will be invited to respond to key questions. For example, when you complete a task, how does Mrs B tell you that you've done well? How would you like Mrs B to give you feedback? Why would you like her to do it this way? Do you think you would understand better if Mrs B did it like this? Why? These interviews will be conducted in an informal setting and I will make notes of and audio record their responses. The audio recording will be solely for my use, I will be transcribing the interview and the audio recording will be there for me to listen back to ensure I have made not of everything. The children will not be forced to participate, will be made aware that they do not have to answer any questions and that they can stop at any time, I will do this using red and green cards that the children can use freely to express their comfortability. I will check on the children's feelings regularly. No names will be recorded.* *As for the teacher involved, a questionnaire will be given and a full disclosure will be written at the top of it for the teacher to be made aware of. Ensuring confidentiality and anonymity. I will be asking approx. β staff members* Questionnaire will allow the data to be easily collected and easy to analyse when received. With the received data I will be able to transfer the data into other forms such as graphs. (this box should expand as you type)
	Location of research activity Identify all locations where research activity will take place.
8	*The research activity will take place in a small rural school with approximately 250 pupils. The classes are mixed across year groups. The class I intend to carry out my research on is a year3/4 class.* (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 and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the research then please state this.
9	N/A *(this box should expand as you type)*

10	Use of documentation not in the public domain: Are any documents **NOT** publicly available?	**NO**	☒
		YES	☐
11	If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with the current data protection law of the country in question and that of England and Wales. *(this box should expand as you type)*		

	Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?	**YES**	**NO**
12	A prosperous Wales	☐	☒
13	A resilient Wales	☐	☒
14	A healthier Wales	☐	☒
15	A more equal Wales	☐	☒
16	A Wales of cohesive communities	☐	☒
17	A Wales of vibrant culture and thriving Welsh language	☐	☒
18	A globally responsible Wales	☐	☒
19	If YES to any of the above, please give details:		
	(this box should expand as you type)		

SECTION F: Scope of Research Activity **TICK ALL RELEVANT BOXES HERE**

	Will the research activity include:	**YES**	**NO**
1	Use of a questionnaire or similar research instrument?	☒	☐
2	Use of interviews?	☒	☐
3	Use of focus groups?	☒	☐
4	Use of participant diaries?	☐	☒
5	Use of video or audio recording?	☒	☐

6	Use of computer-generated log files?	☐	☒
7	Participant observation with their knowledge?	☐	☒
8	Participant observation without their knowledge?	☐	☒
9	Access to personal or confidential information without the participants' specific consent?	☐	☒
10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
12	Investigation of participants involved in illegal activities?	☐	☒
13	Use of procedures that involve deception?	☐	☒
14	Administration of any substance, agent or placebo?	☐	☒
15	Working with live vertebrate animals?	☐	☒
16	Procedures that may have a negative impact on the environment?	☐	☒
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.		
	Details of any other primary data collection method: (this box should expand as you type)	☐	☒

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.

SECTION G: Intended Participants **TICK ALL RELEVANT BOXES HERE**

If there are no participants then do not complete this section, but go directly to section H.

	Who are the intended participants:	YES	NO
1	Students or staff at the University?	☐	☒
2	Adults (over the age of 18 and competent to give consent)?	☒	☐
3	Vulnerable adults?	☐	☒
4	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☒	☐
5	Prisoners?	☐	☒
6	Young offenders?	☐	☒
7	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
8	People engaged in illegal activities?	☐	☒
9	Others. Please indicate the participants below, and specifically any group who may be unable to give consent.	☐	☒
	Details of any other participant groups:		

	(this box should expand as you type)		

	Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
10	How many participants are expected?	Pupils – 6-12 Staff approx. 4 *(this box should expand as you type)*
11	Who will the participants be?	3 Teacher or TA…. Approx. Questionnaires. 6-12 year 3 pupils ages 7-8 *(this box should expand as you type)*
12	How will you identify the participants?	Range of abilities between higher and lower - diversity *(this box should expand as you type)*

	Information for participants:	YES	NO	N/A
13	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
14	Will you tell participants that their participation is voluntary?	☒	☐	☐
15	Will you obtain written consent for participation?	☐	☐	☒
16	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
17	If the research is observational, will you ask participants for their consent to being observed?	☐	☐	☒
18	Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
19	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
20	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
21	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
22	If NO to any of above questions, please give an explanation			

	Information for participants:	YES	NO	N/A
24	Will participants be paid?	☐	☒	☐
25	Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
26	Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐

28	If YES to any question, please provide full details
	(this box should expand as you type)

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.		
1	**Full risk assessment completed and appended?**	**Yes**	☐
		No	☒
2	**Risks to participants** For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information		
	Risk to participants: - Pupils giving answers to please the interviewer - Anxiety and stress - Pressured - Power dynamic -	*How you will mitigate the risk to participants:* *Participant will be told that there is no consequence for anything they say. I will make it clear that I want open and honest answers. I will make it clear that the answers they give will not affect their education in any way and there will be no repercussions for their actions and answers in regard to the research. I will also make it clear to the children that they can withdraw at any point if they no longer wish to continue*	
3	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		
4	**Risks to the investigator** For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest		
	Risk to the investigator: • *Risk of accusation of fabrication or falsification of data.*	*How you will mitigate the risk to the investigator:* *I will follow the UWTSD and BERA ethical guidelines when conducting primary research in a school.*	
5	**University/institutional risks** For example: adverse publicity, financial loss, data protection		
	Risk to the University: - *Not behaving in a way that could impact the relationship between school and university*	*How you will mitigate the risk to the University:* • *I will behave in a professional manner, at all times. I will also collect my data on a*	

	- Not maintaining confidentiality as disclosed to the participanta	*password protected file and all data will be confidential and anonymous.*
6	**Environmental risks** For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: n/a	*How you will mitigate the risk to environment:* n/a

	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
7	Does your research require you to hold a current DBS Certificate?	☒	☐	☐
8	If YES, please give the certificate number. If the certificate number is not available please write "Pending"; in this case any ethical approval will be subject to providing the appropriate certificate number.			

SECTION I: Feedback, Consent and Confidentiality

1	**Feedback** What de-briefing and feedback will be provided to participants, how will this be done and when?
	N/A
2	**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 in accordance with prevailing data protection legislation.
	I will converse with my professional tutor and lecturer and inform them of the research I will be undertaking, providing reason and rationale behind the research. However, I will verbally ask the head-teacher/teacher identified to participate whether they wish to participate, likewise with the children involved to ensure full engagement with the research. I will also ask for their ongoing consent during the research to ensure it remains ethical.
3	**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.
	No names will be recorded. I will not disclose names during my research…I will ensure that no individual data (raw scores, individual identifiable performance outcomes) are made available to schools/parents etc

SECTION J: Data Protection and Storage **NO NEED TO COMPLETE SECTION J**

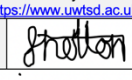
	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
1	***"Personal data"*** *means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.*	☐	☐
	If YES, provide a description of the data and explain why this data needs to be collected:		
2	*(this box should expand as you type)*		
	Does it involve special category data (as defined by the GDPR)?	YES	NO
3	***"Special category data"*** *means sensitive personal data consisting of information as to the data subjects' –* *(a) racial or ethnic origin,* *(b) political opinions,* *(c) religious beliefs or other beliefs of a similar nature,* *(d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992),* *(e) physical or mental health or condition,* *(f) sexual life,* *(g) genetics,* *(h) biometric data (as used for ID purposes),*	☐	☐
	If YES, provide a description of the special category data and explain why this data needs to be collected:		
4	*(this box should expand as you type)*		

	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	YES	NO
5	Manual files (i.e. in paper form)?	☐	☐
6	University computers?	☐	☐
7	Private company computers?	☐	☐
8	Home or other personal computers?	☐	☐
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☐
10	"Cloud" storage or websites?	☐	☐
11	Other – specify:	☐	☐
12	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation:		
	(this box should expand as you type)		

	Data Protection		
	Will the research activity involve any of the following activities:	YES	NO

13	Electronic transfer of data in any form?	☐	☐
14	Sharing of data with others at the University outside of the immediate research team?	☐	☐
15	Sharing of data with other organisations?	☐	☐
16	Export of data outside the UK or importing of data from outside the UK?	☐	☐
17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☐
18	Publication of data that might allow identification of individuals?	☐	☐
19	Use of data management system?	☐	☒
20	Data archiving?	☐	☐
21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate):		
	N/A *(this box should expand as you type)*		
22	List all who will have access to the data generated by the research activity:		
	(this box should expand as you type)		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	(this box should expand as you type)		
24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
	(this box should expand as you type)		
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. (*Most relevant to academic staff)*		
	N/A *(this box should expand as you type)*		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	**YES**	☐
27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	**YES**	☐

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 which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
1	**Signature of applicant:**		**Date:** 25.04.2023

For STUDENT Submissions:

2	Director of Studies/Supervisor:		**Date:**
3	Signature:		

For STAFF Submissions:

4	Academic Director/ Assistant Dean:		**Date:**
5	Signature:		

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 (where appropriate) *ONLY TICK IF YOU HAVE **ATTACHED A FULL RISK ASSESSMENT***
☒	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 Academic Director.

RESEARCH STUDENTS ONLY
Once complete, submit this form via the **MyTSD Doctoral College Portal** at (https://mytsd.uwtsd.ac.uk).

RESEARCH 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.

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.

Appendix B
Consent form

Research School Day
BA2
02/05/23

Rationale
Research Day in School is an important element of the **ECAD5010 Module – *Researching the Learning – what, how and why am I teaching?*** The aim of the module is to **develop student teachers' research skills** by providing opportunities for them to create a questionnaire and interview questions and to trial these research methods in a school (i.e., PTE2 school).

The overarching research question is 'What are learners and staff perceptions of AfL?" For the assignment, the student teachers will have to choose a particular aspect of AfL (e.g. feedback, questioning) and then **design, trial and critically evaluate their research tools**.

Before the Research Day in School the student teachers will have already designed their research tools (questionnaire and interview questions) and submitted an ethics form.

During the Research Day in School the student teacher should be able to carry out the following tasks:

- Distribute and collect **questionnaires** (school staff and/or pupils)
- **Interview** a group of children (from PTE2 class) and possibly some of the staff

Following the 'Research Day in School', the student teachers will **critically evaluate these research tools.** Their focus will not be on the data they collected but on the research design, i.e. the effectiveness of their research tools.

EWC Code of Conduct:
An expectation of professionalism as outlined in the EWC's code of conduct is expected from all stakeholder participants throughout the Research Day.
https://www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice-pdf.html

They are also expected to adhere to the **BERA Ethical Guidelines for Educational Research** (2018) https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018 and the **UWTSD UWTSD Research Ethics & Integrity Code of Practice**

ECAD5010 Consent Form

Student teachers must gain the following written consent of the head teacher before trialling their research tools.

To be completed by the school:

I agree to _____ as a representative of Yr Athrofa to:

-Take photographs	(Tick accordingly)
-Interview	
-Take video	
-Observe	
-Quote school policy documents	
-Questionnaires	

Name of Head teacher _____ Signed _____

Name of school _____

To be completed by the student teacher:

If I am granted such permission, I agree to abide by the ethics embodied within the EWC Code of Conduct and BERA Ethical Guidelines (2018) and will not distribute any such material to audiences beyond the University authorities without their permission.

Name of student teacher: Signed:

Student teacher UWTSD e-mail address:

Programme (BA Education QTS/ Primary):

A letter for the school to distribute to parents/guardians
Classroom-based research with student teachers

Ethical Research
Student teachers may be required to undertake small-scale classroom-based research in order to complete assignments.

The following letter should be made known to parents/guardians so that informed consent or a request to withdraw from the research being undertaken is agreed.

This school is a partner with the professional learning partnership that sits within the Athrofa at University of Wales Trinity Saint David in Carmarthen and Swansea. This school offers placements to students who are learning to be teachers. When student teachers work within the school, they are always under the supervision of the class teacher. The purpose of this letter is to inform you that as part of the University-based assessment, the student teacher will be required to evaluate classroom practice. This sometimes takes the form of a written evaluation or assessment of children's work and can also involve asking staff and children about their views. This activity does not differ from usual classroom practice.

If you would like more information about the work taking place in your child's class, please don't hesitate to ask the class teacher. If, following this discussion, you decide you don't want your child to be involved in any classroom-based evaluation undertaken by the student teachers please inform the class teacher.

If you would like more information about the initial education and training of new teachers, please contact the Athrofa Professional Learning Partnership through its senior administrator, Christine Rees.

Thank you for taking time to read this information.

Appendix C
Questionnaire & responses



https://forms.office.com/Pages/ResponsePage.aspx?id=-REPTm4EBUWcuNshUjEeIbjikTasx1ZBouNucDFOHIxUOU5VSEVWRFo4VVpRTU1KU1JLTUNTOUw4Si4u

1. Do you use a combination of written and verbal feedback within your lessons as part of Assessment for learning? (0 point)

More Details

Yes	2
Only Verbal	0
Only Written	0



2. Is there a reason for your above answer? (0 point)

More Details

2
Responses

Latest Responses
"To give children a variety of strategies. '
"It's what's expected of us. '

3. How often would you say you use both/ one of these forms of feedback? (please give as much detail as possible) (0 point)

More Details

2
Responses

Latest Responses
"At least 2-3 times a week'
"Every other lesson'

4. Do you prefer one over the other? please state why. (0 point)

More Details

2
Responses

Latest Responses
"Verbal'
"Verbal feedback is less time consuming in terms of workload'

5. Do you find that one is more effective in moving pupils forward within their learning? Why?

2 Responses

ID ↑	Name	Responses
1	anonymous	Verbal feedback is remembered much more easily by the children. Written feedback often goes unread.
2	anonymous	Written - children have to think about it more

6. Is there a particular time when you feel one method of feedback is more appropriate than the other? Please give details. (0 point)

More Details

2
Responses

Latest Responses
"Verbal - good for live marking'
"Practical subjects eg PE, D&T'

7. Do you face any barriers when giving verbal feedback? If so, what are they? (0 point)

More Details

2
Responses

Latest Responses
"No'
"Children with English as a 2nd language, ALN children'

8. Do you face any barriers when giving written feedback? If so, what are they? (0 point)

More Details

2
Responses

Latest Responses
"Some children struggle with reading'
"Children with English as a 2nd language, ALN children '

9. Overall, do you see an improvement in pupils' work after they have received feedback? Please give details. (0 point)

More Details

2
Responses

Latest Responses
"Yes - live verbal feedback immediately gets them to think about...
"Sometimes but not always. '

10. Do you notice any differences between pupil engagement and understanding once feedback has been given? (0 point)

More Details

2
Responses

Latest Responses
"Yes, if there's been a misunderstanding then it can change their...
"Sometimes but not always'

11. Anything else you wish to add. Please do so here.

2 Responses

ID ↑	Name	Responses
1	anonymous	Sometimes children providing the feedback in terms of peer assessment often has a greater impact although not always a positive one as children can be quite blunt in their assessment of what they consider to be good or bad.
2	anonymous	no

Appendix D
Interview questions & Transcripts

Interview questions

Disclaimer: I'm going to ask you some questions, there are no right or wrong answers. If you don't want to answer any questions then you can show me the red face. If you're happy to continue then show me a green face.

Questions – interview

- ★ When you complete a task, how does Mrs B tell you that you've done a good job?
- ★ When you complete a task, how does Mrs B tell you if there's anything you need to do to make it even better?
- ★ How does it make you feel when she gives you feedback in this way?

Prompts- marking (write in books), go through it with you, thumbs up thumbs down.

The following questions will be dependent on the children's answers to previous questions

- ★ Do you like the way Mrs B tells you? Why or why not?
- ★ Do you find it easier when Mrs B writes out what you did well and how you can improve or when she talks to you about it?

Prompts- give example: when you've written a poem, is it easier to understand when its written down "you've done really well here, try this..." or if she was to say to you, "you did this well, to make it better you need to..." bring some physical examples incase needed.

- ★ Do you think you would understand better if Mrs B did it like this...? Why?
- ★ What if she did it like this? Do you think that would work better? Why?
- ★ How would you like Mrs B to give feedback to you?
- ★ Why would you like her to do it this way?

Prompts- elaborating on the question if needed.

Interview transcript – Group A (higher ability)

Interviewer: So, today I'm going to be asking you some questions, okay? The reason I'm going to ask you these questions is so that I can learn about your thoughts and experiences with receiving Feedback from Mrs B. There are no right or wrong answers, and if you don't want to answer any of the questions then you don't have to. Does anyone not want to be here? Great, so I'm going to give you a green and a red face, what do you think green means?

All: happy

Interviewer: what do you think red means

All: sad

Int: so, if you show me a red face that's telling me that you don't want to answer any more questions or would like to leave. Which is absolutely fine!! If you want to go you can go. You can change your mind at any time.

Clarifying their understanding by getting them to repeat to me what each face represents

Q1.

Int: When you complete a task in the classroom, how does Mrs. B let you know you've done a good job? (Gave example to clarify question)

M: When we have done it all right, she will write that we have hit the skill.

F: sometimes she'll write it and sometimes she'll say it

Me: does she tell you more in person or?

M: shell tell us more in writing

F: and sometimes stickers

Q2.

Int: What does Mrs. B do if there's anything for you to improve on (even better ifs)?

Prompts: telling you one-to-one like me telling you, or write in the book?

All: write in the book

F: and sometimes tell you (all agreed)

Q3.

Int: Do you like the way Mrs. B tells you, you've done a good job? Do you like it when she writes in your book?

All: yes

F: because we don't have to get up

Int: Do you like it when she tells you in person?

F: No, because when she writes in our books, then we can remember it. So we know then if we need to do something better. It's easier if she writes it as we can look back in our books to see what it was, we needed to do.

Int: So you find it okay reading what Mrs. bound writes in your book?

All: Yes

Q4.

Int: Do you think you would understand better if Mrs. B wrote in your book all the time? Or do you think sometimes it's nice to be told? As what happens if you don't understand what was written in your book?

All: yeah, sometimes

Int: On the whole would you rather Mrs. B write in your book all the time?

All: No

Sometimes you like to have both?

F: yes

F: Yes

M: sometimes after we've done our work, she tells us we need to do green for growth or tickle pink

F: if we haven't understood it, we draw a sad face but it we kind of understand it a normal face but if we really understood it then a happy face

Int: How would you like Mrs. B to give you feedback/ mark your work?

F: writing in our books and telling us, because if we don't understand then miss could tell us

All: 50/50.

Both verbal and written is favored

Int: Any problems you face with writing?

Sometimes don't understand what is meant by what's written.

Transcript – Group B

Interview transcript – Group B (intermediate)

Interviewer: So, today I'm going to be asking you some questions, okay? The reason I'm going to ask you these questions is so that I can learn about your thoughts and experiences with receiving Feedback from Mrs B. There are no right or wrong answers, and if you don't want to answer any of the questions then you don't have to. Does anyone not want to be here? Great, so I'm going to give you a green and a red face, what do you think green means?

All: happy

Interviewer: what do you think red means

All: sad

Int: "so if you show me a red face that's telling me that you don't want to answer anymore questions or would like to leave. Which is absolutely fine!! If you want to go you can go. You can change your mind at any time

clarifying their understanding by getting them to repeat to me what each face represents

Q1.

Int: When you complete a task in the classroom, how does Mrs B let you know you've done a good job? (gave example to clarify question)

F: she writes it on our work

All agree.

M: by saying

Q2.

Int: What does Mrs B do if there's anything for you to improve on (even better ifs)?

Prompts: telling you one-to-one like me telling you, or write in the book?

M: puts a sticker on our work

F: she says da iawn

M: she writes a sentence to say could try better

Int: do you like it when Mrs B writes in your book?

All: yes

Int: why?

F: she's telling us about our work

Int: how does it help you when she writes in your book?

M: you know what she wants you to do

F: and it shows you what she feels about your work

Q3.

Int: do you find it easier when Mrs B writes in your book or when she tells you.

MFF: writes

M: Talks – struggle reading the handwriting.

F: agrees as joined handwriting difficult to pull apart

Do you think that may affect your work in the future?

F& M: I can understand it

F&M: struggle to read it

Q4.

Int: Do you think you would understand better if mrs B wrote in your book all the time? Or do you think sometimes its nice to be told? As what happens if you don't understand what was written in your book?

F: ask her

All agree

Int: On the whole would you rather Mrs b write in your book all the time?

F: all written

All: combination of the both

Do you feel more confident when she tells you and goes through it with you? Does she ever go through it with you? Does that make you feel more confident?

All agree: feel more confident when she goes through it

..

Do you find that Mrs. B will only write in your book if there's something that needs to be improved? Or does she write in your book even if everything is right?

All: no difference

Transcript – Group C

Interview – group C (ALN)

Interviewer: So, today I'm going to be asking you some questions, okay? The reason I'm going to ask you these questions is so that I can learn about your thoughts and experiences with receiving Feedback from Mrs B. There are no right or wrong answers, and if you don't want to answer any of the questions then you don't have to. Does anyone not want to be here? Great, so I'm going to give you a green and a red face, what do you think green means?

All: happy

Interviewer: what do you think red means

All: sad

Int: "So if you show me a red face that's telling me that you don't want to answer any more questions o would like to leave. Which is absolutely fine!! If you want to go you can go. You can change your mind a any time

Clarifying their understanding by getting them to repeat to me what each face represents

Q1.

Int: When you complete a task in the classroom, how does Mrs B let you know you've done a good job? (gave example to clarify question)

M: she puts a sticker in our books

M: she tells us good job

M: she writes in our book good job

F: she tells us and writes it in our book

Q2.

Int: What does Mrs B do if there's anything for you to improve on (even better ifs)?

Prompts: telling you one-to-one like me telling you, or write in the book?

M: she always tells us

M: sometimes she writes in and sometimes she tells us

M she tells us the work we have to do but if we're stuck then she explains again

Q3.

Do you like how mrs b marks your work? Do you like it when she writes in your book or when she tells you?

M: I don't like when she writes in my book because the way she writes I can't read it properly and understand it. So I just sit back and pretend like I understand.

M: I like both

M: happy with both

F: I like when she writes in my book because then I can look at what she's said and check back on what I've done wrong.

Q4.

Do you like a combination of written and verbal or just one>

f: just written

M: combination

M: half and half

M: I do like written but I struggle reading it. So both

Is there a different way you would like miss to mark your work?

F: I want her to go back over it with us

M: I want to see how to do better

M: agree

M: I would like her to write it in smaller sentences so I can understand more.

Transcript – Group D

Interview – group D

Interviewer: So, today I'm going to be asking you some questions, okay? The reason I'm going to ask you these questions is so that I can learn about your thoughts and experiences with receiving Feedback from Mrs B. There are no right or wrong answers, and if you don't want to answer any of the questions then you don't have to. Does anyone not want to be here? Great, so I'm going to give you a green and a red face, what do you think green means?

All: happy

Interviewer: what do you think red means

All: sad

Int: "so if you show me a red face that's telling me that you don't want to answer any more questions o would like to leave. Which is absolutely fine!! If you want to go you can go. You can change your mind a any time

Clarifying their understanding by getting them to repeat to me what each face represents

Q1.

Int: When you complete a task in the classroom, how does Mrs B let you know you've done a good job? (Gave example to clarify question)

M: she marks in red pen, gives us ticks if good and dots if wrong, she writes something sometimes too

F: gives a sticker and mark with red pen

M: she tells you how you can improve your work – she writes it down

F: she does a wish and a star

Q2.

Does Mrs. b ever tell you how you can do better

F: no

M: no

M: not really no, she only will if we go up to her and she marks it (live marking) sometimes if its playtime we have to put our books in the mark tray

Is that the only time she will verbally give you feedback?

M: if we put it in the marking tray, the next day she'll tell us that we got it right (whole class)

Q3.

Do you like it when Mrs. bound writes what you did well or what you could do better in your books?

MFF: yes

M: maybe....(further questioning showed he was satisfied with how he receives feedback)

F: I like how she writes in the book but she could tell me more

Q4.

When miss writes in your book do you struggle to understand what she means

M: yeah

M: sometimes

F: yes

What do you do if you don't understand what she's written?

M: I ask her

All agree

Q5.

Would you prefer it then if miss, wrote in your book and shows you how to improve?

All: yeah

Do you think that would help with your confidence?

F: better, make me improve and happy

How would you like Mrs b to give feedback to you?

M: 50/50

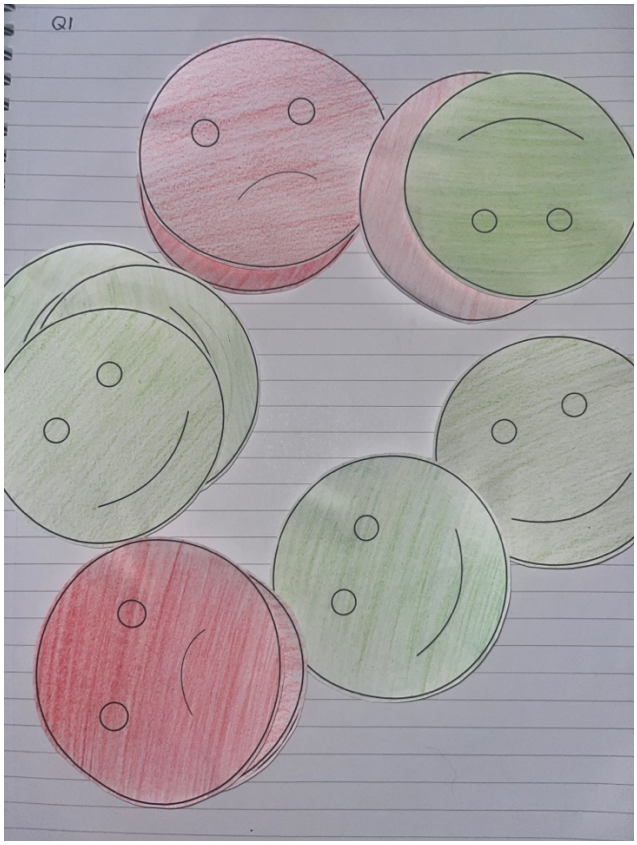
M: 50/50

F: 50/50

50/50 meaning verbal and written

Appendix E
Additional Resources

Consent cards for the children during the interview



Audio Recording of all interviews with participants

