

How can we improve pupil feedback on learning through the use of prompts?

1700638

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
	☐	☐	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject)	☐	☐	☐	X	☐	☐
2. Intellectual Skills (Analysis)	☐	☐	☐	X	☐	☐
3. Pedagogic and Professional Applications (Practical Application and Deployment)	☐	☐	☐	X		
4. Key Transferable Skills	☐	☐	☐	X		

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 have engaged with a wide range of literature.	Being more critical.

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How can we improve pupil feedback on learning through the use of prompts?

Abstract

This small-scale study aimed to establish how we can improve pupil feedback on learning through the use of prompts within the Foundation Phase. Following a recent professional teaching experience it is clear that pupil feedback is being gathered and assessed but often that feedback is not related to their learning. Through the use of lesson study, observation and focus group interviews qualitative data was collected. The use of prompts as a way to improve pupil feedback was highlighted. The use of non-specific prompts had little impact on the learner's feedback. The use of specific prompts had a greater level of influence on the pupils' feedback.

Key Words: Feedback, Prompts, Lesson Study, Formative Assessment.

Purpose of Research

Since Black and William (1998) Assessment for learning and formative assessment strategies have been at the forefront of teaching and learning discussion. It is clear from professional teaching practice that formative assessment is an important part of day to day teaching. Within the Foundation Phase (Year 2) it was evident that pupils struggled to feedback on their learning. Often pupils feedback was not related to their learning. Pupil feedback is vitally important in order to understand where each pupil is currently at and their level of understanding. Therefore, this research aims to understand if pupils feedback can be improved through the use of prompts. By introducing the prompts (see Appendix 1), it is anticipated that pupils feedback will be increased and their learning improved.

Research Context

The research was carried out in two Foundation Phase (Year 2) classes, at different schools. The first research lesson took place at a large inner city school within Swansea, with over 500 pupils on the roll. This school is considered to be in a deprived area, 42.5% of the pupils are known to have free school meals. The class consisted of 27 pupils of which 12 pupils are known to have additional learning needs. The second research lesson took place in a slightly smaller school within Carmarthenshire, there is just over 400 pupils on the roll. This school is also considered to be located

within an area of deprivation, 39% of the pupils at this school are known to be eligible for free school meals. The class also consisted of 27 pupils, however 14 of the pupils are known to have additional learning needs.

Following a discussion with my research partner it was decided that subsequent to our first professional teaching practice pupil feedback on their learning was area in need of improvement. In school 1 pupil feedback would be regularly asked for during mini plenaries however it often turned into a show and tell session. Here the pupils would regurgitate what activities they had done during the lesson rather than feedback on their learning. Within school 2 although mini plenaries were not used, during group plenaries following focused tasks or during whole class plenaries there was a similar problem with the feedback of the pupils. There is a growing body of literature that surrounds feedback, peer feedback and the impact it can have upon pupils learning. My researcher partner and I have innovated a set of prompts that will be used during our lesson study. Two types of prompts will be used within the research, 'non-specific' and 'specific'. The non-specific prompts are overall learning prompts whereas the specific prompts are tailored to the learning within the lesson. The prompts will be given to the pupils to work with in a pair thus encouraging them to become engaged with the prompts and active participants in their learning. Together our research question is: How can we improve pupil feedback on learning through the use of prompts?

Literature Review

Assessment for Learning is an integral part within any classroom (Sargent, 2011). However, the most significant improvements take place when pupils take control of their own learning (Assessment Reform Group, 2002). It is of importance that teachers learn to understand their pupils' progress and recognise any difficulties within their learning, (Black and William, 1998). In simple terms, formative assessment allows teachers to understand where pupils are currently at with their learning and acts as a basis to make informed decisions about the next steps needed within the learning process (Harlen and Qualter, 2004; Harlen, 2005). Classroom assessment has serious potential to influence teaching and learning, as it has the potential to increase the speed of pupils' learning (Earl, 2012; Popham, 2011). When full engagement is received in assessment activities, feedback can often be enhanced and therefore teachers and pupils can use this to modify the teaching and learning activities in the future (Black et al, 2004; Carless, 2005). In order for formative assessment to be successful teachers must focus upon how pupils learn and employ strategies to improve their learning, as learning is driven by what happens within classroom (Berry 2011: Black and William 1998). Additionally, pupils need continuous information about their learning and from this information they can begin to understand what they are succeeding at and how they can make efforts to improve (Gardner, 2006: James, 2008). Assessment for learning can happen in various ways including: self, peer or teacher. Through self and peer assessment, pupils are given the opportunity to take on more responsibility for their learning (Liu and Carless, 2006; Sackstein, 2017). Motivation to learn can be improved if pupils are able to understand and see evidence of their progress (Harlen, 2007).

For formative assessment to be successful, feedback in the classroom needs to be at the centre of all learning opportunities, (Brown, 2004). (Hattie and Timperley, 2007) puts forth how feedback can be seen as one of the most powerful influences on learning and development however, the impact can be both positive and negative. Feedback simply cannot be based on the teacher's opinion alone as the inclusion of pupils within the process emphasises opportunities for reflection, learning and growth for both pupils and teachers, (Gibbs and Simpson, 2004). To emphasise the importance of classroom interactions, pupils must be involved in whole class dialogue and peer group discussions, (Brown, 2004; Early et al, 2016). It is these interactions that have the largest impact on teaching and pupils learning (Black and William, 1998). Youssef (2017) emphasises that in order to fully understand teaching and learning and the way in which these two processes interact, feedback is vital. Furthermore, Mashburn et al (2008) found that instructional support and the quality of

interactions between teachers and children has the potential to impact children's academic outcomes.

However, throughout the literature findings researchers are discovering that within many classrooms formative assessment is not evident or is superficial (Black et al, 2002; Pedder and James 2012; Popham, 2011). Following on from this, Mashburn et al (2008) suggest that the quality of interactions between teachers and pupils is also relatively low. Here we can begin to understand the importance of introducing prompts as a way to improve the quality of interactions between teachers and pupils, in the research feedback. Additionally, Black and William (1998) also imply the need for teaching and learning to be interactive, thus within our research the students will be actively involved with the use of the specific prompts. In order for the learners to become more competent participants within our research we will include opportunity for them to discuss, to assume lead roles, to work with others and to engage in authentic activities (Hall and Burke, 2004; Taylor et al, 2000). Through the use of the specific prompts the learners feedback is being scaffolded, as the students are focusing their attention on relevant and timely aspects of the task (Hall and Burke, 2004; Wood, 1988). Here the importance of the pupils having opportunities to become ambitious, capable learners who have the ability to explain the concepts and ideas they are learning about (Donaldson, 2015).

Sackstein (2017) implies that pupils' opportunities to exercise agency in their learning are limited with the majority of classrooms. By introducing specific prompts pupils have the potential to feel empowered and become experts within their learning. The pupils have a clear opportunity to take responsibility for and actively move their learning forward. By deploying learning strategies teachers can provide direction and redirection of the learning, which can maximise the power of feedback (Hattie, 2012). Expressing and articulating our understanding to others is an important part of the learning process (Liu and Carless, 2006). Falchikov (2001) further suggests that peer feedback has the potential to enhance pupil learning. Orsmond, Merry and Reiling (2000) argue that peer involvement in assessment, if carried out in the right atmosphere and environment pupils can improve their peers learning as they are encouraged to think critically.

Explanation of Lesson Study design

The main methodology used for this research is Lesson Study. Lesson Study is a highly-specified form of classroom action research that focuses upon the development of teacher practice knowledge (Dudley, 2014). Lesson Study is a teacher-led professional development model which involves teachers working collaboratively in order to plan, teach, observe and analyse the learning and teaching that focus on student learning. Lesson Study allows teachers to experiment and reflect on their practice by analysing student behaviour (Lee, 2011). Teachers can work collaboratively with other Lesson Study members thus revealing discrepancies between their expectations and observations (Vrikki et al, 2017). The findings from the lesson study research lessons will be recorded and in some cycles of research the researchers may innovate or refine a pedagogical approach in order to improve the pupils learning (Dudley, 2014). Lesson Study has been successful for many teaching professionals, improvements include knowledge gains about ways of teaching, students' learning and specialised subject content (Kamina and Tinto, 2011; Knapp, Bomer and Moore, 2011; Lawrence and Chong, 2010).

During this research, a Lesson Study has been carried out by my partner and I. The focus (improving pupils feedback on their learning) of the study has been agreed upon from a review of literature and from personal experiences during our first professional teaching placement. Together, we then identified a teaching technique that could develop the learners feedback to their learning. For each research lesson, 4 pupils were selected as target pupils for this research. Collectively, a lesson was planned (see Appendix 2) and this lesson allowed for clear use of the teaching technique (prompts) to ensure that data could be collected and the effectiveness of the technique understood.

Reflections on this observation lesson will be recorded using an Assisted Reflective Conclusions (ARC) model which the researcher has past experience using (see Appendix 5).

For the purpose of this Lesson Study, the most appropriate form of data collection was a qualitative approach. Rather than focusing on the collection of numbers, a qualitative approach takes on the meaning of the study (Braun and Clarke, 2013; Mills and Birks, 2014). The research methods used during this research are evaluated below:

Non-Participant Observation

During the research lesson my partner was observing the pupils' behaviors, engagement and talk throughout the lesson. By taking a non-participant stance on the observations, ample time and focus

could be given to concentrate solely on observing the pupils (Papatheodorou, Luff and Gill, 2013). Throughout using this method, pupils' actions and behaviours will not be influenced in any way therefore, stemming away from bias (Sharp, 2012).

To ensure that personal opinion and bias were minimised throughout. We adapted the 'Leuven Scale for Involvement' to our research question and used this as our basis for recording the data (Lauevers et al, 2005). We have adapted the scale to the level of influence that the prompts have upon the pupils' feedback on their learning (see Appendix 3). The levels of influence (extremely low – extremely high) were decided upon as a pair, thus meaning that we both had complete understanding of each level thus reducing personal opinion and bias (Papatheodorou, Luff and Gill, 2013). By observing the way in which the pupils react to the prompt (a stimuli) we can gain a deeper understanding of child development and their learning (Clark et al, 2014; Goodman, 2014).

During my research lesson the non-participant observer will focus upon 4 pupils. To ensure that the observer has as much time as possible to focus on the 4 selected pupils they will be observed in pairs during the focus group activity. This ensures that the observer has the maximum amount of time and can focus their attention on the pupils' interaction with the prompts and their feedback on their learning (Clarke et al, 2014; Sharp, 2012). This helping to ensure that the observer has as much time as possible to capture a true reflection of what is happening.

Measures have been put in place to ensure limitations are minimised. Pupils can feel pressured when there is someone new in the classroom, to help the pupils feel at ease the non-participant observer was introduced to the whole class in an open and friendly manner. The pupils were informed of the lesson study and were encouraged to treat it as any other lesson. The Hawthorne Effect states how pupils can act differently when someone new is around, therefore by introducing the non-participant observer and explaining the lesson study the pupils felt at ease (Cook, 1962).

Focus Group

To further our understanding on the pupils' perceptions, opinions and attitudes towards our research focus we held focus group interviews following the research lessons. This allowed questions to be asked in a group setting ensuring the pupils did not feel pressured and were able to speak freely (Vaughan et al, 1996). This was aided by the informal nature of the focus group interview (Krueger, 2000). The focus group interview was carried out by my research partner who

questioned the pupils from a set list of questions that we had agreed upon prior to the research (see Appendix 4). During the interviews the pupils were able to express their honest opinions regarding the lesson without any judgement (Osborne and Collins, 2001; Wilkinson, 2004). The focus group pupils were chosen as a sample after a discussion with the class teacher.

To ensure maximum data was collected, the focus group interview was recorded on an audio device. This ensuring that valid points are not missed and a full understanding of the participants views and opinions are obtained. Following the group interview, a transcription of the interview was typed up in order to present the valid points.

It is important to note the limitations of using said method. To ensure the focus interview was as successful as possible open ended questions were used, thus allowing the respondents perspective to be understood (Duggleby, 2005). It can be said that during focus group interviews, the researcher has no way of knowing if the participant is lying therefore, the validity can be questioned (Sharp, 2012). However, by allowing the pupils to speak with absolute freedom, the issue of validity can somewhat be reduced as the pressure is released off the pupils and they are therefore less likely to lie whilst responding to questions.

Ethical Considerations

Throughout the research the University's Ethical guidelines were upheld, an ethics form was completed and approved by the universities ethic committee, outlining the considerations prior to the research. Within my study 27 pupils were included within the research lesson and 4 of the 27 pupils were included outside of the lesson. The British Education Research Associations (BERA) and The University of Wales Trinity Saint David guidelines were adhered to, thus ensuring that appropriate ethical measures were upheld. The United Nations right of the Child (UNICEF, 1989) was another key document to ensure every child was considered within the research.

Prior to the lesson the participating pupils consent and assent was gathered. The pupils were also given verbal information on the lesson study, this ensured that the participants were aware and understood the process that was taking place. The class teacher was witness to this and signed confirmation of this was collected (see Appendix 6). Furthermore, each pupil was also made aware of their right to withdraw from the research at any time with any or no reason. Prior to the start of the lessons the pupils were made totally aware of the research taking place to ensure they felt comfortable and safe throughout the process. The data collected throughout the research was stored securely, in line with the guidelines of the participating schools, the University of Wales Trinity Saint David and BERA (2011). Confidentiality was ensured to all pupils and this has been upheld throughout this research project. Therefore, all names have been emitted from this paper.

Lesson Studies and Analysis

Lesson Study 1

The first research lesson took part in school 1. The aim of the lesson was to understand if prompts could help student feedback on their learning, without the use of teacher led questioning. The focus of the lesson was 'People Who Help Us.' Prior to the lesson my research partner explained to the class why she had returned to the school. At this point assent was gathered and the study was explained to the students. Following a whole class teaching introduction, the pupils were set activities within their groups.

During the lesson the focus task run over on time which led to the teaching assistant being given the prompts to use with the pupils as they had completed their group activity. The teaching assistant gave the pupils the non-specific prompts and they were asked to feedback on their learning using the prompts. Some of the pupils' conversations are shown below in Figure 1:

Pupil 2: "I am proud because we worked as a team to finish the work"

Pupil 1: "Today I asked if I could do things"

[Figure 1: Pupils interaction using non-specific prompts]

The non-specific prompts were engaged with by the pupils, however they clearly struggled to link their feedback on the learning that had taken place. During the pairs discussion, one pupil was able to use the prompt as a basis for some feedback upon one aspect that had taken place during the lesson but it was not related to their learning. Therefore, the best fit level of influence was classed as moderate. For pupil 1, the judgement of the influence was low as the comment was general rather than specific to learning.

The teaching assistant then introduced the specific prompts to the pupils and again asked them to feedback on their learning with their partner. The responses from the pupils can be seen below in Figure 2:

Pupil 1: "I know that nurses help look after us in hospital"
Pupil 2: "Lifeguards help us because they make sure we do not drown"

[Figure 2: Pupils interaction using specific prompts]

From figure 2, it is clear that the discussion held by the pupils were much more focused upon the learning that had taken place within the lesson. For this reason, both of these pupils best fit rating was an extremely high level of influence. It was clear that the specific prompts motivated the pupils to feedback to each other and the feedback was tailored to the lesson. As the teaching assistant had just given the prompts to the pupils with basic explanation on what to do with the prompts it was clear no support was required. This emphasises the importance that giving pupils the opportunity to provide meaningful feedback on their learning and how it can develop their understanding (Sackstein, 2017). Following this mini plenary, the groups were then rotated.

Following a 15-minute focused teaching session from my research partner the non-specific prompts were handed out to the group. The pupils were asked to feedback to their partner on the learning that had taken place throughout the lesson. Some of the responses are highlighted below in Figure 3:

Pupil 3: "Today I found out I'm going to my nans tonight"
Pupil 4: "The most difficult thing was spelling"

[Figure 3: Pupils responses to the non-specific prompt during interview]

During the pupils' feedback, it is clear that the pupils used the prompts as a basis for their discussion however the feedback is in no way related to the learning that had taken place within the lesson. Due to the lack of relation to their learning within the lesson both of these pupils were judged to have had a low level of influence. Following the pupil led discussions the pupils were given the specific prompts and again asked to feedback to their partner on the lessons learning. Below are some of the responses recorded in Figure 4:

Pupil 3: "Teachers help people because they help us learn new things and get good jobs"

Pupil 4: "I know that firefighters can rescue animals from trees"

[Figure 4: Pupils interaction using specific prompts]

From the response above it is clear that the prompts motivated the pupils to give feedback that was related to the learning. They were able to do this with no support, therefore the best fit for the pupils whilst using the specific prompts was an extremely high level of influence. From the observations made during this lesson it was evident that the pupils engaged with the prompts. Through the use of the specific prompts the pupils were able to feedback to each other in their pairs. The feedback was related to their learning within the lesson.

Following the lesson, a focus group interview was carried out. The pupils were questioned about the prompts and the lesson, from the list of pre-arranged questions. Although the questions were open ended the answers from the pupil were somewhat unclear:

What did you think about the prompts?

Pupil 1: "I liked the pictures on them"

Pupil 2: "They (pointing to specific) helped me to answer"

Pupil 3: "I liked them because they had emoji faces on them"

[Figure 5: Pupils responses to interview question]

Despite being able to use the prompts sufficiently during the lesson, it is clear that the pupils were unclear on how the prompts had helped them tailor their feedback to their learning. They were clearly engaged by the look and the idea of the prompts but it is clear that improvements are needed to develop their understanding surrounding the purpose of the prompts.

Following the first research lesson, my partner and I had a discussion on how our lesson study could be innovated and improved. It was decided that in the second lesson study it was essential that the

use of the prompts was led by ourselves as the researchers. This would ensure that the pupils taking part had an appropriate opportunity to use the prompts and were instructed on how to use them effectively. It was also decided that prior to the introduction of the second lesson study the prompts should be shown to the pupils and a brief demonstration on how both the non-specific and specific prompts could be used should be carried out to the whole class. During this, the pupils will be asked to consider the impact the prompt may be having on their feedback.

Lesson Study 2

The second research lesson was carried out with school 2.

As mentioned previously, prior to the introduction of the lesson a short explanation of the prompts and how the pupils could use them to aid their feedback was carried out. Following the introduction, I worked with two groups on the focused activity, the two groups worked for 15 minutes each and then rotated. When the pupils had finished their activity, they were given the non-specific prompts, using these the pupils were asked to speak to their talk partner about their learning within the lesson. It was clear that two of the pupils were unable to use the non-specific prompts with the right intention. Below in Figure 6 is an example of the feedback that was given them:

Pupil 1: "I am proud of myself because I worked hard"

Pupil 2: "Today I asked, what time is it?"

[Figure 6: Pupils interaction using non-specific prompts]

Figure 6 outlines how the pupils were unable to engage with the prompts and complete the sentences the prompts provided, relating to their learning. The response from the pupils was general rather than specific. Because of this, within the observation scale the two pupils were ranked at a low level of influence. This implies that the pupils used the prompts as a basis of their feedback however the feedback was not related to their learning.

However, the second pair of pupils had a better understanding of using the non-specific prompts. Below in figure 7 is an example of this:

Pupil 3: "Today I found out that firefighters do more than put out fires"

Pupil 4: "Today I asked, what do doctors wear?"

[Figure 7: Pupils interaction using non-specific prompts]

From figure 7, it is clear to see that these pupils were able to use the prompts to relate to their learning during the lesson. The response from the pupils was more specific to the lesson. Within the observation scale, these two pupils were ranked at an extremely high level of influence because the pupils were able to use the prompts as a basis of their feedback whilst relating to the work. Despite the non-specific prompts having little influence on the pupils to this stage due to time, experience and support initial difficulties can be overcome (Orsmond, Merry and Reiling, 2000).

Following the use of the non-specific prompts the specific prompts were handed out to the pupils and they were asked to work in their talk partners to feedback on their learning using the prompts. Through the use of the specific prompts the pupils were able to feedback on their learning within the lesson without any support, thus highlighted below:

Pupil 2: "The police are important because they put bad people in jail"

Pupil 1: "Teachers help people because they care for us and they help us learn in school"

[Figure 8: Pupils interaction using specific prompts]

The examples shown in figure 8 exemplify how the pupils interacted with the specific prompts. It is clear that the pupils were able to use the specific prompts to form the basis of their feedback whilst also relating the feedback to their learning. The pupils were all scored at the extremely high level on the observation sheet.

During the focus group interview the pupils were questioned about the prompts, some of the comments are shown below:

Did these ones help you? (shows the non-specific prompts)

Pupil D: "I preferred the ones with the sentences because they were better to answer"

Pupil C: "I found out we were moving to the new school"

[Figure 9: Pupils responses to the interview questions]

Figure 9 shows how the pupils felt regarding the non-specific prompts. Their answers emphasise how they struggled to make the connection with the non-specific prompts and the learning. Pupil D implies that he/she preferred to use the specific prompts as they could complete the sentences and relate their answer to the learning. This can be compared with the pupils' responses in figure 10:

Did using these (shows specific prompt) help you during your lesson?

Group collectively: "Yes"

Pupil B: "They helped me because you could use the sentences but you had to finish them off, we had to know the answer."

Pupil A: "After you figured out one of them, you could go onto another one and figure that one out."

What if you didn't know the answer? What might that tell you?

Pupil D: "Think"

Pupil C: "you would have to look over your work and find the answer so you know the answer and you can do it correctly"

Pupil A: "student C couldn't answer about the firefighters but then when she looked over her work she was able to finish the sentence."

Pupil C: "they helped me because I could answer using them"

[Figure 10: Pupils responses to interview questions]

From the responses above it is clear that the pupils were able to engage with the specific prompts and gave feedback that was related to their learning. It is also evident that the pupils used the

Discussion of Research Findings

From the data collected it is apparent that the findings both enhance and question the literature surrounding this topic. From the results, it is clear that two main themes have emerged between the specific and non-specific prompts. While the use of prompts can be beneficial for pupil feedback, the success of this is heavily reliant on the type of prompt used. The first prompt introduced was 'non-specific' and straight away it was clear that this type of prompt had little to no influence on the pupils' feedback to their learning. However, the 'specific' prompts had a much greater influence on the pupil's feedback to their learning. Sackstein (2017) emphasises the importance of pupil feedback and how it can have the influence to allow pupils to become experts within their learning. The results within this research study have outlined how specific prompts can aid pupil feedback and somewhat empower pupils to have a better understanding of their learning. However, the success of prompts relies heavily upon the nature it has been tailored not only to the learning but also to the pupils. Therefore, in agreement with Pedder and James (2012) and Popham (2011) if the prompts were used in superficial way, in this case non-specific they would have little to no influence on the pupils' feedback and learning.

Through the use of specific prompts the interactions between the teachers and the pupils on their learning was improved. Interestingly, it could also be suggested that the interactions between the pupils was also improved. It was evident that the pupils through the use of the prompts could tailor their feedback to their learning but also acknowledge any gaps in their understanding. Therefore, it could be suggested that the prompts allowed the pupils to become more reflective and improve self-assessment (Liu and Carless, 2006). This suggestion goes hand in hand with Gibbs and Simpson (2004) who indicate that including pupil within the feedback process allows for opportunities of reflection. Allowing the pupils to become active participants through using the prompts during the activities could be suggested as the basis for the success of this research (Hall and Burke, 2004; Taylor et al, 2000). However, it is important here to outline the importance of the type learning tool being used. Thus, as although the pupils were active participants whilst using the non-specific prompts they were unable to influence the feedback. A lack of training or understanding on how to use the non-specific prompts could provide a reason for the lack of influence.

With the upcoming changes to the Welsh curriculum there is an importance that pupils become ambitious, capable learners who have the ability to explain the ideas and concepts they are learning about (Donaldson, 2015). This research has highlighted the important role that assessment for

learning through the use of specific prompts can have in aiding pupils to achieve this. The specific prompts aided the pupils to explain and feedback on their learning. However, the success of the specific prompts is somewhat reliant on focusing the attention on the learning that is taking place within each lesson (Hall and Burke, 2004; Wood, 1988). Here the prompts can be seen as not only aids to develop the pupils feedback but also as scaffolds to their learning. Interestingly, by allowing the use of the specific prompts to be pupil led it became clear that this was an opportunity whereby pupils were actively engaged in articulating their evolving understanding on the learning (Falchikov, 2001). This something that had not been considered during the planning stages of the research.

Conclusion

This research has concentrated on how a lesson study design could be used to understand if prompts could improve pupils feedback on their learning. The research focused on designing and refining a series of lessons which aimed to improve feedback. The study took place within two year 2 classes, who's pupils feedback was often unrelated to their learning. Specifically, providing pupils with an opportunity to provide meaningful feedback allowing them to take responsibility for and move their learning forward (Sackstein, 2017). This something that is often and in the classes mentioned is at times superficial or of low quality (Pedder and James, 2012; Popham, 2011; Mashburn et al, 2008).

Lesson study proved to be a valuable method for this research. Through the use of lesson study, one specific aspect of learning within the classroom (feedback) was targeted. Due to the structure of lesson study the research lesson was then able to be refined to help improve the outcomes. Working with another professional on this research proved to be both motivating and constructive, the discussion held ensured that changes to the research were innovative and meaningful.

Unfortunately, due to the time constraints of this research we were unable to continue to innovate and research further as suggest by Dudley (2015). It is also important to note that any issues that have arises during this research could be specific to the classes in which this research was carried out.

Numerous methods of research were used within this study allowing for different perspectives to be accounted for. The use of interviewing captured the voice of the pupils, thus allowing us to gain the opinions and perceptions of those directly involved with the prompts and therefore the research. The interviews did present some challenges as the pupils within both schools would at times speak over one and other, thus somewhat limited the effectiveness. In future research, it may be appropriate to direct the questioning to each pupil to prevent against the pupils speaking over one and other. Despite this, due to the open nature of the focus group interview the pupils did express their true opinions with regards to the prompts. The focus group interviews results were also strengthened by the observations as any clear discrepancies could be highlighted.

This research has highlighted that through the use of 'specific prompts' pupils feedback on their learning can be improved. By introducing the specific prompts, we have been able to understand the importance of allowing pupils to be active participants of their learning (Hattie, 2012). The power of

feedback and the need to include the pupils within the whole process is also evident within this research (Hattie and Timperley, 2007; Gibbs and Simpson, 2004). In future lessons, I aim to continue the use of specific prompts as ways to improve pupil feedback. Whilst on my next professional teaching placement I hope to have the opportunity to introduce specific prompts to pupils of different ages. Following the suggest of a pupil within this research I may also adapt the prompts so that they can be used as a way to assess pupils understanding, similar to the way an exit ticket is used. Furthermore, when carrying out formative assessment activities I will ensure that pupils are active participants in their learning enabling them to feedback on their learning in order to improve teacher – student interactions (Falvnikov, 2001: Liu and Carless, 2006).

This research has provided myself with the opportunity to engage with lesson study for the first time, I have found it to be motivating, innovative and educating. In the future I hope to continue to use lesson study to further develop my teaching skills throughout my career. This research has also taught me a great deal about the importance of conducting research within the classroom and the different methods that can be applied.

Recommendation

Due to the scale of this research I would recommend that the use of prompts especially specific prompts is further researched and developed. In order to do this the results of this research should be shared with other professionals. In the future, this will help ensure that pupil feedback is present ensuring formative assessment is as successful as possible (Brown, 2004). Therefore, to further develop this study it is suggested that specific prompts are used in a variety of classes within the foundation phase to further understand if they can be successful with pupils of different ages. In terms of improving the prompts it could be suggested that in order for them to engage and motivate pupils in the future they could be designed digitally. In doing this the pupils would meet the Digital and Competency Framework. If the prompts were digital it may also make differentiating the prompts simpler whilst also making them more accessible. Thus, as the sentences starters could be spoken to the pupil who are unable to read, whilst the more able students may only need to be prompted by a simple picture. In doing this, the prompts could be used as a pupil led activity.

Further research should therefore focus upon the effectiveness of prompts upon pupil feedback and how this can influence pupils of different ages and their ability to take responsibility of their learning. Thus, in order to improve the interaction pupils have with their teachers, specifically relating to feedback on their learning. Within Wales the use of prompts could play an important role in allowing pupils the freedom to become active participants in their learning who are able to explain their understanding clearly (Donaldson, 2015).

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Appendix 1:

Non-Specific Prompts:



Specific Prompts:



Appendix 2:

Name of Trainee: _____		Session ref: AM		Date: 28.03.18		Class: Year 2		Cynllun Ffocws y Cyfnod Sylfaen 2d
Targed(au) Hyfforddi Personol _____		Number of learners: 27		Age: 6-7 years				
Learning objectives/intentions:	To understand the roles of those who help us.	Success Criteria	- Students can name the people who can help them - Students can talk about the work they do - Students can talk about ways to make their jobs easier - Students understand that it is fair for them to do their best to be helpful			Meeting learners' needs:	Differentiated activities for ability groups. Use of Δfl strategies.	
Introduction/plenary tasks		Main activities		Resources/ Key Vocabulary		Assessment for Learning (strategies and opportunities)		
<u>Introduction</u> Discuss with students the topic of 'people who help us' in the community. In pairs or small groups, students are to list how many of these people they can think of. I will go through ~~Powerpoint~~ and discuss findings with students.		<u>Trainee focused task:</u> Students to choose a 'role' and write sentences about what they would do in that role to help others. Extension: <u>Additional adult tasks</u> (purpose, outline of additional adults' role and children's learning): Students will be given certain scenarios, and in groups they are to discuss the scenarios. Consider who they would need to call, what could they do to help, could they prevent		People who help us Thankful Roles Community Emergency Da iawn. ~~Deuddiad~~		Lollipop sticks. Mini plenaries (Students to use prompts to help discuss what they have learnt).		

	calling the emergency services, what would they do? Extension: Create own scenarios for their partners to guess which job role they are thinking of.		
Plenary activity: Students to use the prompts to feedback to the class what they have learnt/want to learn more about	<u>Independent learning opportunities:</u> Matching activity: LA: Match pictures to words. MA: Match words to pictures. HA: Match pictures and words. <u>Wordsearch</u>		
Curriculum coverage (range and skills)			
Personal and Social Development, Well-being and Cultural Diversity: Personal development: - Become independent thinkers and learners Moral and spiritual development: - Respond to ideas and questions enthusiastically, sensitively, creatively, and intuitively. - Communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate. - respond personally to simple imaginary moral situations giving reasons for decisions made Well-being: - ask for assistance when needed			
Literacy (LNF) • Speaking, listening, collaboration and discussion.		Numeracy (LNF)	
DCF	Thinking • Prior knowledge • Empathy	ESDGC	YCC

Appendix 3:

Observer checklist:

Time scale:

Tick if observed	Child 1	Child 2	Child 3	Child 4
1) Extremely low				
2) Low				
3) Moderate				
4) High				
5) Extremely high				

Levels of influence:

1) Extremely low

The prompt has no influence on the child's feedback. They may take no notice of the prompt and continue regardless. Children need support in identifying how to use the prompts.

2) Low

The prompt will be recognised by the child. They may acknowledge the prompt but not specifically use it as a base of their feedback. Children will not fully understand how to use the prompts therefore; the level of influence will be low.

3) Moderate

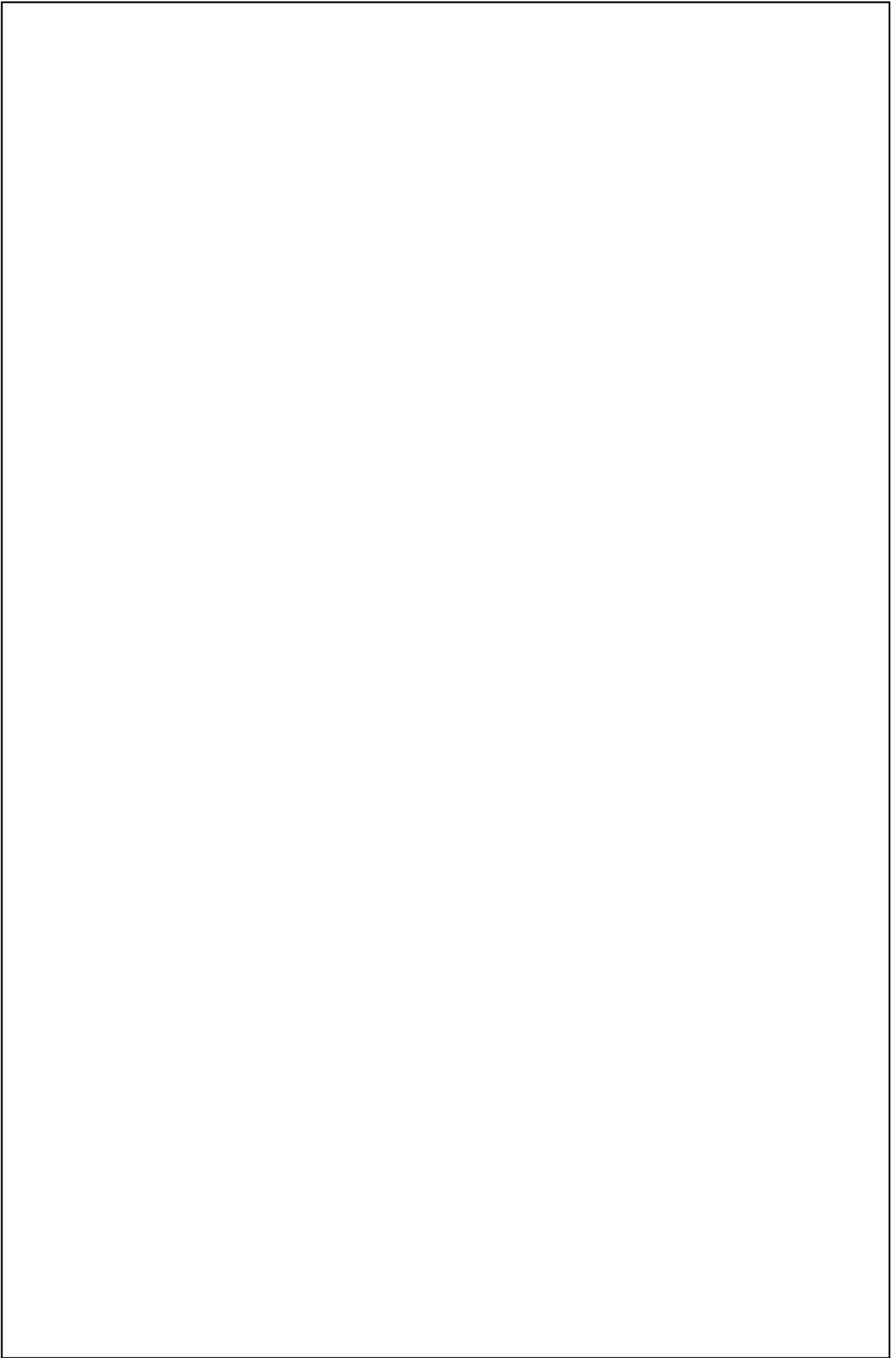
The prompt will be used; the child will use the prompt as a basis for their feedback. The feedback will be somewhat related to the learning.

4) High

The child will actively engage with the specific prompt, the child will use it to relate their feedback to their learning.

5) Extremely high

The prompt will motivate the child to give feedback that is related to the learning. Children are actively engaged in using the prompts and require no support to do so.



Level	Influence	Signals
1	Extremely low	The prompt has no influence on the child's feedback. They may take no notice of the prompt and continue regardless. Children need support in identifying how to use the prompts.
2	Low	The prompt will be recognised by the child. They may acknowledge the prompt but not specifically use it as a base of their feedback. Children will not fully understand how to use the prompts therefore; the level of influence will be low.
3	Moderate	The prompt will be used; the child will use the prompt as a basis for their feedback. The feedback will be somewhat related to the learning.
4	High	The child will actively engage with the specific prompt, the child will use it to relate their feedback to their learning.
5	Extremely high	The prompt will motivate the child to give feedback that is related to the learning. Children are actively engaged in using the prompts and require no support to do so.

Appendix 4:

Focus Group Interview Questions:

- What did you think about the prompts?
- How did you feel about using the prompts?
- What do you like best about the prompts?
- What did you dislike about the prompts?
- How could we improve the prompts?
- How did the prompts help you during the lesson?
- Which prompts did you prefer?

Appendix 5:

Dyddiad/Date: 28/03/2018

Digwyddiad critigol (Ffocws)/Critical incident (focus): People Who Help Us / Prompts

Profiad/ <i>Experience</i>	
Teimladau/ <i>Feelings</i>	My initial feelings regarding this experience were very positive. I felt that the pupils were on task throughout the lesson and the grasped the learning. The pupils behavior was also very good and they rotated groups with minimal fuss.
Cofio a Deall/ <i>Remember and Understand</i>	• The pupils were engaged in their learning throughout the lesson and were able to complete the work in their differentiated groups within the time they were set. Some of the pupils expressed how much they enjoyed learning about people who help them. • The pupils who were working independently were able to work collaboratively without the help of an additional adult. This implies that the task set for them had enough challenge but it was clear that it wasn't too easy. They were able to complete it in the time allocated. • During the introduction, the pupil were fully engaged, there was a positive response to the use of lollipop sticks and the pupils were all eager to answer. This attitude to their learning continued throughout the lesson.
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i>	• The session was effective, the pupils were fully engaged and they produce work of a good standard. All of the pupil were given work that was suitable for their ability level. The pupils understanding on people who help us was developed during this session. • Following the session during mini feedback sessions the pupils who worked with myself on the focus task were able to feedback on their learning within the lesson. It was clear that the use of the specific prompts were effective in helping the students. The use of the non-specific prompts was somewhat successful during the session. • It seemed that the pupils engaged well with the idea of the prompts and fully understood how to use them. • Throughout the session, the behavior of the class was exceptional. There was very little if any disruptions that caused the pupils to go off topic. This was somewhat surprising given the nature of the lesson and the grouping having to swap twice during the session.
Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i>	• From today's session, I will continue to create sessions that actively involve the pupil within their learning. I will also look to introduce the prompts to a range of classes to further understand the impacts they could have upon pupils feedback and learning. • Moving forward I will also use the lollipop sticks during introductions with this class as it is something they clearly enjoy and find motivating. • Moving forward there could also be a case for making the prompts digital as this would encompass the DCF framework and allow for AFL to become part of the cross curricular learning standards.
Y profiad newydd / <i>Transformed experience</i>	

Appendix 6:

I have come back to teach you this lesson for today, because our university has set us some work to do and we need your help. I am going to be taking this lesson today and during the lesson, I will be stopping you as normal, but this time I am going to give you some sentence starters and pictures to help you feedback to me. I am looking to find out what you have learnt in the lesson and if it relates back to our learning objective. Miss/Mr will be looking at and listening to your answers to see if these sentence starters/pictures help you in answering my questions when I stop you. You do not have to worry about what you say, you can say whatever you like and no one will be judging you for what you say. We are just looking at if these sentences and pictures are of any use to you and if you would use them again, I want you to be as honest as you can, there are no wrong answers.

I, 'class teacher' can confirm that 'researcher' explained in detail to all pupils the step by step procedure taking place during the lesson today. 'Researcher' informed all children that they do not have to take part and it is their choice whether to do so or not. From this, 'researcher' gained assent from all the pupils prior to starting the lesson.

Signed:.....

Date:.....