

## Appendices

### *Appendix A – Consent Forms*

C. Morgan  
Catherine Morgan  
Module lead – The Enquiring Teacher

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

Signed..... [Signature] .....(Parent/Guardian).

Date..... 10/02/19 .....

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

Signed..... [Signature] .....(Parent/Guardian).

Date..... 7/2/19 .....

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

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

Date.. 19/02/19 .....

Yours faithfully,

*C. Morgan*

Catherine Morgan  
Module lead – The Enquiring Teacher

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

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

Date.. 10.2.19 .....

Yours faithfully,

*C Morgan*

Catherine Morgan  
Module lead – The Enquiring Teacher

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

Signed.....*[Signature]*.....(Parent/Guardian).

Date.....*10.2.19*.....

---

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

Signed.....*[Signature]*.....(Parent/Guardian).

Date.....*07-02-19*.....

## *Appendix B – Information Sheet for Students*

1051603 & 1800158

### Information Sheet

Dear Year 6,

Today your teacher wants to find out your views and feelings about being chosen at random to answer a question. We are doing this because we want to find out more about how you learn and how you feel about answering questions in class. In this lesson we will ask you questions, give you some thinking time and then use the computer to choose one of you to answer. Don't worry if you don't know the answer you can always 'Phone a Friend' for help. Your 'Phone a Friend' lifeline means you can ask any friend in the class to help you work out an answer if you need to.

You might see us making some notes in this lesson, however if at any point you do not wish for us to make notes about your learning turn the smiley face card in front of you over. However, even if you wish to not take part in our research you still have to continue with your lessons as normal as your learning is the most important thing today.

Any notes we keep about you will be kept confidential and your identity will be kept anonymous which means nobody reading our notes will know who they are about.

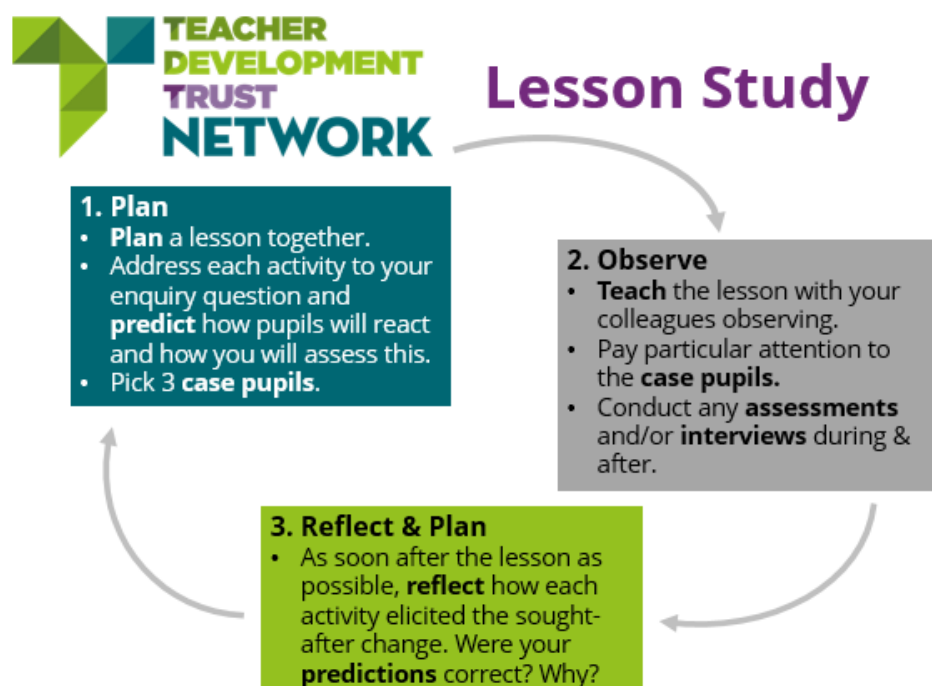
At the end of the lesson, three of you will be requested to have a chat with us about what you thought whilst the rest of you will stay in class to have this conversation with Mrs Briggs. After our chat we will look at the responses the three of you have given us and look to see if there are any patterns in what you think and feel about it. Later we will write a report about these findings which some people at university will read. If the school, you or your parent/guardian want to read it you can ask to see it at any time.

There will be no consequences whether you choose to take part or not but we hope you all enjoy this lesson.

~~Diolch yn fawr,~~

Mrs White & Miss Rowley

*Appendix C – Lesson Study Format - TDTN (2015) - <https://tdtrust.org/what-is-lesson-study>*



**Appendix D – Observation Schedule Template**

Jade Rowley (1800158) &amp; Lois White (1051603)

**How does randomised questioning affect children's well-being in a KS2 classroom?****Observation Schedule**

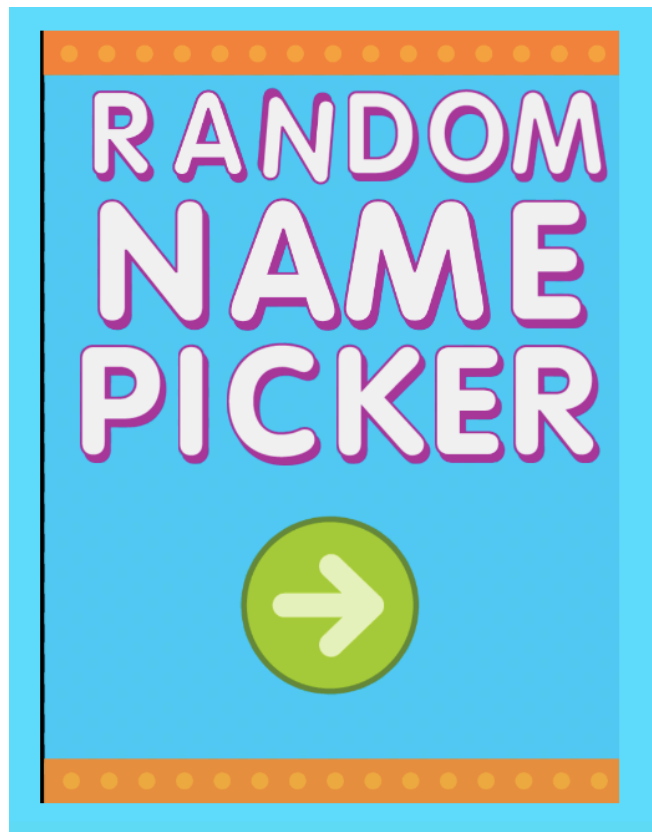
School: 1/2 Date: ..... Time: .....

|                                                                                                                                     | Pupil A | Pupil B | Pupil C |
|-------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|
| Describe the pupil's reaction to the prospect of being called upon during random questioning.                                       |         |         |         |
| How did the pupil make use of the wait time between the question being asked and the random pupil being selected to answer?         |         |         |         |
| Was the pupil selected to answer a question?                                                                                        |         |         |         |
| What was the wait time from being selected to answering the question?                                                               |         |         |         |
| Did the pupil show any positive body language? E.g. smiled, expressive voice/body language, relaxed, open posture. (Please specify) |         |         |         |
| Did the pupil show any negative body language? E.g. looked dejected, sad or angry, crying, avoids eye contact, closed posture.      |         |         |         |

Jade Rowley (1800158) &amp; Lois White (1051603)

|                                                                                                                   |  |  |  |
|-------------------------------------------------------------------------------------------------------------------|--|--|--|
| Did the pupil seek help from the teacher or other pupils after they had been selected to answer? (Please specify) |  |  |  |
| Did the pupil answer the question successfully?                                                                   |  |  |  |
| Describe the pupils' body language after they had answered the question.                                          |  |  |  |
| Rate the pupil against the Leuven Scale for Well-being (see below).                                               |  |  |  |
| Additional Comments                                                                                               |  |  |  |

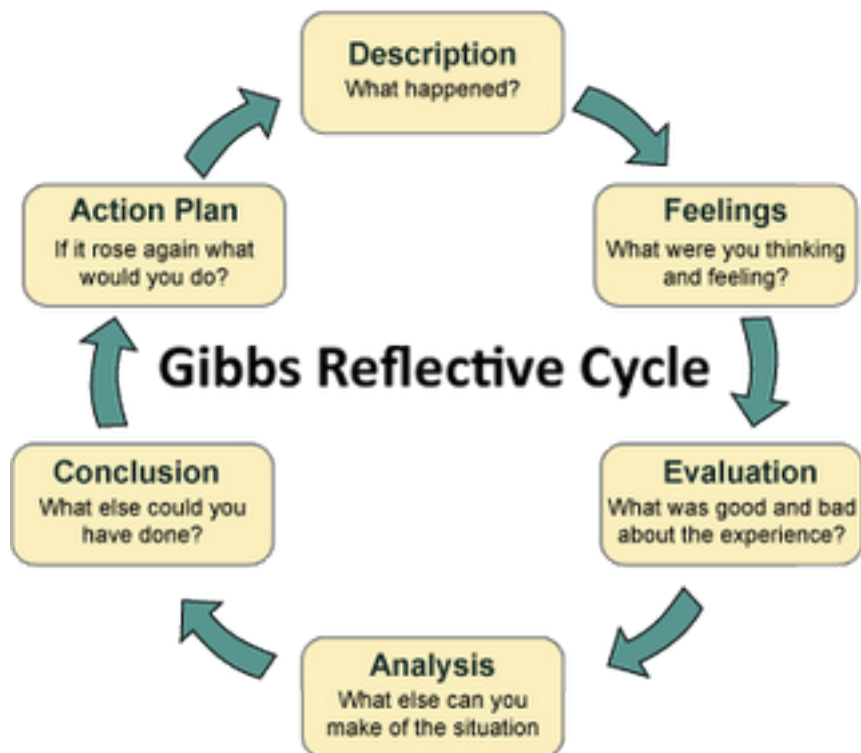
*Appendix E – Random Name Picker*



[http://www.abcya.com/random\\_name\\_picker.htm](http://www.abcya.com/random_name_picker.htm)

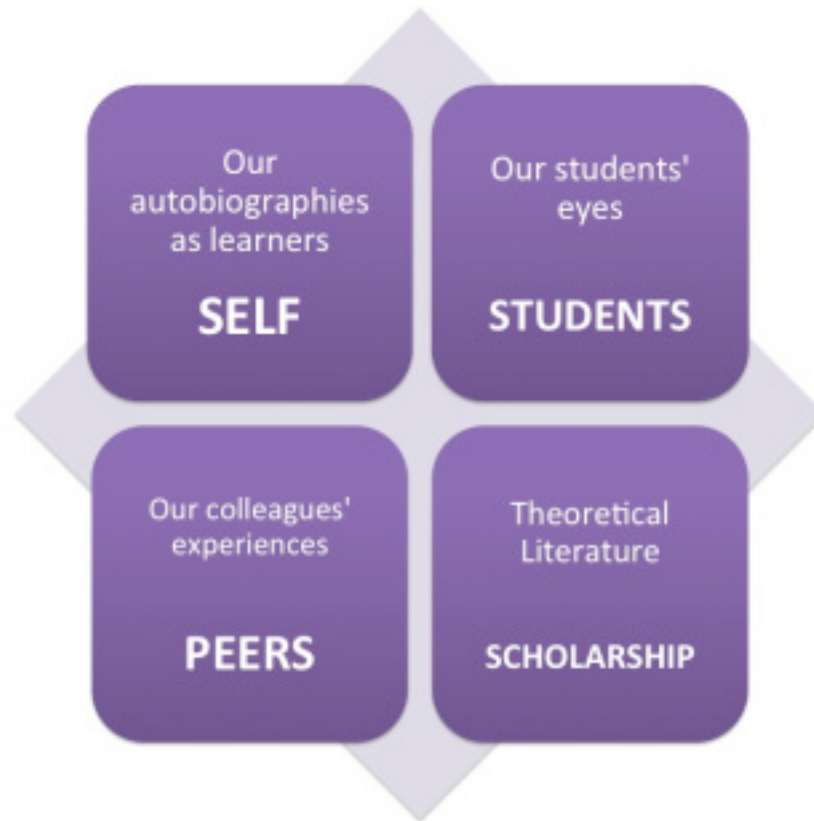
*Appendix F - Gibbs (1988) Reflective Cycle -*

<https://lifelonglearningwithot.wordpress.com/2016/05/02/different-models-of-reflection-using-them-to-help-me-reflect/>



*Appendix G – Brookfield (2002) Four Lenses –*

<https://lifelonglearningwithot.wordpress.com/2016/05/02/different-models-of-reflection-using-them-to-help-me-reflect/>



## *Appendix H – Reflection Pro Forma*

### **How does randomised questioning affect children's well-being in a Key Stage Two classroom?**

#### **Reflection Pro-forma**

Using Brookfield's (2002) 'Four Lenses' as a model for reflection as a whole and drawing upon Gibb's (1988) 'Reflective Cycle' as a tool for structuring personal reflections within the appropriate section.



#### **Personal Reflections**

##### **Description of Events:**

The lesson was received well and all children were engaged in the topic. When the randomiser was used there was a change of atmosphere and most children were more aware and on edge to see if it was them who were picked.

##### **Personal Feelings and How they Manifest/Impact on the Event:**

I felt the children were engaged and interested in the topic and information they were receiving, however when the randomiser was used, it was clear in their body language that they were not at ease and were very aware that they may have to answer a question that maybe they didn't know the answer too. This I felt interfered with the lesson dynamic and caused distraction from the topic in hand.

##### **Evaluation:**

I felt that randomised questioning caused distraction in the lesson and the use of the spinner made the children feel on edge with the prospect of being picked. While some children found it exciting that they might be picked, others were on edge and nervous in case they got the answer wrong or didn't know. When they were reminded that they had the phone a friend option, they relaxed and looked to a friend for help.



### Colleague's Reflections

My Colleague found that the case pupils demonstrated a variety of body language and reactions to being selected. Not all pupils answers in the interview are consistent with what was overserved of them by my colleague. We found a conflict in their behaviours and how the said they felt. In addition some pupils found that they could fit into more than one of the levels on the Leuven scale which did not conclude accurate or

unanimous results.



### Learners' Experiences

- Some learners enjoyed the use of randomised questioning as they felt it was fair and exciting
- Some did not enjoy randomised questioning as it made them nervous
- The use of the 'Phone a Friend' option was used in both LS
- Feedback was given in both LS to suggest how to improve using randomised questioning

**Appendix I – Observation Notes – School 1****How does randomised questioning affect children's well-being in a Key Stage Two classroom?****Observation Schedule**

School: 1    Date: 20.02.19    Time: 9:00 – 10:00

|                                                                                                                                     | <b>Pupil A</b>                                       | <b>Pupil B</b>               | <b>Pupil C</b>                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Describe the pupil's reaction to the prospect of being called upon during random questioning.                                       | The pupil moved their hands in front of their mouth. | Looked at partner wide-eyed. | No discernible response, maintained relaxed, open posture and body language.                                                                                                                     |
| How did the pupil make use of the wait time between the question being asked and the random pupil being selected to answer?         | Quiet, unemotive.                                    | Talking with partner.        | Looking at stimulus on the smartboard.                                                                                                                                                           |
| Was the pupil selected to answer a question?                                                                                        | Yes                                                  | Yes                          | Yes                                                                                                                                                                                              |
| What was the wait time from being selected to answering the question?                                                               | 2 seconds                                            | 3 seconds                    | <1 second (response almost instant)                                                                                                                                                              |
| Did the pupil show any positive body language? E.g. smiled, expressive voice/body language, relaxed, open posture. (Please specify) | Maintained eye contact with the teacher.             | n/a                          | Relaxed posture – laid back in chair with legs stretched out straight. Smiling. Expressive gesticulation to add to response when answering, expressive voice showing enthusiasm about the topic. |

|                                                                                                                                |                                                                      |                                                                                                                                                                       |                                                           |
|--------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| Did the pupil show any negative body language? E.g. looked dejected, sad or angry, crying, avoids eye contact, closed posture. | Fiddled with sleeve, rocking on chair, closed body language/posture. | Avoided eye contact with teacher and peers, nervous giggling, flushed face. Unemotive voice. Hands clenched, pulling on sleeve.                                       | n/a                                                       |
| Did the pupil seek help from the teacher or other pupils after they had been selected to answer? (Please specify)              | No                                                                   | Yes                                                                                                                                                                   | No                                                        |
| Did the pupil answer the question successfully?                                                                                | Yes                                                                  | Yes, but lacked confidence in answer and requested to ask a friend to validate.                                                                                       | Yes                                                       |
| Describe the pupils' body language after they had answered the question.                                                       | Stopped rocking/fiddling.                                            | Hand in front of mouth, flushed. Moved hands away from mouth and began talking to partner when name was removed from the randomiser and next question had been asked. | Smiled, maintained relaxed body language described above. |
| Rate the pupil against the Leuven Scale for Well-being (see below).                                                            | 2                                                                    | 2                                                                                                                                                                     | 4                                                         |

|                            |                                                                                                                                           |                                                                                                                                                        |                                                                                                                                                                                                                                 |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Additional Comments</b> | Was the first child selected to answer a question at random in the lesson.<br><br>Question: "Name a type of punishment from Tudor times". | Was the third child selected to answer a question at random in the lesson.<br><br>Question: "Explain what you think this is and what it was used for". | Was the fifth child selected to answer a question at random in the lesson.<br>Had prior knowledge from real-life experience related to the question.<br><br>Question: "Explain what you think this is and what it is used for". |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Appendix J – Exit Slip Analysis & Examples – School 1**

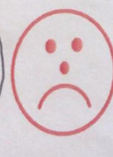
|                                                                                   |                                                                                   |                                                                                    |                |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|----------------|
| <b>School 1</b>                                                                   | 35 pupils                                                                         |                                                                                    |                |
| <b>Did you like randomised questioning?</b>                                       |                                                                                   |                                                                                    |                |
| Yes                                                                               | 28                                                                                | No                                                                                 | 7              |
|                                                                                   | 80.00%                                                                            |                                                                                    | 20.00%         |
| <b>Reasons for "yes"</b>                                                          | <b>Number:</b>                                                                    | <b>Reasons for "no"</b>                                                            | <b>Number:</b> |
| It was fun                                                                        | 6                                                                                 | Not everybody gets a chance to answer                                              | 2              |
| Everybody gets a turn to answer so it's fair                                      | 16                                                                                | I might not know the answer so I feel nervous                                      | 3              |
| It was more challenging                                                           | 1                                                                                 | I do not like speaking in front of the class                                       | 3              |
| It was different to normal class routine                                          | 1                                                                                 |                                                                                    |                |
| It stops people shouting out                                                      | 2                                                                                 |                                                                                    |                |
| "Phone a Friend"                                                                  | 2                                                                                 |                                                                                    |                |
|                                                                                   |                                                                                   |                                                                                    |                |
|                                                                                   |                                                                                   |                                                                                    |                |
|  |  |  |                |
| 32                                                                                | 2                                                                                 | 1                                                                                  |                |
| 88.89%                                                                            | 5.56%                                                                             | 2.78%                                                                              |                |

Were you selected to answer a question? YES / ☒ NO

Did you like randomised questioning? ☒ YES / NO

Why?  
I like it because then people can't shout out and it's fun but not all people can share their answer.

Which of these best describes how it made you feel?

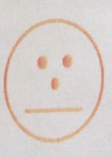
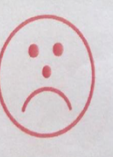
  

Were you selected to answer a question? ☒ YES / NO

Did you like randomised questioning? ☒ YES / NO

Why?  
Because every question was different it was a challenge

Which of these best describes how it made you feel?

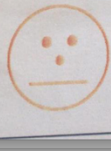
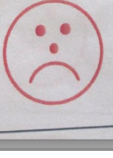
  

Were you selected to answer a question? YES / ☒ NO

Did you like randomised questioning? ☒ YES / NO

Why?  
because if you are stuck you can phone a friend

Which of these best describes how it made you feel?

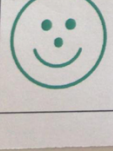
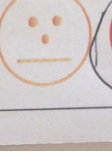
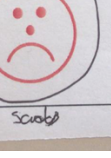
  

Were you selected to answer a question? YES / ☒ NO

Did you like randomised questioning? YES / ☒ NO

Why?  
If you want to share an answer you're not allowed to

Which of these best describes how it made you feel?

   It made me feel sad

scribble

*Appendix K – Interview Questions & Answers – School 1*

1051603 & 1800158

**How does Randomised Questioning Affect Children's Well-being in a Key Stage 2 Classroom?**

**Questions**

1. How did the lesson make you feel?
  - 1a. Why?
2. What was your favourite and least favourite part of the lesson?
3. Think back to when I used the spinner ... draw me a picture of how you felt if you had been asked to answer a question (Give 1 minute to draw)
  - 3.a. Now show me your picture and explain to me what your picture represents
4. Why do you think we chose to use randomised questioning instead of asking you to put your hands up?
5. Would you prefer your teacher to use randomised questioning or putting your hand up? Why?
6. We are going to do this lesson with another class tomorrow so how do you think the randomised questioning could be made better for the next class? Why?
7. Give children a child friendly copy of the Leuven scale. Which one of these describes how you would feel if you were randomly selected to answer a question?

**School 1****How does randomised questioning affect children's wellbeing in a Key Stage 2 classroom?****Questions**

Now show me your picture and explain to me what your picture represents.

**Pupil A** – "I was playing with my fingers when I was scared. I was a bit happy but a bit scared. I was nervous but it was like, I don't know, I was under pressure. I think it's because it was, like, a new thing."

**Pupil B** – "I felt scared. I was holding my hands. I was happy to be picked because not many people but, like, I was nervous."

**Pupil C** – "I felt under pressure. I didn't want to be picked, I knew the answer but with everyone looking at me I would be under pressure."

Why do you think we chose to use randomised questioning rather than asking you to put your hands up.

**Pupil A** – "Because it's better and if some people don't like putting their hand up, when they get picked they're still interacting with the lesson and not just sitting there. Even if they have to phone a friend because they don't know the answer. I really liked it."

**Pupil B** – "It was a fun lesson."

**Pupil C** – "Some people always let others answer the question instead of them because they don't like doing it or feel weird doing it."

Would you prefer your teacher to use randomised questioning or putting your hand up?

Why?

**Pupil A** – "Randomised question because the whole class gets to do it. When you ask people to put their hands up it's the same people who get to answer. With randomised questioning

it's more fair. When people put their hands up it's the same people getting picked and not everyone gets a turn"

**Pupil B** – "I think the randomised one because some people if they don't put their hands up they think 'Well I'm just not doing it. I'm bored, I don't want to do this lesson.' When they do the nice, randomised questions then people actually try."

We are are going to do this lesson with another class tomorrow so how do you think the randomised questioning could be made better for the next class? Why?

**Pupil A** – "Easier questions when there's not a right or wrong answer because sometimes when you are introducing something new it makes you a bit nervous but when there's not a right or a wrong answer it's fine. We could have had a little bit longer to think".

**Pupil B** – "Like maybe for the next class you could say "10 seconds" and give them a countdown so they know how long they've got. Because like it's better than not trying with the randomised ones because you've not had enough time."

**Pupil C** – "Using different sorts of questions".

Give children a child friendly copy of the Leuven scale. Which one of these describes how you would feel if you were randomly selected to answer a question?

**Pupil A** – "I was happy but I wasn't a 5 so I'd probably be a 3 or a 4"

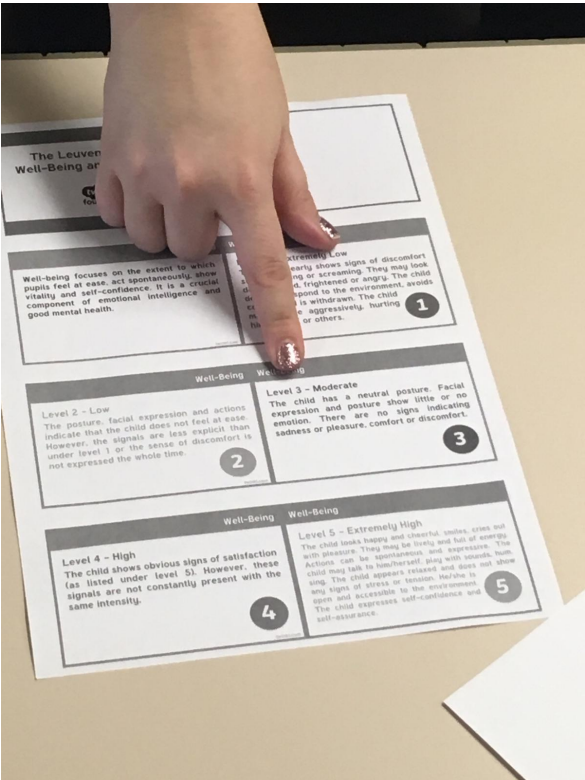
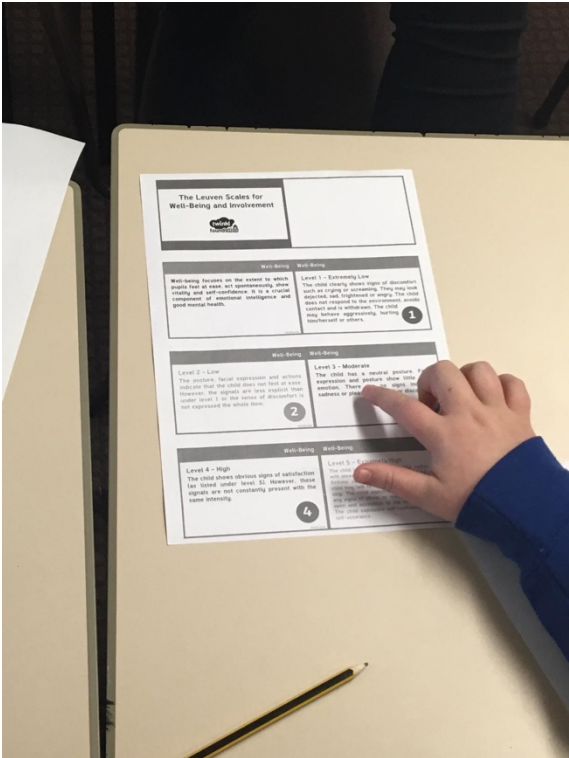
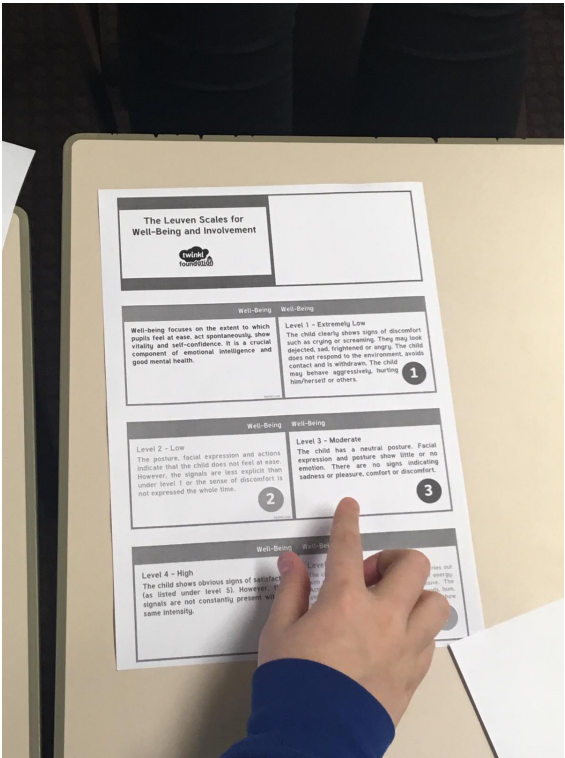
**Pupil B** – "Yeah same".

**Pupil C** – "I would be 3 going into 4."

*Appendix L – Laevers (1994) Leuven Scale for Well-Being*

| Well-Being                                                                                                                                                                                                                                                                                          | Well-Being                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Well-being focuses on the extent to which pupils feel at ease, act spontaneously, show vitality and self-confidence. It is a crucial component of emotional intelligence and good mental health.</p> <p><small>twinkl.com</small></p>                                                            | <p><b>Level 1 – Extremely Low</b></p> <p>The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.</p> <p><b>1</b></p>                                                                                                                                  |
| Well-Being                                                                                                                                                                                                                                                                                          | Well-Being                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>Level 2 – Low</b></p> <p>The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.</p> <p><b>2</b></p> <p><small>twinkl.com</small></p> | <p><b>Level 3 – Moderate</b></p> <p>The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.</p> <p><b>3</b></p>                                                                                                                                                                                                                                                |
| Well-Being                                                                                                                                                                                                                                                                                          | Well-Being                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>Level 4 – High</b></p> <p>The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.</p> <p><b>4</b></p> <p><small>twinkl.com</small></p>                                                            | <p><b>Level 5 – Extremely High</b></p> <p>The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expresses self-confidence and self-assurance.</p> <p><b>5</b></p> |

Appendix M – School 1 – Pictures of Leuven Scale



## Appendix N – Observation Notes – School 2

### How does randomised questioning affect children's well-being in a KS2 classroom?

#### Observation Schedule

School: 1/2 Date: 21.2.19 Time: 9.30-10.30am

|                                                                                                                                     | Pupil A                                                                                               | Pupil B                                         | Pupil C                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------|--------------------------------------------------------------------------|
| Describe the pupil's reaction to the prospect of being called upon during random questioning.                                       | Not very confident and quite hesitant                                                                 | Confident. Knew the answer – no hesitation      | Willing to answer quickly and effectively.                               |
| How did the pupil make use of the wait time between the question being asked and the random pupil being selected to answer?         | Child had 5 minutes to come up with as many answers as possible.                                      | Read the sentence to themselves and sat waiting | Distracted – playing with a pen and leaning over the table               |
| Was the pupil selected to answer a question?                                                                                        | Yes                                                                                                   | Yes                                             | Yes                                                                      |
| What was the wait time from being selected to answering the question?                                                               | 5 minutes then approximately 10 seconds                                                               | 10 seconds                                      | 10 seconds                                                               |
| Did the pupil show any positive body language? E.g. smiled, expressive voice/body language, relaxed, open posture. (Please specify) | Turned body to face the teacher when answering                                                        | Smiled, relaxed posture, arms open              | Relaxed. Hunched over their desk                                         |
| Did the pupil show any negative body language? E.g. looked dejected, sad or angry, crying, avoids eye contact, closed posture.      | Spoke quietly and body language was quite closed off. Hesitated and looked to teacher for reassurance | None. Very much at ease                         | Looking at the table. Distracted by something else. Did not look engaged |

|                                                                                                                   |                                                                                                                  |                                                                                                           |                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Did the pupil seek help from the teacher or other pupils after they had been selected to answer? (Please specify) | No                                                                                                               | No                                                                                                        | No                                                                                                                                                                                                    |
| Did the pupil answer the question successfully?                                                                   | Yes                                                                                                              | Yes                                                                                                       | Yes                                                                                                                                                                                                   |
| Describe the pupils' body language after they had answered the question.                                          | Relaxed. Went back to talking to their friend                                                                    | Stayed the same. Relaxed and at ease                                                                      | No change                                                                                                                                                                                             |
| Rate the pupil against the Leuven Scale for Well-being (see below).                                               | 2                                                                                                                | 5                                                                                                         | 3                                                                                                                                                                                                     |
| Additional Comments                                                                                               | Body language and facial expressions changed when asked to answer. Relaxed once he knew his answers were correct | Confident child who was happy to answer the question. No hesitation – open and relaxed. Confident learner | No change in body language. Stayed in exactly the same position. Hunched over the table and not engaged but answered the question correctly. Distracted by playing with a pen but confident to answer |

## Appendix O – Exit Slip Analysis & Examples – School 2

|                                             |                |                                       |                |
|---------------------------------------------|----------------|---------------------------------------|----------------|
| <b>School 2</b>                             | 25 pupils      |                                       |                |
| <b>Did you like randomised questioning?</b> |                |                                       |                |
| Yes                                         | 21             | No                                    | 4              |
|                                             | 84.00%         |                                       | 16.00%         |
| <b>Reason for "yes"</b>                     | <b>Number:</b> | <b>Reasons for "no"</b>               | <b>Number:</b> |
| I like answering questions                  | 1              | Not everybody gets a chance to answer | 2              |
| It was fun                                  | 6              | I didn't understand                   | 1              |
| Different people get to answer              | 5              | No reason given                       | 1              |
| Easier than seeing loads of hands           | 1              |                                       |                |
| It was a challenge                          | 1              |                                       |                |
| It was fair                                 | 3              |                                       |                |
| Everybody has to learn                      | 1              |                                       |                |
| I was confident answering the question      | 1              |                                       |                |
|                                             |                |                                       |                |
| 19                                          | 5              | 0                                     |                |
| 79.17%                                      | 20.83%         |                                       |                |

Were you selected to answer a question? YES ☒ NO ☐

Did you like randomised questioning? YES ☒ NO ☐

Why?  
because i will not miss my hand up because you get a chance

Which of these best describes how it made you feel?

Were you selected to answer a question? YES ☒ NO ☐

Did you like randomised questioning? YES ☒ NO ☐

Why?  
I liked it because I found it easy. I the part I did not like was when I was chosen I was a bit nervous.

Which of these best describes how it made you feel?

Were you selected to answer a question? YES ☒ NO ☐

Did you like randomised questioning? YES ☒ NO ☐

Why?  
Because it was fun and gave everyone a chance on answering a question.

Which of these best describes how it made you feel?

Were you selected to answer a question? YES ☒ NO ☐

Did you like randomised questioning? YES ☒ NO ☐

Why?  
Because it was really cool and it was a bit easier the seeing loads of hands

Which of these best describes how it made you feel?

## *Appendix P – Interview – School 2*

### School 2

#### How does randomised questioning affect children's wellbeing in a Key Stage 2 classroom?

##### Questions

How did the lesson make you feel? Why? (with word mat)

**Pupil A** – "Calm because it wasn't difficult or easy it was in the middle."

**Pupil B** – "Excited and nervous. I felt nervous because you didn't know if it was going to pick you but you felt excited when it did pick you."

**Pupil C** – "Calm and brave. You explained what we were doing really well so I felt prepared."

Now show me your picture and explain to me what your picture represents.

**Pupil A** – "I was surprised I was chosen. I sat up straight and read from the desk. I was nervous."

**Pupil B** – "I was excited, I sat up straight, I was scraping my teeth and my legs were shaking, my toes were scrunching, my hands were moving and playing with my hair."

You've written that you've felt excited – do those things show you're excited?

"Yes – sometimes."

Do they show you're feeling anything else?

"No"

**Pupil C** – "I felt relieved because I really wanted to answer one. I was smiling. I was tapping my foot because I was excited. I \*gestured yes\* because I was pleased to be picked. I was sat up straight."

Why do you think we chose to use randomised questioning rather than asking you to put your hands up.

**Pupil A** – ‘Maybe because people might say you only choose them because you like them but the laptop doesn’t like anybody.’

**Pupil B** – ‘You can see if people react when they’re picked.’

**Pupil C** – ‘Some people might not put their hand up because they don’t want to answer it but when you chose using the thing it gives everyone a chance to answer even if they didn’t know it. I think they would have felt scared if they didn’t know the answer.’

Would you prefer your teacher to use randomised questioning or putting your hand up?

Why?

**Pupil A** – ‘Randomised questioning. It’s more fair and you get more answers, really.’

**Pupil B** – ‘Randomised questioning.’

**Pupil C** – ‘Hands up because I get nervous sometimes. It depends what we do. Because science is hard we go into detail about it so it’s easier to remember sometimes. Depends what maths we do I find some maths hard and I wouldn’t do it.’

We are going to do this lesson with another class tomorrow so how do you think the randomised questioning could be made better for the next class? Why?

**Pupil A** – ‘Repeat the question. Ask a friend next to you, Caitlin asked a friend. Then if your friend doesn’t know it ask the teacher. Have an ask the teacher option as well as a phone a friend.’

**Pupil B** – ‘Ask them if they want to answer it.’

**Pupil C** – ‘Explain to them what you are doing more so they’re doing and what’s happening.’

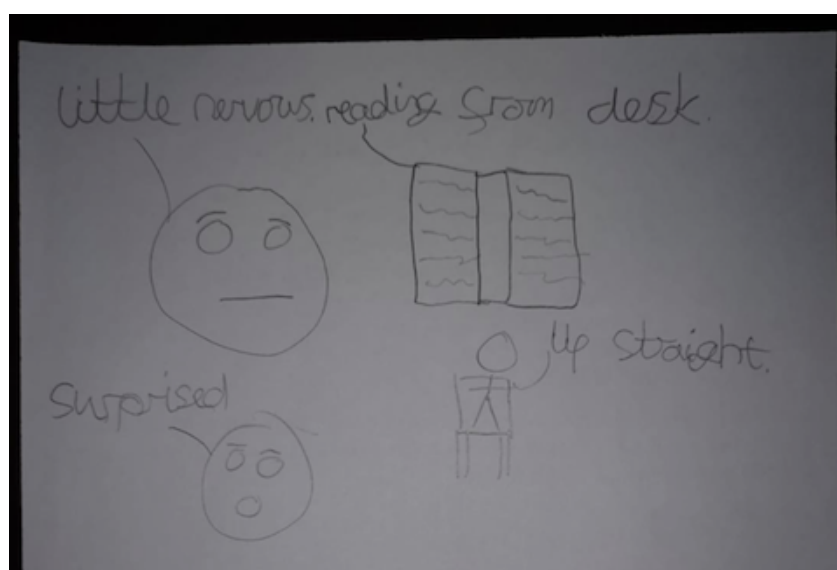
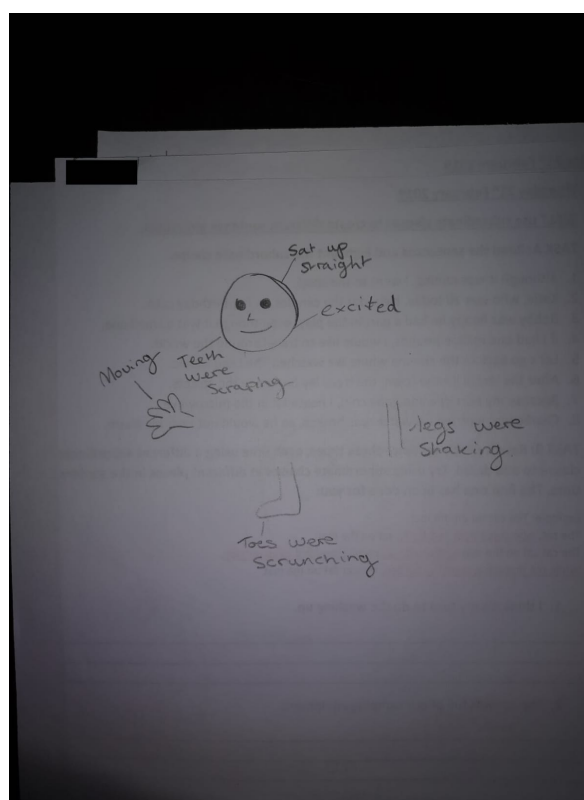
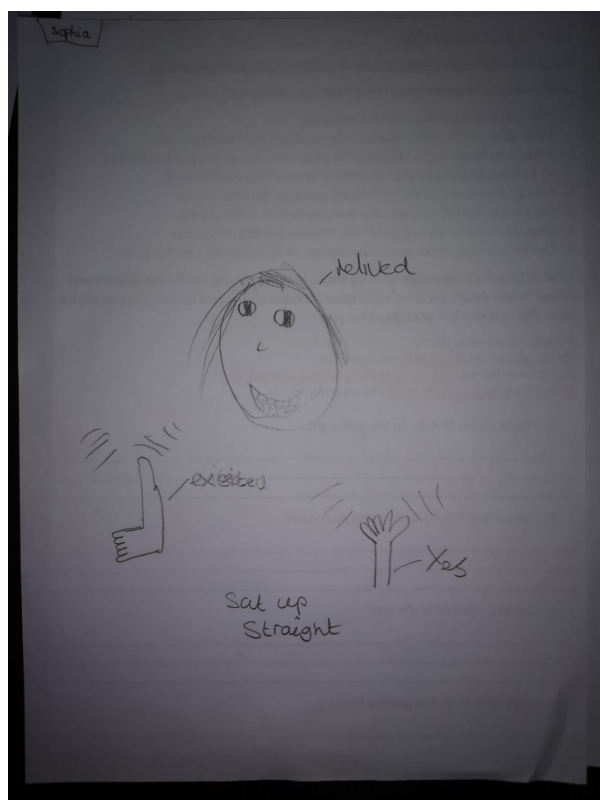
Give children a child friendly copy of the Leuven scale. Which one of these describes how you would feel if you were randomly selected to answer a question?

**Pupil A** – ‘3 – I really don’t any pressure and just want to get on with it.’

Pupil B – “3 – I don’t really feel like I show any emotion when I get picked.”

Pupil C – “4 – because I went “yes” under the table. Most of the time when I get picked I’m excited.”

### Appendix Q – Drawings from Focus Group – School 2



*Appendix R – School 2 – Pictures of Leuven Scale*

