



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

MODULE CODE : ECAD5014

STUDENT NAME: Phoebe Swales

STUDENT NUMBER: 2314717

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How effective do Year 6 teaching staff and learners find Pre and Post RAG scoring as a method of self-assessment?

- Begin with an explanation of the aims of my research project and this interview.
 - Brief discussion of what I am doing, and what is expected of the learners during the interview.
 - Check that all learners are still happy to take part in the interview.
 - Explain that learners can leave at any point of the interview and will not receive any consequence at all for this.
-
- How do you feel when your teacher asks you to look at your own work and assess it?
 - How do you think marking your own work might help you learn?
 - Can you explain what Pre and Post RAG scoring is in your own words?
 - How often do you use Pre and Post RAG scoring in your lessons?
 - Do you prefer marking your own work or when your teacher marks your work? Why?
 - In which subjects do you use Pre and Post RAG scoring the most?
 - How do you feel about using Pre and Post RAG scoring in your learning?
 - What do you think is the purpose of doing a Pre RAG score before a lesson?
 - What do you think is the purpose of doing a Post RAG score after a lesson?
 - Do you find it easy or difficult to decide your Pre and Post RAG scores? Why?
 - How do you decide whether to mark yourself as Red, Amber, or Green?
 - Do you think using Pre and Post RAG scoring helps you understand your learning better? Why or why not?
 - Do you feel that your confidence in a topic changes between your Pre and Post RAG scores? Can you give an example?
 - What do you do if your Pre RAG score is Red? Does it change how you approach the lesson?
 - How do you feel when your Post RAG score is still Red or Amber after a lesson?
 - What do you like most about using Pre and Post RAG scoring?
 - What, if anything, do you find difficult about using Pre and Post RAG scoring?
 - Do you think teachers use your RAG scores to help you? If so, how?
 - Do you think Pre and Post RAG scoring should be used more, less, or stay the same? Why?
 - If you could change something about Pre and Post RAG scoring, what would it be?
 - Is there anything else you would like to share about your experience with Pre and Post RAG scoring?

HIGHLIGHTED QUESTIONS TO BE ASKED FIRST (Use additional questions to expand)

Transcript – Semi Structured Group Interview

Sample/Group – 6 Learners, Labelled L1, L2, L3, L4, L5, L6

Interview Duration – 11 Minutes 13 Seconds

- Data has been colour coded in correlation to key themes for ease of data analysis;

		Emotional impact of Pre and Post RAG scoring as a method of Self-Assessment.
		Pre and Post RAG scoring encourages self-reflection.
		Benefits of Pre and Post RAG scoring in aiding pupil progression.
		Challenges of Pre and Post RAG scoring.
		Teachers' use of Pre and Post RAG scoring and data.

PS: (Introduction to research & interview not recorded) If at any point you feel I don't want to participate in this interview anymore, you can go back to class at any point. Our interview should take around 10 minutes. So, the first question is how do you feel when Miss asks you to look at your own work and mark it?

L1: It makes you feel good.

PS: Why does it make you feel good then?

L1: Because I can mark my own work.

L2: Makes you feel grown up, like I'm a teacher, yeah.

L3: I feel happy.

PS: Why does it make you feel happy?

L3: It makes me happy when I can RAG rate my work as all gwyrdd.

PS: So how does it make you feel when your RAG rating is coch then?

L4: It makes me feel a bit sad.

PS: Why does it make you feel sad?

L4: Because it means I have got the work wrong.

L2: It makes me feel like I want to work harder.

L5: I don't usually RAG rate myself as coch because I don't have a red.

L1: It makes me feel disappointed.

PS: Why does it make you feel disappointed?

L1: Because it just makes me think I need to push myself to the next level.

PS: Diolch, so, how do you think that marking your own work will help your learning?

L6: It helps us to improve.

PS: How does it help you to improve?

L6: Having a toolkit that miss puts on the board to tell us how to mark our work makes it easier to see what we have done well and how we can push our work to the next level.

PS: Diolch, how often do you use Pre and Post RAG scoring in your lessons?

L2: Every single day

PS: Amazing, would you say you use it every single lesson?

L1: Constantly! We use it every single lesson apart from quest lessons.

PS: Do you prefer marking your own work or when your teacher marks your work? Hands up if you prefer marking your own work --- 5/6 --- 1 prefers when the teacher marks. Tell me why you prefer marking your own work.

L3: Because if I get it right I will know straight away.

L1: It feels more official because you don't need to wait for the teacher to do it because they usually bring the books home with them and then do it.

PS: So do you find it useful to have your feedback during the lesson?

L1: It means you can instantly know if you have done good or bad and what you need to improve on.

PS: What do you think the purpose of RAG scoring before a lesson is?

L3: To see what you know and understand.

PS: Amazing, so what do you think the purpose of RAG scoring after a lesson is?

L4: To see if you have improved.

L1: Or if you haven't.

L2: Or if you have stayed the same.

PS: Do you think that using Pre and Post RAG scoring helps you understand your learning?

L1: No because usually it seems really easy, and it doesn't feel like I need to really do it.

L2: Yes, because it helps show how you have moved from oren to gwyrdd and glas tasks. When you RAG score something as gwyrdd it means it is too easy and you can move on to the next skill.

PS: In which subjects do you use Pre and Post RAG scoring the most?

L4: Mostly in Maths and numeracy

L5: Mostly in Maths and Numeracy because we do those lessons every single day but we use RAG rating in every subject

PS: What do you like the most about Pre and Post RAG scoring?

L3: I know if I have improved at the end.

PS: What, if anything, do you find difficult about Pre and Post RAG scoring?

L2: I find it difficult to know where I am at and what colour to pick. Like when we were doing BODMAS in maths, I put gwyrdd and stayed gwyrdd but I didn't know if i should choose oren.

PS: Okay, so when you're in that situation then, do you decide in your head which colour to choose, or do you ask the teacher?

L1: You should ask.

L2: I decide.

L3: I usually do rock, paper, scissors in my head.

PS: Okay so maybe that is one of the challenges of Pre and Post RAG scoring then, is deciding what colour you should put for each skill. Do you think teachers use your RAG scores to help you?

L2: I think she uses it as data to see if she should post the work on MyMaths.

PS: So, to see if anybody needs any further help?

L2: Yeh and the information goes onto our reports.

PS: If you could change anything about Pre and Post RAG scoring, what would it be?

L5: I would make sure that people who are colourblind could still use it because sometimes they can't see the difference between the colours.

L3: Yeh I would maybe lay it out in a way that colourblind people could use, maybe like tick boxes.

PS: Do you think Pre and Post RAG scoring should be used more, less, or stay the same?

All learners: It should stay the same

PS: Is there anything else you would like to share about your experience with Pre and Post RAG scoring?

Conclusion not recorded

Pre and Post RAG scoring as a method of Self-Assessment to aid pupil progression in year 6.

How effective do year 6 teaching staff and learners find Pre and Post RAG scoring as a method of Self Assessment?

Your help in this research will involve taking approximately 7 minutes to complete this questionnaire, relating to your own perceptions and attitudes towards the effectiveness of the AfL strategy, Pre and Post RAG scoring, as a method of Self-Assessment, in terms of aiding pupil progression amongst Year 6 learners. At the end of the questionnaire, there is an opportunity to expand on any of the points covered in the previous questions.

Any information you give will be dealt with in the strictest confidence. No individual's name will be divulged as the questionnaire will be anonymous, and therefore, it will not be possible to identify individuals in any report, publication, or any other resource resulting from this work. You are assured that the research will adhere to the policy of the UWTSD Ethics Committee and BERA Ethical Guidelines for Educational Research, fifth edition (2024).

It is emphasised that your participation in the research is completely voluntary and that you will have the prerogative to withdraw at any point without giving a reason. Opting not to participate in this questionnaire will not lead to any disadvantage. Clicking on submit at the end of the questionnaire will constitute consent to participate.

Phoebe Swales - BA2 Primary Education with QTS - University of Wales, Trinity St David.

2314717@student.uwtsd.ac.uk

* Required

1. What is your role? * 

☒ Year 6 Teacher

☐ LSA - Learning Support Assistant

☐ Senior Leader

☐ Other

2. How many years of experience do you have in Year 6 teaching (If applicable)? * 

☐ 0-2 Years

☐ 2-5 Years

☐ 5-10 Years

☐ 10-15 Years

☐ 15 Years+

3. How familiar are you with Pre and Post RAG scoring as a self-assessment method? * 

☐ Very Familiar

☐ Somewhat Familiar

☐ Not Very Familiar

☐ Not Familiar at all

4. How frequently do you (or your class) use Pre and Post RAG scoring? * 

- ☐ Every Lesson
- ☐ Every Day
- ☐ A Few Times Per Week
- ☐ Once a Week
- ☐ Occasionally
- ☐ Never

5. In which AoLE do you believe Pre and Post RAG scoring as a method of Self-Assessment is most effective in aiding pupil progression? Rank from 1-6. * 

Maths & Numeracy

Languages, Literacy & Communication

Science & Technology

Humanities

Expressive Arts

Health & Wellbeing

6. How effective do you find Pre and Post RAG scoring in helping pupils reflect on their learning? * 

- ☐ Very effective
- ☐ Somewhat effective
- ☐ Neither effective nor ineffective
- ☐ Somewhat ineffective
- ☐ Very ineffective

7. Do you believe that Pre and Post RAG scoring aids pupil progression across the Curriculum for Wales? *



- ☐ Yes
- ☐ No
- ☐ Maybe

8. What do you think are the main benefits of Pre and Post RAG scoring for self-assessment? * 

Pre and Post RAG scoring helps pupils reflect on their own learning.

Pre and Post RAG scoring boosts pupil confidence.

Pre and Post RAG scoring encourages independence and responsibility.

Pre and Post RAG scoring helps inform planning and differentiation.

Pre and Post RAG scoring allows pupils to visualise progression in learning.

9. What challenges do you encounter when using Pre and Post RAG scoring? * 

Pupils do not always assess their learning accurately.

Pre and Post RAG scoring is time-consuming.

Other Self-Assessment methods are preferred.

10. How do you currently use Pre and Post RAG scores to inform your teaching (if applicable)? * 

Enter your answer

11. What improvements could be made to enhance the effectiveness of Pre and Post RAG scoring? * 

Enter your answer

12. Do you have any additional comments regarding the use of Pre and Post RAG scoring for self-assessment in Year 6? * 

Enter your answer

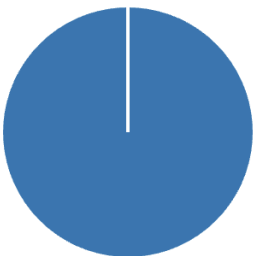
Submit

Appendix 4 – Responses to Question 3 of the Staff Questionnaire

3. How familiar are you with Pre and Post RAG scoring as a self-assessment method?

[More Details](#)

Very Familiar	3
Somewhat Familiar	0
Not Very Familiar	0
Not Familiar at all	0

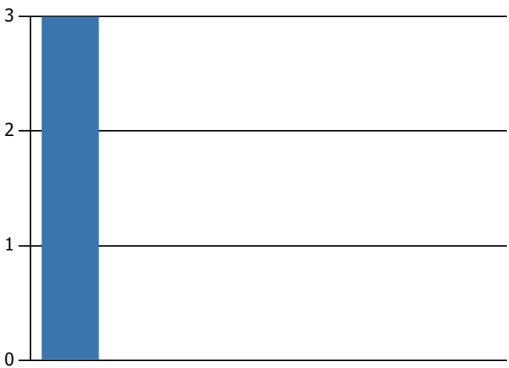


Appendix 5 – Responses to Question 4 of the Staff Questionnaire

4. How frequently do you (or your class) use Pre and Post RAG scoring?

[More Details](#)

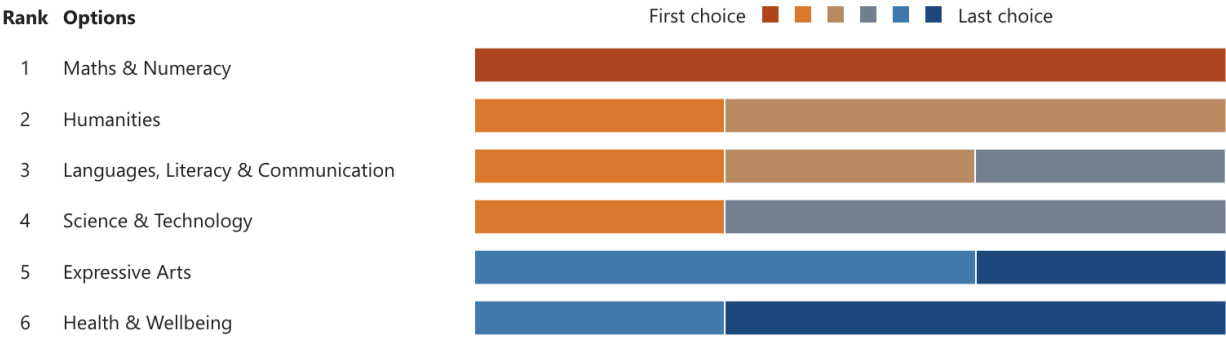
Every Lesson	3
Every Day	0
A Few Times Per Week	0
Once a Week	0
Occasionally	0
Never	0



Appendix 6 – Responses to Question 5 of the Staff Questionnaire

5. In which AoLE do you believe Pre and Post RAG scoring as a method of Self-Assessment is most effective in aiding pupil progression? Rank from 1-6.

3 Responses



Appendix 7 – Responses to Question 6 of the Staff Questionnaire

6. How effective do you find Pre and Post RAG scoring in helping pupils reflect on their learning?

[More Details](#)

Very effective	2
Somewhat effective	1
Neither effective nor ineffective	0
Somewhat ineffective	0
Very ineffective	0

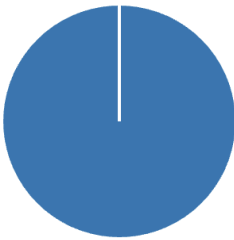


Appendix 8 – Responses to Question 7 of the Staff Questionnaire

7. Do you believe that Pre and Post RAG scoring aids pupil progression across the Curriculum for Wales?

[More Details](#)

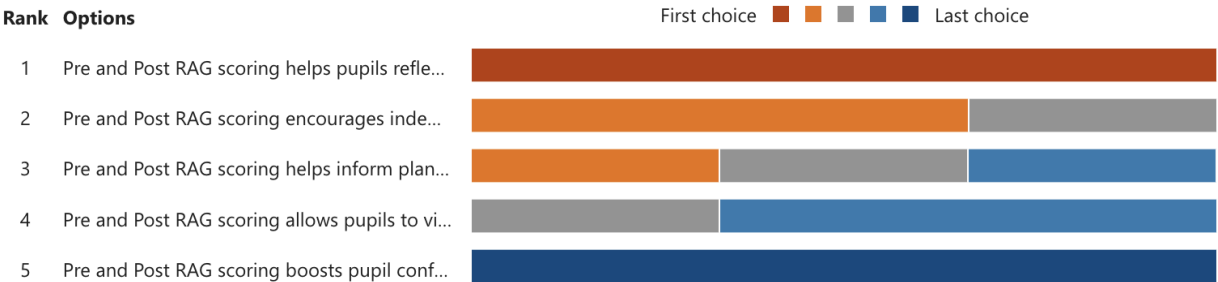
Yes	3
No	0
Maybe	0



Appendix 9 – Responses to Question 8 of the Staff Questionnaire

8. What do you think are the main benefits of Pre and Post RAG scoring for self-assessment?

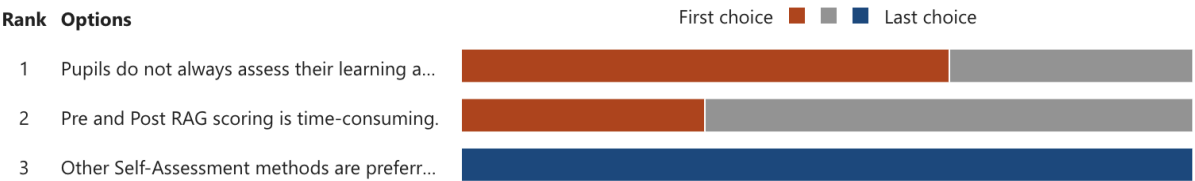
3 Responses



Appendix 10 – Responses to Question 9 of the Staff Questionnaire

9. What challenges do you encounter when using Pre and Post RAG scoring?

3 Responses



Appendix 11 – Responses to Question 10 of the Staff Questionnaire

10. How do you currently use Pre and Post RAG scores to inform your teaching (if applicable)?

3 Responses

ID ↑	Name	Responses
1	anonymous	Identifying knowledge gaps and areas of strength enables staff to tailor lesson planning to maximise pupil progression.
2	anonymous	I am able to adapt my teaching strategies and approaches if a significant number of learners identify as 'coch' at the end of a learning episode.
3	anonymous	Personalisation of support and intervention

Appendix 12 – Responses to Question 11 of the Staff Questionnaire

11. What improvements could be made to enhance the effectiveness of Pre and Post RAG scoring?

3 Responses

ID ↑	Name	Responses
1	anonymous	Clarification of criteria - clear definitions of what 'red', 'amber', and 'green' RAG ratings look like.
2	anonymous	Encouraging learners to see 'red' RAG scores as an opportunity for growth rather than an indication of failure.
3	anonymous	Incorporating a method of making RAG scoring accessible for colour-blind learners.

Appendix 13 – Responses to Question 12 of the Staff Questionnaire

12. Do you have any additional comments regarding the use of Pre and Post RAG scoring for self-assessment in Year 6?

3 Responses

ID ↑	Name	Responses
1	anonymous	No
2	anonymous	No
3	anonymous	No

APPLICATION FOR ETHICAL APPROVAL

RESEARCH STUDENTS

This form is to be completed by the student within **SIX** months for full-time students and **TWELVE** months for part time students, after the commencement of the research degree or following progression to Part Two of your course.

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

This document is also available in Welsh.

RESEARCH STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name.

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

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

1	Full Name:	Phoebe Swales			
2	Tick all boxes that apply:	Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student
3	Institute/Academic Discipline/Centre:	Initial Teacher Education, Yr Athrofa			
4	Campus:	Carmarthen Carmarthen			
5	E-mail address:	2314717@student.uwtsd.ac.uk			
6	Contact Telephone Number:	07495992053			
For students:					

7	Student Number:	2314717
8	Programme of Study:	BA Primary Education with QTS
9	Director of Studies/Supervisor:	Dr Sioned V Hughes

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☐
					Date
2	If Yes, please indicate source of approval (and date where known): Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Research Degrees Committee	☐		
		Institute Research Committee	☐		
		Other (write in) ECAD5014 Stephen Hadley	☒		14.03.25

SECTION C: Internal and External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed.	
1	UWTSD Research Ethics & Integrity Code of Practice ☒
2	UWTSD Research Data Management Policy ☒
3	BERA Ethical Guidelines for Educational Research, fifth edition (2024) https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024 ☒

SECTION D: External Collaborative Research Activity

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

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

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

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

10	Does this organisation have its own ethics approval system?	YES	☐	NO	☐
	If Yes, please attach a copy of any final approval (or interim approval) from the organisation (this may be a copy of an email if appropriate).				

SECTION E: Details of Research Activity

1	Indicative title:	How effective do Year 6 teaching staff and learners find Pre and Post RAG scoring as a method of self-assessment?	
2	Proposed start date:	19.03.24	Proposed end date: 04.04.25
	Introduction to the Research (maximum 300 words per section) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below: <i>Purpose of Research Activity</i> <i>Proposed Research Question</i> <i>Aims of Research Activity</i> <i>Objectives of Research Activity</i> Demonstrate, briefly, how Existing Research has informed the proposed activity and explain <i>What the research activity will add to the body of knowledge</i> <i>How it addresses an area of importance.</i>		
3	Purpose of Research Activity - To explore the effectiveness of Pre and Post RAG scoring as a method of self-assessment in a year 6 classroom, from the perspective of learners and teaching staff. - To explore the effectiveness of Self-Assessment as an AfL strategy in aiding pupil progression. - To trial different research tools in practice (this box should expand as you type)		
4	Research Question How effective do Year 6 teaching staff and learners find Pre and Post RAG scoring as a method of self-assessment? (this box should expand as you type)		
5	Aims of Research Activity - To explore the effectiveness of Pre and Post RAG scoring as a method of self-assessment in a year 6 classroom, from the perspective of learners and teaching staff. - To critically evaluate the use of questionnaires and interviews as research tools.		

	To further develop personal knowledge and understanding of AfL, to facilitate improvements within my professional practice. (this box should expand as you type)
6	Objectives of Research Activity - To explore the perceptions of teaching staff regarding the effectiveness of Pre and Post RAG scoring as a method of self-assessment, using a questionnaire. - To conduct a semi-structured group interview with 5 Year 6 learners to capture their views about Pre and Post RAG scoring and how this aids progression in their learning. - To critically reflect on the process of using different research tools to collect data (this box should expand as you type)
	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods here, but should instead describe how you intend to collect the data necessary for you to complete your project.
7	Interviews – 5 year 6 learners will be involved in a semi-structured interview where they will be invited to respond to key questions. For example, how often do you use Pre and Post RAG scoring in the classroom? What do you like about Pre and Post RAG scoring? What would you change about Pre and Post RAG scoring? How do you think Pre and Post RAG scoring helps your learning progress? Why do you think that? These interviews will be conducted in an informal setting, and I will make notes of and audio record their responses. The learners will not be forced to participate, will be made aware that they do not have to answer any questions and that they can stop at any time. EXIT: Learners will be asked if they wish to be involved. Learners to show that they are happy to continue. I will check on the learners' feelings regularly. No names will be recorded. Questionnaire – 3 members of teaching staff at the school will complete an anonymous questionnaire, where they will be asked key questions surrounding their perspectives of Pre and Post RAG scoring as an AfL strategy to aid pupil progression. I will e-mail my questionnaire to 5 different teachers, all teaching in a Year 6 classroom, with the hope that at least 3 will find time to fill out the questionnaire. (this box should expand as you type)
	Location of research activity Identify all locations where research activity will take place.
8	The research activity will take place in a large community school with approximately 650 pupils. Interviews will be conducted in the Community Room. (this box should expand as you type)
	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the research then please state this.

9	N/A <i>(this box should expand as you type)</i>
---	--

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

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

SECTION F: Scope of Research Activity

	Will the research activity include:	YES	NO
1	Use of a questionnaire or similar research instrument?	☒	☐
2	Use of interviews?	☒	☐
3	Use of focus groups?	☐	☒
4	Use of participant diaries?	☐	☒
5	Use of video or audio recording?	☒	☐
6	Use of computer-generated log files?	☐	☒
7	Participant observation with their knowledge?	☐	☒
8	Participant observation without their knowledge?	☐	☒
9	Access to personal or confidential information without the participants' specific consent?	☐	☒

10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
12	Investigation of participants involved in illegal activities?	☐	☒
13	Use of procedures that involve deception?	☐	☒
14	Administration of any substance, agent or placebo?	☐	☒
15	Working with live vertebrate animals?	☐	☒
16	Procedures that may have a negative impact on the environment?	☐	☒
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.		
	Details of any other primary data collection method:	☐	☒
	(this box should expand as you type)		

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

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

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

Participant numbers and source	
Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
10	How many participants are expected? 8 Participants

		<i>(this box should expand as you type)</i>
11	Who will the participants be?	3 teachers - Questionnaire 5 year 6 pupils – Semi-Structured Group Interview <i>(this box should expand as you type)</i>
12	How will you identify the participants?	I will interview each year 6 teacher in School X. I will ask the class teacher to provide a random sample of pupils to interview. <i>(this box should expand as you type)</i>

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

	Information for participants:	YES	NO	N/A
24	Will participants be paid?	☐	☒	☐
25	Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
26	Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
28	If YES to any question, please provide full details			
	<i>(this box should expand as you type)</i>			

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.						
1	Full risk assessment completed and appended?	<table border="1"> <tr> <td>Yes</td> <td>☐</td> </tr> <tr> <td>No</td> <td>☒</td> </tr> </table>	Yes	☐	No	☒
Yes	☐					
No	☒					
2	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information					
	Risk to participants: - Participants may feel under pressure to give answers that they feel like the researcher wants to hear. - Anonymity – ensuring that names, descriptions etc are omitted to ensure participant anonymity. - Access to Recording – Ensuring all recordings are deleted on completion of observation. <i>(this box should expand as you type)</i>	How you will mitigate the risk to participants: - Participant will be told that there is no consequence for anything they say. - I will make it clear that I want open and honest answers. - I will make it clear that the answers they give will affect their education in no way and there will be no repercussions for their actions and answers in regard to the research. - Acting in accordance of the BERA – Ethical Guidelines for Educational Research, Fifth Edition (2024) - Taking the appropriate steps to remove the raw data when it has been analysed. <i>(this box should expand as you type)</i>				
3	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities					
	N/A <i>(this box should expand as you type)</i>					
4	Risks to the investigator For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest					
	Risk to the investigator: - Risk of accusation of fabrication or falsification of data. - Possible bias in the recording of data due to the researcher's relationship with the participant/school <i>(this box should expand as you type)</i>	How you will mitigate the risk to the investigator: - I will follow the UWTSD and BERA ethical guidelines when conducting primary research in a school. - By not falsifying data <i>(this box should expand as you type)</i>				
5	University/institutional risks For example: adverse publicity, financial loss, data protection					
	Risk to the University: Not behaving in a way that could impact the relationship between school and university	How you will mitigate the risk to the University: I will behave in a professional manner, at all times. I will also collect my data on a password protected file and all data will be confidential and anonymous.				

	Not falsifying any data which could impact the representation and standards of the university. (this box should expand as you type)	- Saving raw data on password protected laptops and backing it up to the University drive which has sufficient firewall protection. - Acting in accordance with the BERA Ethical Guidelines for Educational Research, fifth edition (2024) (this box should expand as you type)
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: N/A (this box should expand as you type)	How you will mitigate the risk to environment: N/A (this box should expand as you type)

Disclosure and Barring Service				
	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
7	Does your research require you to hold a current DBS Certificate?	☒	☐	☐
8	If YES, please give the certificate number. If the certificate number is not available please write "Pending"; in this case any ethical approval will be subject to providing the appropriate certificate number.			

SECTION I: Feedback, Consent and Confidentiality

1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when? Feedback/de-brief via a copy of the final report for participants/the headteacher upon request. (this box should expand as you type)
2	Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation. I will converse with my professional tutor and lecturer and inform them of the research I will be undertaking, providing reason and rationale behind the research. However, I will verbally ask the head-teacher/teacher identified to participate whether they wish to participate. I will also ask for their ongoing consent during the research. Assent will be given by the headteacher via the consent form for pupil participation. All involved will be able to withdraw at any point with no consequence. (this box should expand as you type)
3	Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case. No names will be recorded. I will not disclose names or descriptions. I will ensure that no individual data (raw scores, individual identifiable performance outcomes) are made available to schools/parents etc. (this box should expand as you type)

SECTION J: Data Protection and Storage

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

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

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

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

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
1	Signature of applicant: <i>Phoebe Swales</i>	Date: 14.3.25

For STUDENT Submissions:

2	Director of Studies/Supervisor:	Stephen Hadley	Date: 14.3.25
3	Signature:	<i>S Hadley</i>	

For STAFF Submissions:

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

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (where appropriate) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.

RESEARCH STUDENTS ONLY

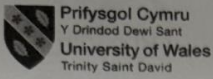
Once complete, submit this form via the **MyTSD Doctoral College Portal** at (<https://mytsd.uwtsd.ac.uk>).

RESEARCH STAFF ONLY

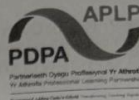
All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name.

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

Appendix 15 – Copy of School Blanket Consent Form and Information Sheet

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

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales

 **APLP**
PDPA
Partnership Cymru Profesiynau Yr Athrofa
Yr Athrofa Professional Learning Partnership
Partnership Learning Professional Learning Partnership

ECAD5014 Consent Form

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

To be completed by the school:

I agree to Phoebe Swales as a representative of Yr Athrofa to:

- Take photographs (Tick accordingly)
- Interview
- Record an interview
- Quote school policy documents
- Questionnaires

Name of Head teacher Michael L Thomas Signed M L Thomas

Name of school PDCS

To be completed by the student teacher:

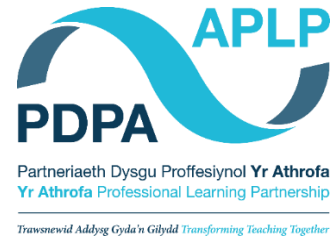
If I am granted such permission, I agree to abide by the ethics embodied within the EWC Code of Conduct and BERA Ethical Guidelines (2024) and will not distribute any such material to audiences beyond the University authorities without their permission.

Name of student teacher: Phoebe Swales Signed: Phoebe Swales

Student teacher UWTSD e-mail address: 231477@student.uwt.ac.uk

Programme (BA Education QTS/ Primary): BA2

Date: 19.3.25



CONSENT FORM (STAFF)

PROJECT TITLE: How effective do year 6 teaching staff and learners find Pre and Post RAG scoring as a method of Self-Assessment?

Name of Researcher: Phoebe Swales

Please initial box

☐

1. I confirm that I have read and understand the information sheet dated 19/03/2025 for the above study.

☐

2. I understand that my participation is voluntary and that I am free to withdraw from the study at any time, without giving any reason.

3. I understand that I can choose to withdraw at any time, without giving a reason.

☐

4. I understand that the information given will be used in a university assignment.

☐

5. I understand that my name will not appear at any time.

☐

6. I agree to take part in the above study.

Name

Signature

Date

INFORMATION SHEET

PROJECT TITLE: How effective do year 6 teaching staff and learners find Pre and Post RAG scoring as a method of Self-Assessment?

Dear Participant,

My name is Phoebe Swales and I am studying for a BAED qualification at Yr Athrofa, University of Wales Trinity Saint David.

I would like to invite you to participate in my research project. The title of the project is “How effective do year 6 teaching staff and learners find Pre and Post RAG scoring as a method of Self-Assessment?” Through your participation, I hope to develop my research skills and professional practice.

The questionnaire will take no longer than 10 minutes and all responses will be anonymous. Your participation in this study is completely voluntary so you can withdraw from the study at any stage.

After careful and precise analysis of the data obtained from the questionnaire, I would be happy to provide you with a copy of the findings at your request. The results of the research will be discussed in a university assignment that will contribute to my BAED course. The results of this study will be stored on a Microsoft 360 cloud and all raw data will be destroyed once the assessment has been marked.

I thank you in advance for your time. If any questions do arise, feel free to contact me at your convenience.

Yours sincerely,

Phoebe.