

Appendix 1**APPLICATION FOR ETHICAL APPROVAL**

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.

Delete the Guidance Notes at the end of the form BEFORE submitting your application

SECTION A: About You (Principal Researcher)

Full Name:		Lloyd Ewan Evans			
Tick all boxes which apply:		Member of staff:	☐	Honorary research fellow:	☐
Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student	☐
Faculty/School/Centre:		Initial Teacher Education, Yr Athrofa			
Campus:		Carmarthen			
E-mail address:		1800904@student.uwtsd.ac.uk			
Contact Telephone Number:		07557374100			
For students:					
Student Number:		1800904			
Programme of Study:		BA Primary Education with QTS			
Director of Studies/Supervisor:		Dr. Sioned V. Hughes			

SECTION B: Approval for Research Activity

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	
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	☐		
	Faculty Research Committee	☐		
	Other (write in) ECAD5010 Module Lead	☒	27.02.20	

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, 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.	
UWTSD Research Ethics & Integrity Code of Practice	☐
UWTSD Research Data Management Policy	☐
British Educational Research Association (BERA) (2018) <i>Ethical guidelines for educational research</i> . 4th edn. Available at: https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2018 (Accessed: 27th February 2020)	☐
	☐

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?	YES	☐	NO	☒
If Yes, please provide the name of the external organisation and name and contact details for the main contact person and confirmation this person has consented to their personal data being shared as part of this collaboration.				
Institution				
Contact person name				
Contact person e-mail address				
Has this individual consented to sharing their details on this form?	YES	☐	NO	☐
Are you in receipt of a KESS scholarship?	YES	☐	NO	☐
Is your research externally funded	YES	☐	NO	☐
	Voluntary	YES	☐	NO
				☐

Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Employed	YES	☐	NO	☐
Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)	If YES then the permission question below does not need to be answered.	YES	☒	NO	☐
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

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				

SECTION E: Details of Research Activity

Indicative title:	<u>What are teacher and pupil perceptions of self-assessment and peer-assessment?</u>		
Proposed start date:	02.03.20	Proposed end date:	01.04.20
Introduction to the Research (maximum 300 words) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the three 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>			
Purpose of Research Activity The purpose of the research activity is to gather information relating to the use of self-assessment and peer-assessment in the classroom and to find out the different perceptions. Three different research tools will be used to complete the activity, such as interviews, questionnaires and observations. (this box should expand as you type)			
Research Question What are teacher and pupil perceptions of self-assessment and peer-assessment? (this box should expand as you type)			

Aims of Research Activity

- To explore teacher and learners' perceptions of self-assessment and peer-assessment.
- To critically evaluate the different research tools.
- To further develop personal knowledge and understanding of peer assessment and self-assessment to improve professional practice

(this box should expand as you type)

Objectives of Research Activity

- To explore the different self and peer assessment approaches used by staff to support and develop pupils' learning using a questionnaire.
- To interview 7&8-year-olds learners to capture their views about self and peer assessment
- 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.

Interviews – Small groups of children from a Year 3 class will be involved in a semi-structured interview where they will be invited to respond to key questions. For example, "How often do teachers ask you to mark or comment on your work and progress in lessons?" The questions will aim to provoke discussion with the chosen pupils. These interviews will be conducted in an informal setting outside the classroom and make notes during. The children will not be forced to participate in the interviews, will be made aware that they do not have to answer any questions and that they can stop at any time. All children will be asked if they would like to participate in the activity and I will choose three boys and three girls from the different ability groups. Children will be given a red and green lollipop stick and if at any time they feel that they want to leave they can show the red lollipop stick to indicate this. I will check on the children's feelings reassuring them and ensuring that they understand the questions. The names of the children will not be recorded, the children will be labelled as 'Child A' etc.

Questionnaire- A questionnaire will be conducted for the teaching staff. The questionnaire will be distributed electronically which means that the results can be easily calculated and will be simple to compare the data found. The questionnaire consists of a range of open and closed questions and different styled questions. Hopefully this will mean that there is a range of answers especially for the open questions and show the different perceptions of the teachers. It will be interesting to see whether there are differing opinions between the teachers across the key stages. The questionnaire will be anonymous which might mean that the answers are more representative of the actual perceptions. Also, the questionnaire is not excessively long and will not take much time to complete. The teachers do not have to complete the questionnaire if they are too busy or do not feel comfortable to complete it.

Observations- An observation will be undertaken in a Year 3 class consisting of 21 pupils. This specific class was chosen because the number of children in the class is quite low which means that it will be easier to observe the class in more detail. The focus of the observation is to see peer and self-assessment being used in the class and see if one is more prominent and see if one works better to promote pupil learning. I will observe the whole class but focus on 4

children with different abilities to see whether the child's ability has a role to play. An observation schedule sheet will be used to make notes during the lesson. The observation will be split into 4 sections: introduction, main activity, plenary and mini plenary. If the strategies are used in the lesson, I will tick the correct box and make brief notes which I will expand on after the lesson.

(this box should expand as you type)

Location of research activity

Identify all locations where research activity will take place.

The research activity will take place in an urban school in an affluent area with approximately 226 pupils between three and 11 years of age on the school register. The school has identified approximately 3% of its pupils as having additional learning needs. This is significantly below the average for Wales

(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.

N/A

(this box should expand as you type)

Use of documentation not in the public domain: Are any documents NOT publicly available?	NO	☒
	YES	☐
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 prevailing data protection law of the country in question and England and Wales.		
(this box should expand as you type)		

SECTION F: Scope of Research Activity

Will the research activity include:	YES	NO
Use of a questionnaire or similar research instrument?	☒	☐
Use of interviews?	☒	☐
Use of diaries?	☐	☐
Participant observation with their knowledge?	☒	☐
Participant observation without their knowledge?	☐	☐
Use of video or audio recording?	☐	☐

Access to personal or confidential information without the participants' specific consent?	☐	☐
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☐
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☐
Investigation of participants involved in illegal activities?	☐	☐
Use of procedures that involve deception?	☐	☐
Administration of any substance, agent or placebo?	☐	☐
Working with live vertebrate animals?	☐	☐
Other primary data collection methods, please explain in this box For example, 'focus groups'. Please indicate the type of data collection method(s) in this box and tick the accompany box.	☐	☐
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

Who are the intended participants:	YES	NO
Students or staff at the University?	☐	☐
Adults (over the age of 18 and competent to give consent)?	☒	☐
Vulnerable adults?	☐	☐
Children and Young People under the age of 8? (Consent from Parent, Carer or Guardian will be required)	☒	☐
Prisoners?	☐	☐
Young offenders?	☐	☐
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☐
People engaged in illegal activities?	☐	☐
Others (please identify specifically any group who may be unable to give consent) please indicate here and tick the appropriate box.	☐	☐
Other – please indicate here: (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?	
How many participants are expected?	18 participants <i>(this box should expand as you type)</i>
Who will the participants be?	8 teachers 4 pupils 6 pupils <i>(this box should expand as you type)</i>
How will you identify the participants?	Previous PTE2 experience in the school <i>(this box should expand as you type)</i>

Information for participants:	YES	NO	N/A
Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
Will you tell participants that their participation is voluntary?	☒	☐	☐
Will you obtain written consent for participation?	☐	☐	☒
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
If the research is observational, will you ask participants for their consent to being observed?	☒	☐	☐
Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☐	☐	☒
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
Will participants be paid?	☐	☒	☐
Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
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.						
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	☒					
Risks to participants For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information						
Risk to Participant: Pupils may feel under pressure to give the correct answer to the questions. <i>(this box should expand as you type)</i>	How will you mitigate the Risk to Participant Pupils 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 <i>(this box should expand as you type)</i>					
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>						
Risks to investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest						
Risk to Investigator: Allegations from pupils in the classroom while completing the research. <i>(this box should expand as you type)</i>	How will you mitigate the Risk to Investigator: The majority of the research will be during a normal activity in the classroom. There will be another researcher present while interviewing is taking place. <i>(this box should expand as you type)</i>					
University/institutional risks For example: adverse publicity, financial loss, data protection						
Risk to University: Not behaving in a way that could impact the relationship between school and university.	How will you mitigate the Risk to University: I will behave in a professional manner, at all times.					

(this box should expand as you type)	(this box should expand as you type)
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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
Does your research require you to hold a current DBS Certificate?	☒	☐	☐

SECTION I: Feedback, Consent and Confidentiality

Feedback
What de-briefing and feedback will be provided to participants, how will this be done and when?
N/A
(this box should expand as you type)
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 talk with my class teacher and senior mentor and inform them of the research I will be undertaking, providing reason and rationale behind the research. However, I will verbally ask children identified to participate whether they wish to participate through the use of green and red lollipop sticks. If they show a green stick, I will know that they are happy to participate. This will be an individual exercise so that the children are encouraged to respond honestly with their interest and well-being in mind. Children will also be informed they can approach me at any time to ask questions and discuss their contribution to the project.
(this box should expand as you type)
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.
To ensure confidentiality I will not record any names, the children will be listed as 'Child A' etc. I will make sure 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 **NO NEED TO COMPLETE SECTION J**

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://uwtsd.ac.uk/library/research-data-management/>).

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
“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.	☐	☐
If YES, provide a description of the data and explain why this data needs to be collected:		
(this box should expand as you type)		
Does it involve special category data (as defined by the GDPR)?	YES	NO
“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:		
(this box should expand as you type)		
Will the research activity involve storing personal data and/or special category data on one of the following:	YES	NO
Manual files (i.e. in paper form)?	☐	☐
University computers?	☐	☐
Private company computers?	☐	☐
Home or other personal computers?	☐	☐
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☐
“Cloud” storage or websites?	☐	☐
Other – specify:	☐	☐
For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation:		
(this box should expand as you type)		
All Data Storage		

Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	☐	☐
Sharing of data with others at the University?	☐	☐
Sharing of data with other organisations?	☐	☐
Export of data outside the European Union or importing of data from outside the UK?	☐	☐
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☐
Publication of data that might allow identification of individuals?	☐	☐
Use of data management system?	☐	☐
Data archiving?	☐	☐
If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and DPA (and/or any international equivalent):		
<i>(this box should expand as you type)</i>		
List all who will have access to the data generated by the research activity:		
<i>(this box should expand as you type)</i>		
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>		
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>		
Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwt.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		
<i>(this box should expand as you type)</i>		
Confirm that you have read the UWTSD guidance on data management (see https://www.uwt.ac.uk/library/research-data-management/)	YES	☐
	NO	☐
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	☐
	NO	☐

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](#)

Signature of applicant:	Levans	Date: 27.02.20
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For STUDENT Submissions:

Director of Studies/Supervisor:	Dr. Sioned V. Hughes	Date: 27.02.2020
Signature:	<i>S.V. Hughes</i>	

For STAFF Submissions:

Head of School/Assistant Dean:		Date:
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 (and have NOT completed Section H of this form) (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 Head of School.
☒	I have deleted the guidance notes before submitting the PG2 for consideration



ECAD5010 Consent Form

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

To be completed by the school:

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

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

Name of Head teacher _____ Signed _____

Name of school _____

To be completed by the student teacher:

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

Name of student teacher: _____ Signed: _____

Student teacher UWTSD e-mail address: _____

Programme (e.g. BA Ed/PGCE Primary): _____

Date:

Appendix 2

What are teacher and pupil perceptions of self-assessment and peer-assessment?

Name of observer:

Time:

Date:

Size of sample:

Lesson:

Time	Strategy		Notes
	<u>Peer assessment</u>	<u>Self-assessment</u>	
Introduction			
Main activity			
Plenary			
Mini plenary			

Time	Notes
Introduction	
Main activity	
Plenary	

Mini plenary	
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Child B (LA)

What are teacher and pupil perceptions of self-assessment and peer-assessment?

Name of observer: Lloyd Evans Time: 10:00

Date: 2/3/20 Size of sample: 21 (whole class)

Lesson: Leaflets focus on 4.

Time	Strategy		Notes
	<u>Peer assessment</u>	<u>Self-assessment</u>	
Introduction	✓	✓	think, pair, share think in head.
Main activity	✓	✓	checklist for a persuasive leaflet. "Dw i'n haffi" } Peer. "Tro nezaf"
Plenary	✓		Two stars and a wish.
Mini plenary		✓	thumbs up, thumbs down.

Time	Notes
Introduction	think, pair, share - worked with a MA child and this worked as the MA child provided the child with support and they thought of some really good ideas. Think in head - ~~child worked on their own~~ ^{child worked on their own} - they were less engaged.
Main activity	The checklist was differentiated which meant that they didn't include as much as the ~~MA~~ ^{MA} child but produced a great piece for their ability.
Plenary	Child swapped with their partner (who had the same checklist) and did were to think of things that their partner did well but struggled to think of things they could improve on.
Mini plenary	Child showed 'thumbs down' but they looked quite confused ~~and~~ and I asked them if ~~the~~ they understood and they nodded. So they were a little distracted maybe.

Appendix 3

Child	How often do teachers ask you to mark your work in lessons and what kind of things do you do?
A	Not much- We use checklists in English
B	Sometimes- we use thumbs up, thumbs down
C	Not much- we use 'I can ...' at the end of a maths activity
D	Sometimes- we use checklists
E	Not much- we use 'I can ...' to mark our work
F	Not much- we use thumbs up, thumbs down and traffic lights

Interview responses

Child	How much do you think this helps your learning?
A	It helps because you know what to do next time
B	It helps because you have to be honest
C	It helps because it gives you an idea of how to improve
D	It helps because you know if you're doing it right
E	It helps me to know what I have to do next lesson
F	It helps to do better next time

Child	How often do teachers ask you to mark a class-mate's work in lessons? What kind of things do you do?
A	Sometimes- we use special pen and 2 stars and a wish
B	Not much- Special pen and 2 stars and a wish
C	Sometimes- we use special pen and 2 stars and a wish
D	Sometimes- we use 2 stars and a wish and What Went Well
E	The same as peer marking- we use 2 stars and a wish
F	Not much- two stars and a wish

Child	How much do you think this helps your learning?
A	It helps because you can get ideas from the other person
B	It helps because you can learn from mistakes
C	It doesn't help
D	It helps a little because I can learn from my mistakes
E	It helps as I can take ideas from the other people for next time.
F	It helps as it gives the partner ideas

Child	How often do teachers ask you to work in pairs or groups to help you in lessons? What kind of things do you do?
A	Quite a lot- we use talking partners on the carpet
B	Quite often- we use think, pair share on the carpet and at tables
C	A lot- we use talking partners
D	Very often- we use think, pair, share
E	Quite a lot- we use talking partners on the partner
F	All the time- we work in our table groups and in pairs.

Child	How much do you think this helps your learning?
A	It helps a lot because I can get ideas from the other person.
B	It helps a lot because I can share ideas with friends.
C	It helps as I can share ideas.
D	It helps to talk with someone because you can help each other.
E	It helps we can talk through different ideas.
F	It helps because there's more ideas for work.

Child	Between peer and self-assessment which one do you think is more beneficial for your learning and why?
A	Peer assessment because I like to feel like the teacher.
B	Peer assessment because I like to mark someone else's work
C	Self-assessment because I'd rather mark my own work.
D	Peer assessment because I can see how other people are doing and it gives ideas for future lessons.
E	Peer assessment because it helps for future lessons.
F	Peer assessment because I like giving others ideas for progression.

Appendix 4

A questionnaire about the use of Self-Assessment and Peer-Assessment in the classroom.

1. How often do you use self assessment in your lessons? *

- ☐ Never
- ☐ Rarely
- ☐ Weekly
- ☐ Daily
- ☐ Every lesson

2. How often do you use peer assessment in your lessons? *

- ☐ Never
- ☐ Rarely
- ☐ Weekly
- ☐ Daily
- ☐ Every lesson

3. What kind of self-assessment strategies do you use? *

Enter your answer

4. What kind of peer-assessment strategies do you use? *

Enter your answer

5. Which assessment strategies do you believe work the best and why? *

Enter your answer

6. How effective do you feel peer assessment is for pupil progress? *

Ineffective ☆ ☆ ☆ ☆ ☆ Highly effective

7. How effective do you feel self assessment is for pupil progress? *

Ineffective ☆ ☆ ☆ ☆ ☆ Highly effective