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ECPP7001-C

“How can we improve pupils’ feedback on learning during the lesson through the use of prompts?”

Student Self Evaluation Form

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	REFER		D	C	B	A
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject)	☐	☐	☐	X	☐	☐
2. Intellectual Skills (Analysis)	☐	☐	☐	X	☐	☐
3. Pedagogic and Professional Applications (Practical Application and Deployment)	☐	☐	☐	X	☐	☐
4. Key Transferable Skills	☐	☐	☐	X	☐	☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP
I feel I have read widely within this specific subject and presented the findings in an appropriate manner.	I feel that I could improve on my analytical skills.

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1.0 Aim

The aim of this research project is to develop my own critical thinking skills, teamwork and capacity for independent research enquiry. Through a context of critical enquiry, the professional development of intended teachers will be promoted. The research that has been conducted is a small scale, close to practice research which is aiming to improve my own practice. In order to improve I needed to recognise a limitation within my teaching and focus on making it better to improve pupils learning. The issue that interested me was pupil feedback within a Foundation Phase classroom. Whilst on my first teaching placement, I experimented with mini plenaries but feel that there could be further development as pupils can use it as a 'show and tell' rather than sharing what they have learnt, therefore using this as a basis for my research study.

2.0 Research Context

For the purpose of the study, I entered two Foundation Phase classrooms within mainstream schools in different locations to collect the data. School 1 holds approximately 400 pupils consisting of 16 classes. School 2 is of a larger scale with over 500 pupils consisting of 14 mainstream classes and two for pupils with special educational needs. Both schools are in areas considered of deprivation and receive a high percentage of Free School Meals.

As previously stated in my class I experimented with using mini-plenaries during each and every lesson whereas, my partner had not used these before. After much discussion, we came to the realisation that an issue we were both faced with is pupil feedback during lessons. We felt that pupils are unable to clearly identify what they have learnt during a lesson.

Together, we produced the idea of introducing 'prompts' for pupils to use. The prompts consisted of 'specific' and 'non-specific'. The non-specific merely related to overall learning (see Appendix 1) and the specific were tailored to the specific lesson (see Appendix 2). During mini-plenaries, the pupils would have a prompt between two in which they had to read and complete the sentence independently or together. From this, we hoped that pupils would be able to independently recognise the learning they have undertaken.

Therefore, together our research question is 'how can we improve pupils' feedback on learning during the lesson through the use of prompts?'

3.0 Literature Review

‘Prompts’ can be defined as a cue used to aid a particular concept. For the purpose of this research study, prompts are defined as a visual cue to enhance learners’ feedback. The idea of using prompts in this way is one which is not explored in detail and therefore literature surrounding is limited. It is this gap in the literature which this research study attempts to deliver. Researchers are keen to look for new initiatives and there is a national drive towards using assessment as a tool for learning as assessment can be seen as the single most powerful influence on learning, (Boud, Cohen, Sampson; 1999, Dochy and McDowell, 1997; Falchikov, 1995; Gielen, Dochy, Dierick; 2003).

There is a national drive and priority in raising the standards of learning in education, (William and Black, 1998; Early, Maxwell, Ponder and Pan, 2016; Youssef, 2017). To further understanding of improving pupil feedback on their learning, the question of AfL needs to be addressed. After reading literature surrounding AfL, it is apparent that within the Foundation Phase (FP), formative rather than summative assessment is favoured, (Askham, 1997; Nutbrown, 2006; Boyle and Charles, 2010). Formative assessment is a way of integrating assessment and learning ensuring that all pupils study in a more profound way, (Gielen, Dochy, Dierick, 2003). There are numerous ways in which formative assessment can be brought into the classroom, for the purpose of this research study – mini-plenaries will be focused upon. The mini-plenary is known as a common form of teacher interaction which engages a whole class discussion, (Gillies and Boyle, 2008; Greiffenhagen, 2012; Joyce-Gibbons, 2017).

Black and William (1998: 1) stated ‘learning is driven by what teachers and pupils do in classroom.’ In correspondence with this Torrance and Pryor (1998) discuss how learning can be scaffolded through the process of assessment within the classroom environment, with The Task Group on Assessment and Testing Report (1988) also stating that formative assessment is at the centre of developing pupils. Therefore, teacher-pupil interaction is at the heart of understanding formative assessment. Formative assessment has the advantage of giving pupils confirmation or corrective input concerning their learning, (Dochy and Moerkerke, 1997) thus being one of the reasons for the implementation.

One form of AfL that can be used within the classroom is effective questioning, this can encourage pupils to deep think and learn from shared discussion with teachers and others, (Black and William; Sargent, 2011). This contributing the encouragement of self-assessment and management of pupils own learning, (Thomas and Lewis, 2016). Donaldson (2015) advocates that young children will be ‘ambitious, capable learners’ who can ‘explain the ideas and concepts they are learning about’ therefore, self-assessment will naturally contribute towards this.

Whilst teaching and learning combined can be seen as a positive towards learning and development, it is of importance to note that when they interact together there is no single instrument that can measure

the effectiveness or success of them, (Maki, 2004). Therefore, measures need to be put in place in order to contribute towards this. However, the teachers' role in collaborative learning has been recognised and is seen of importance (Cohen, 1994; Gillies and Boyle, 2008; Kaendler, Wiedmann, Rummel and Spada, 2014). Dillenbourg and Jermann (2010) put forward the conceptualisation of 'orchestration' for the role of the teacher. This being the level of influence the teacher brings to the pupils through different actions. Pupils' perceptions can then developed through an activity (Dohn, 2009). Such activity could be mini-plenaries, these are a shift in discussion from group to class and have long been part of repertoire of teachers (Gibbons, 2017). Mini-plenaries are effective as children have the chance to regularly reflect on the 'bigger picture' and can acknowledge any miss-conceptions (Spendlove, 2009; Cremin and Arthur, 2014; Bakers, Evers and Brock, 2017, Hargreaves, Gipps and Pickering, 2014). As these researchers state how mini-plenaries have the ability to do said points, they are therefore seen as benefit within the primary classroom. Teachers can vary the techniques they use for mini-plenaries including, peer feedback, questioning and exit cards. Xun and Land (2004) identified three kind of prompts teachers can use to support collaboration: procedural, elaboration and reflection.

Sackstein (2016) claims how learners have been deprived of opportunities to exercise agency in their own learning whilst all pupils have the potential to be experts in their learning. Teachers can enhance (or hinder) the process of understanding pupils experiences, therefore assessment needs to be carefully planned and organised for to ensure maximum development, (Hall and Burke, 2004; Boyle and Charles, 2010). Hattie and Timperley (2007) discuss how feedback can be provided by a number of agents including: teacher, peer, parent or self. Hattie and Timperley (2007) further discuss how effective feedback needs to address one of three major questions: What are the goals? What progress is being made? And Where to next? A formative view of assessment can be presented through peer feedback as this encourages pupil awareness of themselves as learners by identifying strengths and weakness' with their peers, (Topping, 2009; Sackstein, 2016). Sackstein (2016) discuss their findings that 'student-to-student' feedback is received more positively than 'teacher-to-student' feedback. Lawrence (2006) encourages the idea of raising self-esteem within the classroom and by letting pupils take charge of their learning can contribute to enhancing self-esteem.

The literature has identified a range of key themes associated with AfL and the influence on learning. As such it is evident that formative assessment is an integral part within the classroom to ensure effective teaching and learning. It is apparent that formative assessment is put in place in order to monitor pupils learning and for pupils to recognise this themselves, the literature researched coincides with this. Providing pupils with opportunities to give and receive feedback enriches their learning experience in powerful ways, (Webb, 2013; Sackstein, 2016) thus being why this research study looks to encourage pupil feedback. Through the use of prompts, the aim is for pupils to after a period of time, naturally use these prompts to relate back to their learning, (Xun and Land, 2004). Thus,

allowing pupils to take charge of their learning, understand the bigger picture and address their next steps.

4.0 Explanation of lesson study design

In light of starting the research study, it is of key importance to understand the form of ‘Lesson Study’. Although originally coming from Japan, lesson study was introduced in the UK by Peter Dudley (2014: 1) who advocated lesson study as “a highly specified form of classroom action research focussing on the development of teacher practice knowledge.” Anfara, Lenski and Caskey (2015) put forward how lesson study is an ideal vehicle for improving practice as it is a ‘results-orientated professional development. Within Lesson Study, groups of teachers work collaboratively in planning, teaching, observing and analysing learning and teaching in research lessons. From doing so, teachers can then record findings over a cycle of lessons which can then be innovated or refined to improve pupils learning, Dudley (2014). A number of American educators (Lewis and Tsuchida, 1998; Stigler and Hiebert, 1999; Yoshida, 1999) had seen a great promise in lesson study as a form of professional development. Many years later, Dudley (2014) states how lesson study has been successful in improving teaching techniques and pupil progress.

For teachers to start their lesson study process, a goal needs to be set for their pupils that they want to address through teaching techniques (Fernandez, 2002; Dudley, 2014). Therefore, during the research study, a lesson study was carried out by my partner and I. During our first professional teaching placement, we both recognised the need to improve pupil feedback during lessons. Together, a teaching technique was then presented to help develop the pupils and their learning. After liaising with the class teacher, four pupils were selected as target pupils for the study. Mutually, a lesson was planned with the emphasis being on teaching technique. This then ensured that the data could be collected appropriately and the effectiveness of the technique was understood. Whilst the lesson had an emphasis on teaching approaches, the appropriate curriculum requirements and pupils’ needs were met. For the purpose of this research study, my partner and I decided upon the focus of pupil feedback during their lesson. The approach taken to collect the data is a qualitative approach. Qualitative data is all about the meaning of study rather than the collection of numbers (Braun and Clarke, 2013; Mills and Birks, 2014). To collect the data, collectively we decided on the most appropriate observation method:

4.1 Non Participant Observation:

Through the observational method my partner was looking at pupil talk and engagement throughout the lesson. Using non-participant observation reduced the likelihood of being bias as non-participant observation requires the observer to record an objective and factual account of the actions without influencing behaviour (Birmingham and Wilkinson, 2003; Papathedoru, Luff and Gill, 2011).

To record the non-participant observation notes, we adapted ‘The Leuven Scale for Involvement’ (see Appendix 3). The Leuven Scale for involvement refers to pupils being intensely engaged in activities and can be seen as a necessary condition for deep level learning and development, (Lauvers, Daems,

De Bruyckere, Declercg, Moons, Sikens, Snoek and Van Kessel, 2005). If there is a lack of involvement from pupils, it is likely that their development will be threatened, (Flutter, 2007). By using this scale, we were able to see that when there are high levels of involvement we know that a deep level of learning is taking place. For our adaption of the scale, we encompassed the five variants for different levels of influence relating to the use of prompts. If the pupils were able to use the prompts without support, then the prompt has a high level of influence towards the pupils' feedback.

While this method proved to be successful, I also made myself aware of the limitations of using said method. By having an awareness of limitation, methods could be put in place to maximise the data collection. As non-participant observations look at pupils from a distance, it could be hard to gain accurate results. Therefore, I ensured that my partner focused on two pupils at a time and that those two pupils were sat together. Additionally, the Hawthorne Effect identifies how people can act different when they know they are being observed (Cook, 1962; Diaper, 2006). To help the pupils feel at ease, my partner was introduced to them in the morning and they were able to interact.

During lesson 2, the use of non-participant observation worked extremely well. My partner was able to listen to all four pupils and capture their answers when using the prompts. The aim of the research study was for pupils to feedback their learning to the teacher without support, through the use of non-participant observation this came across effectively.

4.2 Focus Group Interviews:

To gain a deeper understanding of our findings, a small scale 'focus group interview' was conducted. Focus group interviews are designed to obtain opinions rather than determine the strength of opinions (Vaughn, Schumm and Sinagub, 1996; Rabiee, 2004). Focus group interviews allow the pupils to express their honest opinions regarding the lesson without any judgement, (Stage and Manning, 2003). Additionally, they allow an insight into valuable information that helps support a hypothesis. In order to ensure that the interview was not subjective, open-ended questions were asked to the pupils to allow room for opinion. Within this, pupils were also able to express their ideas on improvements for the next lesson. Researchers like to use focus group interviews not only because it eases pressure but also because the emphasis is placed on the participants experiences, interests, attitudes, perspectives and assumptions, (Birmingham and Wilkinson, 2003; Anderson, 1996).

To collect the data to its full potential, the use of a recording device was obtained during the interview. This ensured that everything the pupils said would be heard and not forgotten after the lesson. After the lesson, I was able to transcribe the interview and pick out key points from what they pupils discussed.

Although pupils were able to speak freely within the interview, I recognise that the validity of the data collection could be questioned as pupils could lie in their answers. To ensure pupils were not required

to answer the questions in a right or wrong way, dichotomous questions were avoided and open-ended questions were asked to emphasise matter of opinion (see appendix 4). Thus, reducing the pressure off pupils and allowing them to be as honest as they wish, (Gill, Stewart, Treasure and Chadwick, 2008).

For the purpose of this research study, focus group interviews worked extremely well. The interview assisted pupils' answers in class and gave us a full insight into the pupils' thoughts and feelings about using the prompts. All pupils were engaged and were able to answer freely without feeling uncomfortable. Pupils were able to tell us what they had learnt in the lesson and think of next steps for another lesson. Our research aim was for pupils to feedback to the teacher without support, through the use of focus group interviews pupils were able to feedback without support.

Reflections on these data collection methods were taken through the use of an 'Assisted Reflective Conclusions' (ARC) model which was adapted for our question, (see Appendix 5).

5.0 Ethical Considerations

In my research study, the participants involved were 27 pupils inside of the lesson and 4 pupils outside of the lesson. Prior to conducting the study, an ethics form was completed and approved outlining all considerations.

To ensure the appropriate measures were taken throughout the research study, I read the appropriate guidelines: The British Education Research Associations (BERA) and The University of Wales Trinity St. David (UWTSD). Throughout the research study, the principles and guidelines of these have been adhered to. The considerations I followed include:

5.1 Informed consent

Prior to my study, consent was gained from all active participants. BERA (2011) and UWTSD (2017) both state how all participants must understand the process being taken and how it will be used. To do this, the pupils were briefed before the lesson started (see Appendix 6) to ensure that all pupils knew the purpose of the study and the procedures which were taken. My class teacher acted as a witness to confirm this took place (see Appendix 7).

5.2 Right to Withdraw

Secondly, BERA (2011) outlines the importance of all participants having the right to withdraw and they can do so for any or no reason. Therefore, before conducting the focus group interview, all pupils were made aware of this. Before conducting the research, all participants were made aware that there would be no adverse consequences if they were to withdraw.

5.3 Confidentiality and Anonymity

Lastly, I followed the confidentiality and anonymity guideline set out by BERA (2011) by ensuring participants that any personal information will be anonymous and not published outside of the study. The educational setting was also informed that their confidentiality would be upheld and the location would be unidentifiable. To ensure this further, participants and settings will be replaced with pseudonyms.

To further the assurance of confidentiality and anonymity, all data has been stored on a password protected storage cloud which is only accessible to myself.

6.0 Lesson studies and analysis

6.1 Lesson Study 1

Lesson one took part in School 2 and the focus of the lesson was ‘people who help us’ (see Appendix 8). The goal of the lesson was for pupils to voice their feedback without teacher-led questioning. Prior to starting the lesson, I briefed the pupils on why I was there and what will be happening during the lesson. I spoke to the pupils about the prompts however, forgetting to introduce the prompts to the pupils.

During the lesson, the teaching assistant’s task finished before the focused task, therefore the prompts were handed over for the pupils to have a go with. Firstly, the TA went through the ‘non-specific’ prompts with the pupils. By asking them to read out what the prompt said, then finishing off the sentences. Comments from all pupils are demonstrated in Figure 1 below:

‘Today I asked if I could do things’ – (Pupil 1)

‘I am proud of myself because we worked as a team’ – (Pupil 2)

‘Today I found out, I’m going to my nans tonight’ – (Pupil 3)

‘The most difficult thing was spelling’ – (Pupil 4)

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

All pupils took notice of the prompt, but didn’t use in the right way. Pupils 1, 3 and 4 were best fitted to the prompts having a ‘low’ level of influence in their learning. The pupils were able to recognise the prompts and acknowledge them but could not use it specifically as a base for their feedback. Pupil 2 was able to use the prompt as a basis for their feedback as they linked the sentence to the learning but they were not specific enough to what they had learnt, therefore on the scale they were best fitted to ‘moderate’.

Next, the pupils were introduced to the ‘specific prompts’. These are the prompts tailored to the specific lesson. The TA handed out a prompt to each pupil for them to read and finish the sentence. Comments from all the pupils are demonstrated in Figure 2 below:

'I would like to know more about doctors' – (Pupil 3)

'Lifeguards help us because they keep us safe at the beach' – (Pupil 4)

'Dentists can help us by looking after our teeth' – (Pupil 1)

'I know that firefighters can rescue animals' – (Pupil 2)

[Figure 2: Pupils feedback using specific prompts]

Figure 2 shows how all pupils are able to use the prompts and relate it back to their learning. Therefore, the prompts have an 'extremely high' level of influence on the pupils learning. All pupils were able to use the prompts to help tailor their feedback to their learning.

Within this lesson, there was a clear distinction between the uses of the two different prompts. From the pupils' answers during the lesson, it would appear that the specific prompts are easier for them to use and relate back to their learning. Throughout the lesson, I used mini-plenaries to evaluate where the pupils were at in their learning, here the pupils had chance to tell me their sentences from the prompts. However, the TA was unsure on how to use the prompts correctly therefore more confusion was caused. This is something my partner and I discussed after the lesson and made changes for Lesson 2. Nevertheless, the prompts were still effective in encouraging pupil feedback. The prompts were useful in getting the pupils to answer independently, but I still had to use a little form of questioning to encourage further. Another limitation that was caused, the pupils were not introduced to the prompts beforehand. Therefore, the pupils were more interested in the pictures on the prompts rather than reading what was on there.

Following the lesson, a focus group interview was conducted by my partner and the four focus pupils. Open-ended questions were prepared for the pupils to answer in their group. Pupils were vague in giving their answers, Figure 3 shows examples:

Did the prompts help you during the lesson?

'These ones did (points to specific) because they are easy to answer' – (Pupil 2)

'I liked these ones (points to non-specific) because they have bigger letters and are easier to read' – (Pupil 1)

'These ones (points to specific) because I like the pictures' – (Pupil 3)

'These ones (points to non-specific)... just because' – (Pupil 4)

[Figure 3: Pupils feedback using the prompts]

From looking at Figure 3, it is clear that the pupils were unsure on how the prompts worked in relation to their learning. The pupils were interested in the look and make of the prompts but not how it helped in their learning.

When the pupils were using the prompts during the lesson, they were able to use them sufficiently. However, when they were questioned on the use of them the focus of identifying their learning had been lost.

Moving forward to the next lesson, changes will be made to ensure pupils have a better understanding of how to use the prompts and when to use them.

6.2 Lesson Study 2

Lesson two took part in School 1. My partner took the approach of introducing the prompts to the pupils at the beginning of the lesson, explaining what they would be used for and when to use them. After completing the first focused task with Group 1 (6 pupils) my partner handed out the ‘non-specific’ prompts to each pair. After listening to a pair, it became apparent that the pupils were able to answer the prompts without any support. The pairs’ answers are demonstrated in Figure 4 below:

‘I am proud of myself because I have worked hard’ – (Pupil 1)
‘Today I found out that firefighters do more than put out fires’ – (Pupil 2)

[Figure 4: Pupils feedback using non-specific prompts]

In figure 4, both pupils were able to finish the end of the sentence prompt without any input from the teacher. Therefore, able to recognise what they may or may not have learnt. On the Leuven Scale for Involvement, the best fit for the the pupils’ feedback was ‘extremely high’ because the pupils were able to answer and recognise their learning without any support from the class teacher.

However, from listening to the second pair it became apparent that they were somewhat struggling with using their prompts. Their answers are demonstrated in Figure 5 below:

‘The most difficult thing was... umm... I don’t know, how do I answer this? What was difficult about what?’ – (Pupil 3)
‘Today I asked what time is it?’ – (Pupil 4)

[Figure 5: Pupils feedback using non-specific prompts]

From the pupils' answers, it is clear that they do not understand how to use these prompts in regards to their learning from the lesson. Both pupils were confused and unsure on how to use these. Therefore, on the Leuven Scale for Involvement, the best fit for the pupils' feedback was 'low' because the pupils were able to acknowledge the prompt but were unable to use it as a base for their feedback.

Secondly, my partner introduced the pupils to the 'specific' prompts. These are prompts tailored to the specific lesson. Each child were able to have their own prompt and they were guided to read the prompt and finish the sentence. After listening to all the children it became apparent that the pupils were able to answer the prompt without support. A couple of pupils' feedback are demonstrated in Figure 6 below:

'I would like to know more about the police' – (Pupil 3)

'The police are important because they help keep us safe' – (Pupil 4)

[Figure 6: Pupils feedback using specific prompts]

In figure 6, both pupils were able to finish the end of the sentence prompt without any input from the teacher. Therefore, able to recognise what they may or may not have learnt. The best fit for the level of involvement on the Leuven Scale is therefore 'extremely high' as pupils were able to give feedback related to their learning with no support.

Within this specific classroom, the prompts appeared to work extremely well for pupils to recognise what they have learnt without thinking about it too much. From the pupils' answers during the lesson, it would seem that the specific prompts work better than the non-specific for pupils to relate to their work. The specific prompts give enough support for the pupils to answer without any teacher input however, the non-specific seemed a little harder to grasp. The prompts were a good way to evaluate how much the pupils understood and enhanced their understanding of their own learning. The prompts are also useful in getting the children to answer independently, rather than teacher-led questions.

Following the lesson, a focus group interview was conducted by myself and the four focus pupils. Open-ended questions were prepared for the pupils to answer in their group. Pupils' feedback to 'did using the specific prompt help you during your lesson?' can be shown below in Figure 7:

'Yes' – Group Collectively <i>'They helped me because I could use the sentences but I had to finish them off, we had to know the answer'</i> – Pupil 2 <i>'After you figured out one of them, you could go onto another one and figure that one out'</i> – (Pupil 1) What if you did not know the answer? – Myself <i>'Think'</i> – (Pupil 4) <i>'You would have to look over your work and find the answer so you know the answer and you can do it correctly'</i> – (Pupil 3) <i>'Pupil 3 could not answer about the firefighters but then once they looked over their work, they were able to finish the sentence'</i> – (Pupil 1)

[Figure 7: Pupils feedback using specific prompts]

The pupils were able to identify that for them to use the specific prompts they would have to know the answers in which to do so, therefore the pupils could recognise areas they have learnt and areas that they need or want to know more about.

The pupils were then asked 'did using the non-specific prompts help you during your lesson?' Pupils' feedback can be show below in Figure 8:

<i>'I preferred the ones with the sentences because they were better to answer'</i> – (Pupil 4) <i>'I found out we were moving to the new school'</i> – (Pupil 3) <i>'I found these ones harder to answer'</i> – (Pupil 1) <i>'I don't know why I'm proud of myself'</i> – (Pupil 2)
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[Figure 8: Pupils feedback using non-specific prompts]

It is clear from the pupils' feedback that there was some confusion when using the non-specific prompts. The pupils were unable to link the prompts to their work and related it to anything they had found out that morning or the previous day.

The difference between the two observation methods is highlighted here. Originally, from the use of non-participant observation it looked as though the pupils had grasped the concept of using the ‘non-specific prompts’ when in fact, after speaking to the pupils they spoke out about how hard they were to use. Through talking to the pupils in the group interview, they were asked ‘could we make these prompts any better?’ pupil 1 answered in Figure 9 below:

‘You could make them better by...ummm... it could be a quiz on the bubble and you could put A, B and C and you could figure out which one of them is the right answer’ – (Pupil 1)

[Figure 9: Pupil suggestion on making the prompts better]

Whilst this was an excellent suggestion put forward, after much discussion it came to our attention that giving multiple choice would merely assess their learning rather than improve their feedback. The aim of the study was to improve pupil feedback without support, this would not achieve that.

7.0 Discussion

Whilst researching for this topic it became apparent that there is an abundance of literature that refers back to AfL and how pupils can reflect on their learning. Within this study, the pupils' responses have both conformed and conflicted with the literature already found. Furthermore, to gain an in depth understanding of how pupils feel towards reflecting on their learning, a series of questions were asked about the prompts used. Using this framework pupils were able to reflect on their experiences and share their thoughts. The findings from this study regarding pupil feedback will be discussed, alongside relevant literature.

7.1 Non-specific prompts

Following analysis of the data collected from my research study, specifically for this type of prompt, it became apparent that key themes followed throughout. The main ones were age, ability and knowledge. The data collected shows that the majority of pupils were unable to fully grasp how the prompts should be used.

As demonstrated in figure 1, page, 14 and figure 5, page, 16 all pupils were unable to put forth an answer which related to their learning. Within the figures, the pupils simply could not discuss the lesson they has just undertaken but rather use the prompts in a literal way. Dillenbourg and Jermann (2010) state how the teacher is responsible for the level of influence they bring to the pupil through different actions and from the views of pupils 1, 3 and 4, it is clear that there was simply not enough instruction from the teacher. However, pupil 2 was able to use the prompt as a basis for feedback to the lesson but there was not enough depth in the answer to what they had learnt. In relation to the idea put forth by both Hall and Burke (2004) and Boyle and Charles (2010) that teachers can enhance or hinder the process of pupil experience, the teacher could be said in this instance to have hindered the process. The pupils did not have enough knowledge in order to use the prompts in the correct way meaning that both pupils and teacher gained little from the project.

In summary, the majority of the pupils conveyed the same information, but in relation to the lesson study the prompts did not have a sufficient enough influence on their learning. As previously stated, Hattie and Timperley (2007) discussed how effective feedback needs to address one of three questions. The data presented regarding 'non-specific' prompts did not meet one of said questions. As shown in figure 3, page, 15 pupils 1 and 3 were talking about the look of the prompt rather than the use. This could be due to the pupils not having enough training in the use of the prompts and how to use them to their benefit, the pupils could be too young to understand the concept or their ability could have been too low.

7.2 Specific Prompts

However, within the next set of prompts the data presented correlated with the predictions of the literature to a high degree. The data collected shows how all pupils were able to fully grasp how the prompts work and how they should be used. This corresponded with Dohn (2009) who stated that pupils' perceptions can be developed through an activity. Within both lessons, there is a clear distinction between the uses of the two different prompts.

As shown in figure 2, page 15, and figure 6, page 17 all pupils were able to complete the sentences in relation to what they had learnt during the lessons. The pupils were able to identify and understand their learning point at that given moment. It would appear that the prompts had a high level of influence towards the pupils and their learning. As previously stated, Hattie and Timperley (2007) put forward that pupils' feedback needs to address one of three questions. From the data, the pupils were able to relate their feedback to all three questions. Pupils were able to recognise where they were in the learning and what steps they would like to take next. As shown in figure 7, page 18, the pupils were able to recognise the way in which to use the prompts.

Overall, the information from the pupils has shown that the 'specific' prompts were more sufficient than the 'non-specific' prompts in order to help pupils become capable learners who can explain the ideas and concepts they are learning about, Donaldson (2015).

8.0 Conclusion

Throughout this research study it has become apparent that the main research title of ‘how can we improve pupils’ feedback on learning during the lesson through the use of prompts?’ has been answered through a range of different research methods and techniques.

The first technique introduced to the pupils were ‘non-specific’ prompts. It has become evident throughout that this type of technique for self-assessment comes with copious amounts of complications and limitations. It was clearly evident that from the research findings, the conclusion must be that these cannot work unless time is taken for pupils to be taught how to use these correctly. However, putting another work load on top of a teacher’s already heavy workload. Children of this age in the educational system are not mature enough to realise this concept on their own. The evidence provided by the literature has collectively stated how feedback needs to help children develop their own understanding of learning and this was not achieved through the use of ‘non-specific’ prompts. The children merely related to the prompts as, for example, being ‘easy to read’ and having ‘nice pictures’.

The second technique introduced to the pupils were ‘specific’ prompts. It became evident throughout that these were significantly easier for the pupils to use as a basis for their feedback on their learning during the lesson. The pupils were able to construct their answers independently and share with their peers. From the research findings, the conclusion for using specific prompts is that they worked extremely well. The prompts work in line with the literature found as they can act as a scaffold for pupils to use when discussing their learning during mini-plenaries. The success of the prompts relies on the way in which they are tailored to the pupils and their lesson.

The research methods used to collect the data worked extremely well as it gave the pupils a chance to voice their opinions and discuss the prompts as a group. Both research methods coincided with each other as the observational notes matched the pupils’ opinions during the interview. From the focus group interviews, pupils were able to talk about the look of the prompts which helped view the opinion that they were not being used correctly. Without having the focus group interview, this perception may have gone unseen. The use of the focus group interview also helped to see the clear distinction between the uses of both prompts. The use of open ended questions and allowing the participants to answer in an honest and free manner the interviews rate of prosperity increased. Additionally, the research study has shown me how well non-participant observation can work and that I should use it to my advantage during my first week on my new teaching placement.

Whilst the researched methods worked well, some limitations were faced throughout. Within the focus group interview, as the pupils were of a young age it was easy for them to get distracted.

Throughout both of the interviews there were times when the pupils would talk over each other or talk about irrelevant topics. This is likely due to their maturity level. This reduced the accuracy of the research. Additionally, one of the pupils noted that the sentences within the specific prompts are too leading, and therefore too easy for the pupils to provide a positive response.

9.0 Future areas of research

For future research study, the formality of focus group interviews would have more structure. This would mean directing questions at the children but asking individuals for their answers in a particular order rather than the risk of each child speaking at once. Whilst focus groups interviews are more lenient towards participants and relieving the pressure, they still need to have a good structure otherwise data could become biased.

Another aspect that could be improved is the strength of sentences on the ‘specific’ prompts. During the research it became clear that some were too easy for the more able pupils. Therefore, a form of differentiation could be introduced within the prompts. While the prompts have the aim of pupils recognising their learning, they also need to be able to challenge the pupils in order to better their performance. Therefore this would help yield more information and would bestow a wider and deeper insight into understandings.

As shown in figure 9, page (19) a pupil gave us their suggestion on what could be done to improve the prompts. Whilst having multiple choice as a prompt could be beneficial to the learning, on reflection my partner and I feel it would be too leading for the pupils. The aim of the research study is to encourage pupils to reflect on their learning independently, the specific prompts were made as a support to guide pupils in the right direction. Whereas, multiple choice will affect their thinking skills which is something we are looking to enhance not affect. With this in mind, multiple choice could be used as a plenary at the end of the lesson.

From this research study I have learnt the importance of AfL especially within the Foundation Phase and will continue to explore using concepts such as prompts to encourage independent critical thinking. AfL and formative assessment is ever growing within the primary school and early years with researchers looking for innovative ways to measure assessment. This is my motivation moving forward in using AfL strategies. The findings from this research can therefore inform new research when looking into AfL strategies as the ‘specific’ prompts had a great impact within the primary classroom. With the upcoming implementation of Donaldson’s ‘Successful Futures’ (2015) I believe that prompts for AfL could contribute towards encouraging pupils to be capable learners who can explain the ideas and concepts they are learning about.

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Appendices

Appendix 1: Non-Specific Prompts



Appendix 2: Specific



Appendix 3: The Leuven Scale for Involvement

Checklist Observer:

Time scale:

1) Extremely low				
2) Low				
3) Moderate				
4) High				
5) Extremely high				

Levels of influence:

1) Extremely low

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

2) Low

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

3) Moderate

The specific prompt will be used; the child will use the prompt as a basis for their feedback.

4) High

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

5) Extremely high

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

Additional comments:

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

Appendix 4: Questions

Focus Group Interview Questions

The questions used in the interview will be open-ended as this will allow us to gain an understanding of the pupils' point of view, rather than to make generalisations. During the interview, we will try not to ask any leading questions that could encourage children to answer in a certain way. Therefore, taking out any form of bias. Examples of the questions that will be used are shown below:

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

Appendix 5: ARC

MODEL BEIRNIAD WEDI ADFYFYRIO (BWA) ASSISTED REFLECTIVE CONCLUSIONS (ARC) MODEL

Dyddiad/Date: 26th April 2018

Digwyddiad critigol (Ffocws)/Critical incident (focus): Using prompts

Profiad/ Experience	
Teimladau/ Feelings <i>"What are your feelings regarding the experience?"</i>	Overall, I feel that the lesson was a little disappointing. The aim of the lesson was for pupils to understand all about 'people who help us' and use prompts to relate back to their learning. I feel the introduction worked extremely well, all pupils were engaged and able to talk about the topic but as the lesson went on the focus got a little lost.
Cofio a Deall/ Remember and Understand <i>"Can you list the aspects of the learning experience that went well?"</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	The pupils were able to interact with the lesson well and achieve their learning objective. Pupils were able to complete each activity without difficulty. Behaviour management techniques worked extremely well. Use of AfL worked throughout. Pupils were uninterested in using the prompts to read and answer, but instead discuss the look of them. TA task finishing too soon and handing the prompts over to them. Work too easy for the pupils.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>"What was the cause of the most important disappointing element?"</i>	Interactive and engaging introductions. Continuously discussing learning objective and success criteria. Effective AfL strategies Effective behaviour management strategies Inspiring and fun lessons for the children to interact well with Pupils not being introduced to the prompts before-hand. Having the observer in the classroom threw the children off track and were interested in the new person. Not preparing a back-up activity for the TA task. Work and prompts were not differentiated enough for all pupils.

Casgliadau a chymau gweithredu/ <i>“What are your possible solutions to the disappointing issues identified?”</i> <i>“What will you do next?”</i>	Moving forward, I would see it beneficial to take the time out to introduce the prompts to the pupils. The pupils need time to look at, play with and explore the prompts before using in class as to gain the full benefits, a full understanding is needed. I would also use the prompts with the pupils myself, rather than have the TA take over. In the moment of the lesson, it seemed like the right thing to do as my focus group had not finished their work but in hindsight I should have had a back-up activity for the TA task and done the prompts myself. Therefore, for the next lesson I will look at talking through the prompts with the children. Allowing them to explore and ask any questions they need to. I would also allow the pupils the opportunity to contribute towards the making of them, how they would like them to be presented.
Y profiad newydd / <i>Transformed experience</i>	

Appendix 7: Pupil brief

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

Appendix 8: Teacher Witness

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

Signed:.....

Date:.....

Appendix 9: Lesson Plan

	Extension: Pupils to match the cards given to the correct picture and discuss each job role.		“What would you like to be when you’re older?” “How can we help others?”
PLENARY ACTIVITY: Mini-plenaries throughout: Pupils will be stopped after 10 minutes into the activity and given the chance to use the prompts, talking about the work they’ve been doing and their learning. Ending plenary: Quiz on interactive whiteboard.	<u>Independent learning opportunities:</u> Matching activity: Cutting out and sticking the right word to the picture. Differentiated for each group. Wordsearch Role play area.		
Curriculum coverage (range and skills) Personal and Social Development, Well-being and Cultural Diversity: Personal development: • Become independent thinkers and learners Moral and spiritual development: • Respond to ideas and questions enthusiastically, sensitively, creatively, and intuitively. • Communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate. • respond personally to simple imaginary moral situations giving reasons for decisions made Well-being: • ask for assistance when needed			
Literacy (LNF) • Speaking, listening, collaboration and discussion.		Numeracy (LNF)	
DCF	Thinking • Prior knowledge • Empathy	ESDGC	YCC