

Appendices

Appendix 1: Ethics form

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.

SECTION A: About You (Principal Researcher)

Full Name:	Emma Blackie		
Tick all boxes which apply:			
Member of staff:	☐	Student:	☒
Honorary research fellow:	☐		
Faculty/School/Centre:	Yr Athrofa		
Campus:	Swansea SA1		
E-mail address:	1801125@student.uwtsd.ac.uk		
Contact Telephone Number:	07814804107		
For students:			
Student Number:	1801125	Undergraduate	☐
Programme of Study:	Primary PGCE	Taught Postgraduate	☒
Director of Studies/Supervisor:	Catherine Morgan	Research	☐

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):	Research Degrees Committee	☐	
	Faculty Research Committee	☐	
	Other (write in) Catherine Morgan	x	18/01/19

Approval in principle **must** be obtained from the relevant source prior to seeking ethical approval.

SECTION C: 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.	
<i>BERA (2018) Ethical Guidelines for Educational Research</i>	x
<i>UWTSD Research Ethics & Integrity Code of Practice</i>	x
<i>EWC Ethical Practice Guidelines</i>	x

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?	YES	☐	NO	x
If Yes, please provide the name of the external organisation and name and contact details for the main contact person:				
Institution				
Contact person name				
Contact person e-mail address				

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:	How could we improve pupil engagement with peer assessment through the technique of "feedback sandwich" in a year 3 classroom?		
Proposed start date:	February 2019	Proposed end date:	March 2019
Purpose of research activity (including aims and objectives) Outline the purpose, aims and objectives of the research activity, including key research questions. Show briefly how existing research has informed the proposed activity and explain what the research activity will add and how it addresses an area of importance. (Maximum 300 words)			
The purpose of this research project is to find out how a specific peer assessment technique affects pupil engagement with peer assessment.			

The research question was decided upon because myself and my research partner are interested in the ways in which peer assessment can be used. We are interested in how it can have an impact in the classroom.

The Donaldson Review (2015) outlines a more pupil-led curriculum, whereby the pupils have a greater impact on shaping their own learning journey. Peer assessment is often used as an assessment for learning technique, as discussed by Black and Wiliam in their seminal work "Inside the Black Box" (1998) and is also a way of pupils engaging with peers and influencing the progression of their work. We are interested in how peer assessment techniques, in particular the "feedback sandwich", can be used to help pupils better engage with peer assessment. The "feedback sandwich" is a peer assessment framework which uses compliments and positive feedback to frame constructive feedback. For example: positive > constructive > positive. Thus, the constructive feedback is 'sandwiched' between two positive comments.

Through trialling the use of the "feedback sandwich" within the context of a normal lesson, we aim to observe pupils' reactions to it, and explore their perceptions of its use. Through exploring a specific assessment for learning strategy, we aim to develop our own understanding of assessment for learning and its impact on the pupils, which will support our professional development.

(this box should expand as you type)

Proposed methods

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. (Maximum 600 words)

Lesson Study

The principal research method used in this research project will be Lesson Study. Lesson Study is a model for collaborative classroom professional learning, developed by Peter Dudley (2014), where two or more teachers work together, developing practice in the classroom. In this lesson study, we will collaboratively plan two lessons which one of us will teach, and which one of us will observe. After each lesson a focus group semi-structured interview will be undertaken.

Observations

The observations will be focused on recording the indicators of engagement of three focus children in each of the two lessons taught. Parental consent and assent of all the focus children will be obtained prior to the study. The level of engagement will be recording using an adapted version of the Leuven Scale for Wellbeing and Involvement. The Leuven Scale (Laevers, 2005) uses identifiable visual and behavioural characteristics to determine the well-being and involvement of a child on a five-point scale.

Semi-structured Interviews

We will be undertaking semi-structured interviews with the groups of three focus children after each of the lessons. A focus group is a form of qualitative research in which a group of children are asked about their perceptions, opinions and attitudes towards a lesson section or teaching style. This is in line with UNCRC article 12. We will be asking the children a selection of age appropriate pre-prepared questions which are aimed at encouraging them to express their own personal opinions about the "feedback sandwich" method of peer assessment used in the lesson. The children taking part in the focus group interviews will be made aware that they have the right to withdraw at any time, in line with BERA ethical guidelines (2018). The interviews will be taking place shortly after the lessons, to facilitate

accurate memory retrieval by the children. The interviews will take place in an open, accessible and non-threatening environment. The interviews will not take place during the children's recreation time, and steps will be taken to ensure that the interviews do not impinge on lesson time. Both researchers will be taking part in the interviews, and the children will be interviewed as a group in order to foster a positive rapport between the interviewer and interviewees. If school policy allows, we will be making an audio recording of the interviews instead of a written transcript to allow for a more natural flow, and to ensure a more accurate recording of the children's responses.

Exit Tickets

A classroom tool called "exit tickets" will be used to find out the opinions of all the children in the class (provided their consent has been given to do so) on the use of peer assessment in the lesson.

Teacher Reflections

Following each of the lessons, both researchers will complete a reflection on the experience using a specifically designed pro forma. The reflection will draw from both the Gibbs (1998) and Brookfield (2005) models of analytical reflection. In line with the methods of Lesson Study, the reflections on the first lesson will be used to shape any appropriate adjustments to the second lesson.

(this box should expand as you type)

Location of research activity Identify all locations where research activity will take place.
This research will take place in: School A: Situated in a large town outside Cardiff with approximately 500 pupils on roll. School B: Situated in a large town outside Cardiff with approximately 750 pupils on roll. Both schools are in partnership with UWTSD. (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 sensitivities or vulnerabilities of participants.
N/A (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?	☐	x
Use of interviews?	x	☐
Use of diaries?	☐	x
Participant observation with their knowledge?	x	☐
Participant observation without their knowledge?	☐	x
Use of video or audio recording?	x	☐
Access to personal or confidential information without the participants' specific consent?	☐	x
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	x
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	x
Investigation of participants involved in illegal activities?	☐	x
Use of procedures that involve deception?	☐	x
Administration of any substance, agent or placebo?	☐	x
Working with live vertebrate animals?	☐	x
Other primary data collection methods, please explain in this box		
Personal reflections	x	☐

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?	☐	x
Adults (over the age of 18 and competent to give consent)?	☐	x
Vulnerable adults?	☐	x
Children under 18?	x	☐
Prisoners?	☐	x
Young offenders?	☐	x
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	x
People engaged in illegal activities?	☐	x
Others (please identify):	☐	x

Participant numbers and source

Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?

There will be one whole-class lesson in each school. Within each class, three focus children will be selected according to their perceived engagement level, with the intention that they form a representative sample of the class. These three focus children will be observed during the lessons.

All children in each class will be given the option of completing an "exit ticket" at the end of the lesson.

The 3 pupils will take part in a semi-structured interview following the lesson. Consent and assent procedures will be followed prior to observation and to interview (see section I.)

this box should expand as you type)

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?	x	☐	☐
Will you tell participants that their participation is voluntary?	x	☐	☐
Will you obtain written consent for participation?	x	☐	☐
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	x	☐	☐
If the research is observational, will you ask participants for their consent to being observed?	x	☐	☐

Will you tell participants that they may withdraw from the research at any time and for any reason?	x	☐	☐
With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☐	☐	x
Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	x	☐	☐
Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	x	☐	☐
If NO to any of above questions, please give an explanation			
(this box should expand as you type)			

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

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? Yes ☐ No x
Risks to participants For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information The focus children may feel uncomfortable about being singled out, therefore their consent must be given beforehand, and their continued assent will be sought throughout the focus group interviews. The children not chosen to be part of the focus group may feel that they have been excluded. Therefore, all children in the class will be given the option of completing an “exit ticket” at the end of the lesson, so that they feel they have participated in some way. All children will be taking part in the lesson as it is in line with normal lessons. The interviews will not be taking place during the children’s recreation time, and steps will be taken to ensure that the interviews do not impinge on lesson time. All data collecting during the lessons and focus group interviews will be anonymised, and both researchers will ensure that no participant can be identified in any way. The safeguarding procedures of the schools and university will be adhered to at all times. (this box should expand as you type)
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

(this box should expand as you type)

Risks to investigator

For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest

The researchers will ensure that the appropriate people are aware of the location of researchers and children at all times.

The schools and university will be informed of the dates and times of the lessons and focus group interviews.

The research lessons will take part in line with normal school practices and within the normal school day. The interviews will take place in a safe, open environment, and both researchers will be present throughout.

Both researchers will have been working in their respective schools for four weeks prior to the lesson observations taking place, so professional relationships will have been developed with both the school and pupils beforehand. At all times, the needs of the school and pupil wellbeing will be paramount, which will ensure that the risk of being accused of impropriety or conflict of interest will be minimal.

(this box should expand as you type)

University/institutional risks

For example: adverse publicity, financial loss, data protection

Research will be taking place in a partnership school. We will uphold the good name of the university, by acting professionally at all times and adhering to BERA and EWC guidelines.

(this box should expand as you type)

Adverse outcomes

List measures put in place to limit any adverse effects or outcomes of research activity where appropriate. Include any emergency protocols.

As this form of observation is reliant on accurate noting of the children's body language and responses, it is at risk of being affected by the observer's own personal interpretations of events. We will be aiming to mitigate this limitation by using a range of different research tools and not relying solely on data collected by observation.

To mitigate against the event of any or all of the three focus children being absent on the day of the research lessons, all children in each class will be asked to give their consent to take part in the research study, with parental approval gained as well.

In the event of an emergency (e.g. fire alarm) during the research study, the wellbeing of the learners in my care is paramount, so the appropriate procedures will be followed, including if necessary, the abandonment of the activity.

The safeguarding procedures of the schools and university will be adhered to at all times.

(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
Has a DBS certificate been obtained?	x	☐	☐

SECTION I: Feedback, Consent and Confidentiality

Feedback What feedback will be provided to participants, how will this be done and when? Feedback will be given to the participants and to the school, should they request it. If an individual requests feedback it will be given regarding their own individual data. (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. Both researchers will have gained consent from all participants prior to the research activity taking place, by sending out a letter to parents, in line with school policy, and will seek ongoing assent of the learners throughout, through the use of body language and verbal requests, and any change will be acted on accordingly. This will be sought and confirmed in the presence of the class teacher. We will also seek verbal consent to data being collected in the focus group interview. Exit tickets will only be completed should the learners wish to. (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 that no individual can be identified, neither the school nor any individuals will be named, and BERA (2018) and UWTSD guidelines will be adhered to at all times. (this box should expand as you type)

SECTION J: Data Protection and Storage

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/>).

	YES	NO
Does the research activity involve personal data (as defined by the Data Protection Act)? "personal data" means data which relate to a living individual who can be identified— (a) from those data, or (b) from those data and other information which is in the possession of, or is likely to come into the possession of, the data controller, and includes any expression of opinion about the individual and any indication of the intentions of the data controller or any other person in respect of the individual.	☐	x
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 sensitive personal data (as defined by the Data Protection Act)? "Sensitive personal data" means personal data consisting of information as to – (a) the racial or ethnic origin of the data subject, (b) his political opinions, (c) his religious beliefs or other beliefs of a similar nature, (d) whether he is a member of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) his physical or mental health or condition, (f) his sexual life, (g) the commission or alleged commission by him of any offence, or (h) any proceedings for any offence committed or alleged to have been committed by him, the disposal of such proceedings or the sentence of any court in such proceedings.	☐	x
If YES, provide a description of the 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 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 data confidentiality, including details of password protection, encryption and anonymisation:		

Whilst I will not be collecting any personal data, the data and interview notes I collect will be stored securely on a password protected device/file and will be anonymised so that it is not identifiable in any way.

(this box should expand as you type)

Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	☐	x
Sharing of data with others at the University?	x	☐
Sharing of data with other organisations?	☐	x
Export of data outside the European Union or importing of data from outside the UK?	☐	x
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	x
Publication of data that might allow identification of individuals?	☐	x
Use of data management system?	☐	x
Data archiving?	x	☐

If YES to any question, please provide full details, explaining how this will be conducted in accordance with the Data Protection Act (and/or any international equivalent):

Data will be shared with my research partner in order to discuss and analyse results. However, the data shared will be anonymous to ensure participants are not identifiable.

Data will be stored securely by the research partner within the school they are working, and this will be stored in a password protected location. It will be kept until the completion of the P-PGCE programme.

(this box should expand as you type)

List all who will have access to the data generated by the research activity:

Emma Blackie (myself)
Elizabeth Alexander

(this box should expand as you type)

List who will have control of, and act as custodian(s) for, data generated by the research activity:

Each partner will take responsibility for data collected within his/her school.

(this box should expand as you type)

Give details of data storage arrangements, including where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.

All data will be stored on a UWTSD One-Drive student log in which is password-protected and follows UWTSD data-management policies. It will be kept until completion of the P-PGCE programme.

(this box should expand as you type)

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:

Date:

For students:

Teacher / Senior Mentor / Headteacher:	
Signature:	
Date:	

Supervisor:	
Signature:	
Date:	

Appendix 2: Observations form – School A.

Observations: Child 1

Involvement Level	Indicators	[tick]	Notes
1 – extremely low	- Child displays little or no interaction with peer - Child seems absent, and displays no energy - Child stares into space, or looks around to see what others are doing (negative body language)		1. Distracted, giggly, fidgeting. Gave a suggestion but high-pitched distracted tone. Physically migrated off the carpet whilst other children gave their feedback.
2 – low	- Child displays minimal verbal interaction with peer - Child engaged for some of the time (3) - Moments of non-activity (3), distraction (3) (1) or staring into space	3. 1.	2. Happy to listen to compliments, physically leaning forward for this part of the feedback. Wanted to rush on to partner's feedback after the constructive feedback section. Perfunctory feedback to partner but followed the structure using illustrative pointing.
3 – moderate	- Fairly routine level of engagement with activity (1), few signs of real involvement - Child doesn't display much energy or emotion - Child is easily distracted (2)		3.
4 – high	- Intense moments of engagement seen (2) - Child displays positive body language - Child is not easily distracted	2.	
5 – extremely high	- Child shows continuous and intense engagement - Child is concentrated, creative and energetic - Child expresses self-confidence and self-assurance in relation to the activity / peer assessment		

Observations: Child 2

Involvement Level	Indicators	[tick]	Notes
1 – extremely low	- Child displays little or no interaction with peer - Child seems absent, and displays no energy - Child stares into space, or looks around to see what others are doing (negative body language)		1. Fidgeting, happy to share ideas and with prompting added some improvement ideas. Worked well with partner but more collective feedback on a joint idea.
2 – low	- Child displays minimal verbal interaction with peer - Child engaged for some of the time - Moments of non-activity, distraction or staring into space		2. Happy to exchange ideas with partner (under direction). Fidgety but focused, clear verbal communication. Illustrative pointing and idea development.
3 – moderate	- Fairly routine level of engagement with activity, few signs of real involvement (3) - Child doesn't display much energy or emotion - Child is easily distracted (1)	3. 1.	3. Physical distancing from critical feedback. Leaning forward to feedback to partner but partner distracted – engagement not reciprocated.
4 – high	- Intense moments of engagement seen (1) (2) - Child displays positive body language (2) - Child is not easily distracted (2)	2.	
5 – extremely high	- Child shows continuous and intense engagement - Child is concentrated, creative and energetic - Child expresses self-confidence and self-assurance in relation to the activity / peer assessment		

Observations: Child 3

Involvement Level	Indicators	[tick]	Notes
1 – extremely low	- Child displays little or no interaction with peer (Without guidance) (2) - Child seems absent (from the feedback task), and displays no energy (1) - Child stares into space, or looks around to see what others are doing (negative body language) (1)	3. 2.	1. Physically in the corner, shrugging, distracted. Minimal engagement with partner. With guidance began to think of ideas and there was some engagement with partner. 2. Very focused on wanting to continue work, minimal verbal communication with partner. 3. Little to no feedback interaction.
2 – low	- Child displays minimal verbal interaction with peer (With guidance) - Child engaged for some of the time - Moments of non-activity, distraction or staring into space	1.	
3 – moderate	- Fairly routine level of engagement with activity, few signs of real involvement - Child doesn't display much energy or emotion - Child is easily distracted		
4 – high	- Intense moments of engagement seen - Child displays positive body language - Child is not easily distracted		
5 – extremely high	- Child shows continuous and intense engagement - Child is concentrated, creative and energetic - Child expresses self-confidence and self-assurance in relation to the activity / peer assessment		

Appendix 3: 'Exit Ticket' results – School A.

		Number of slips	Comments			
Number of stars	5	8	"because it makes your friends happy and you can tell them how they can improve"	"becos it was ese bese"	"Be cos I in jod it"	"Because it was fun"
	4	0				
	3	0				
	2	0				
	1	0				

Appendix 4: Observations form – School B.

Child A

Involvement Level	Indicators	[tick]	Notes
1 – extremely low	- Child displays little or no interaction with peer - Child seems absent, and displays no energy - Child stares into space, or looks around to see what others are doing (negative body language)		Obs 1: child displayed no interaction with the peer assessment technique as her partner had wandered off to talk to someone else, so she had no chance for conversation. Obs 2: Both children look at each other's work but neither is really involved with the peer assessment and neither gets much out of it. Child is easily distracted by what others are doing around her. Obs 3: no interaction with the feedback sandwich. Didn't do it of their own accord. Both children more interested in completing the work.
2 – low	- Child displays minimal verbal interaction with peer - Child engaged for some of the time - Moments of non-activity, distraction or staring into space		
3 – moderate	- Fairly routine level of engagement with activity, few signs of real involvement - Child doesn't display much energy or emotion - Child is easily distracted		
4 – high	- Intense moments of engagement seen - Child displays positive body language - Child is not easily distracted		
5 – extremely high	- Child shows continuous and intense engagement - Child is concentrated, creative and energetic - Child expresses self-confidence and self-assurance in relation to the activity / peer assessment		

Child B

Involvement Level	Indicators	[tick]	Notes
1 – extremely low	- Child displays little or no interaction with peer - Child seems absent, and displays no energy - Child stares into space, or looks around to see what others are doing (negative body language)		Obs 1: child found the assessment strategy tricky the first time. Limited interaction with peer. Obs 2: Both children distracted by writing a rhyming couplet on their whiteboard – they were both engaged with this, but not by the peer assessment. Obs 3: Neither child engaged with the peer assessment strategy at all, and simply carried on with their work.
2 – low	- Child displays minimal verbal interaction with peer - Child engaged for some of the time - Moments of non-activity, distraction or staring into space		
3 – moderate	- Fairly routine level of engagement with activity, few signs of real involvement - Child doesn't display much energy or emotion - Child is easily distracted		
4 – high	- Intense moments of engagement seen - Child displays positive body language - Child is not easily distracted		
5 – extremely high	- Child shows continuous and intense engagement - Child is concentrated, creative and energetic - Child expresses self-confidence and self-assurance in relation to the activity / peer assessment		

Child C

Involvement Level	Indicators	[tick]	Notes
1 – extremely low	• Child displays little or no interaction with peer • Child seems absent, and displays no energy • Child stares into space, or looks around to see what others are doing (negative body language)		Obs 1: No interaction with peer, not working together. Obs 2: Child was leaning forward, waiting to speak to his peers – he wanted to get involved. In a group of 3, so the 2 girls simply turned and carried out the feedback sandwich between themselves, not including him. When they did give him feedback, he wasn't looking and was distracted.
2 – low	• Child displays minimal verbal interaction with peer • Child engaged for some of the time • Moments of non-activity, distraction or staring into space		
3 – moderate	• Fairly routine level of engagement with activity, few signs of real involvement • Child doesn't display much energy or emotion • Child is easily distracted		
4 – high	• Intense moments of engagement seen • Child displays positive body language • Child is not easily distracted		Obs 3: no interaction with peer assessment. Carried on with their work.
5 – extremely high	• Child shows continuous and intense engagement • Child is concentrated, creative and energetic • Child expresses self-confidence and self-assurance in relation to the activity / peer assessment		

Appendix 5: Reflections – School B

Reflections pro-forma

Date: 21/02/19

Lesson: Lesson Study 2 – Rhyming couplets lesson

Experience	
SELF <i>Description – what happened?</i> <i>Feelings – what were you thinking and feeling?</i> <i>Evaluation – what was good and bad about the experience?</i> <i>Analysis – what sense can you make of the situation?</i> <i>Conclusion – what else could you have done?</i> <i>Action Plan – If you taught the lesson again, what would you do?</i>	Description Learners struggled to engage with the FS at all, at any point in the lesson, even after going through it step-by-step at the beginning of the lesson, and it being - teacher-modelled with the whole class during the lesson. Feelings Class struggled because they hadn't ever experienced peer feedback before? Felt there was limited interaction as the children didn't know how to be successful Evaluation Good – FS modelled by teacher at start, and got children to join in with "making' the FS, using techniques children are already familiar with (i say, you say) Bad – Children were confused about whether they were learning about poetry or the FS. Also, no individual guidance or scaffolding given to children within the lesson. Only whole class. Analysis School 1 – enquiry-based, carousel learning. Used to talking to each other, collaborating, cooperative learning School 2 – no carousel, therefore less talking/collaborating with each other? Therefore found it more difficult. Used FS in isolation rather than embedding it into lessons beforehand Children thrown by another new person in the class, were less engaged generally anyway as p.m, end of half-term, tired, unsettled by new person in class, so didn't engage as well as they might normally have done. Conclusion Could have used the school's pink/green pen system to structure feedback as the children are used to this method Action Plan Model, practice, repeat. Practice makes perfect! Less instances of FS within one lesson Scaffold use of FS by a MKO e.g. teacher – give the learners more guidance Practice giving feedback on work that isn't their friends' first of all? Maybe use a different name – use 2 stars and a wish instead?

STUDENTS <i>Focus group session feedback reflections.</i> <i>Any common themes raised?</i>	Children couldn't really comment much as they had nothing to compare the use of the FS against. Maybe questions could have been angled better? More specific to the FS, more age-appropriate – they didn't really understand Q3. Confused between whether to comment on the lesson (poetry) or the FS. Couldn't audio-record children as they didn't give consent for it. I found it hard to write accurately what the children were saying and capture everything. Could have been selective about what I wrote down (only relevant comments?). Easy to miss things as trying to write and listen at the same time.
COLLEAGUES <i>Are the reflections of your research partner similar or different to your own?</i>	Eliza – focused on her personal delivery of the lesson and what impact that had on the use of the FS. Emma – focused more on the use of the FS within the lesson Both – how FS worked within lesson and how to improve its use for the future.
LITERATURE <i>What does the literature say?</i> <i>Does it back up or go against your reflections?</i>	

Appendix 6: Focus Group Interview – School B

Lesson study 2 – focus group interview notes

- Child C – “good, useful.”

Child L – “ok, 4 stars, hard work doing the feedback sandwich.”

Child A – “3 stars, a bit complicated.”

Child B – “Good, because it was useful.”
- Child C – “Good because it could help you.”

Child L – “How hard it was. Fun what they sounded like, hard to write the poem and make it rhyme.”

Child A – “Made it a bit easier, the sandwich. Rhyming is hard.”

Child B – no comment
- Child A – “Not sure what you mean.”
- Child A – “Use examples. It was a bit different having a new teacher. A bit nice.”

Child L – “A bit scary having a new teacher.”
- No child had anything else they wanted to say.

Appendix 7: 'Exit Ticket' results – School B

		Number of slips	Comments				
Number of Stars	5	10	I liked it because I learnt something new	I liked it because it was fun.	I liked it to be a 5	Because it was fun and I like rhymes	[What] I liked about this lesson was learning about rhyming
	4	2					
	3	8	I thought it was fun and helpful				
	2	3					
	1	1					