

Portfolio
Rebecca Jones: 1151223.

<https://www.stjosephscatholicps-swanseaco.uk> (School A's website)

For the purpose of this portfolio the wording highlighted in yellow are documents. And the black writing is the authors annotations.

ETHICS:

When conducting research to minimise risk the study must be conducted ethically, to help protect the study the participants and the sensitive data. So, before the study can commence an ethics form must be completed and signed by all participants, as seen below the ethics form is signed by the school, the researcher and the researcher's university (UCL, 2000).

The researcher of this study also followed The British Educational Research Association (BERA) guidelines. These guidelines are put in place for researchers to follow as these legal guidelines are crucial. They stress the importance of keeping the confidentiality of the study and the participants in it (BERA, 2018).

The intended audience for these guidelines is anyone undertaking educational research – be they people whose job description includes research, or others who, for a variety of reasons (including studying for a qualification or with the intention of improving practice), conduct research within the field. This includes both independent researchers and those based in educational institutions of any kind (including but not limited to early years settings, schools, colleges and universities). The Association expects its members to conduct themselves in a way that reflects its vision, aims and ethical values (as stipulated in the BERA code of conduct¹). For this reason, the British Educational Research Association (BERA) recommends that members make use of these guidelines (and/or other ethical guidelines, where relevant or required), and expects that they will adhere to their spirit and underlying principles (described later) and apply them with integrity in their research activities so that their actions can be seen to be ethical, justifiable and sound. It is the hope of the Association that these guidelines will attract widespread consideration and use by those engaged in carrying out, sponsoring or using educational research who are not BERA members (BERA, 2018).

These guidelines help the researcher conduct best ethical research by providing a framework that the researcher must carry out the study with respect to the organisation and the individuals involved (Sussex Learning Network, 2018). Whilst treating these people with respect the researcher must also treat people fairly and respect their freedom and rights to not be judged on their age, sex, race and culture and faith (Sussex Learning Network, 2018). Under the UNCRC children have the right to be informed at all times and have the right to privacy (Children's Commissioner Wales, 2020) and under the BERA guidelines participants must understand what they are taking part in and have the opportunity to opt out (BERA, 2018). This study conducted itself in an ethical manor by providing

school A with the details of the study, opportunity to opt into the study and opt out if they wanted to, in this case the school was giving the researcher full access to the individuals in the school and the information in the school.

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.

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

SECTION A: About You (Principal Researcher)

Full Name:		Rebecca Jones			
Tick all boxes which apply:		Member of staff:	☐	Honorary research fellow:	☐
Undergraduate Student	x	Taught Postgraduate Student	☐	Postgraduate Research Student	☐

Faculty/School/Centre:	Childhood and Education
Campus:	Carmarthen
E-mail address:	1151223@student.uwtsd.ac.uk
Contact Telephone Number:	01267 676776
For students:	
Student Number:	1151223
Programme of Study:	BA Education Studies: Primary
Director of Studies/Supervisor:	Helen Griffiths/ Lynwen Roberts

SECTION B: Approval for Research Activity

Has the research activity received		YES	x	NO	☐
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approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)					
				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) Lecturer Lynwen Roberts/Helen Griffiths		x	13.12.19	

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	x
	☐
UWTSD Research Data Management Policy	
	x
BERA Guidelines	

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 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		☐
Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO		☐
	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:			
	How is Welsh language used within an English speaking classroom.		
Proposed start date:	13.12.19	Proposed end date:	29.04.19
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 <u>Existing Research</u> 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 to understand how Welsh language is used within an English speaking classroom. (this box should expand as you type)			
Research Question How is welsh language used within an English speaking classroom. (this box should expand as you type)			
Aims of Research Activity To understand how Welsh language is used within an English speaking classroom.			

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 For example, 'focus groups'. Please indicate the type of data collection method(s) in this box and tick the accompany box.	☐	x
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?	☐	x
Adults (over the age of 18 and competent to give consent)?	x	☐
Vulnerable adults?	☐	x
Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	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 specifically any group who may be unable to give consent) please indicate here and tick the appropriate box.	☐	x
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?	One teacher. Two Teaching Assistants Twenty three children. (this box should expand as you type)
Who will the participants be?	Teachers and primary school children. (this box should expand as you type)
How will you identify the participants?	School identified and approached. (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

(the box should expand as you type)

Information for participants:	NO		
	YES		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			

<i>(this box should expand as you type)</i>			
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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			
Risk to Participant: The risk to the participants is minimal. However, their time is precious and some anxiety could develop if they have insufficient time to take part in the investigation. <i>(this box should expand as you type)</i>	<i>How will you mitigate the Risk to Participant</i> I will explain to the participant that their participation is voluntary and that they may withdraw at any time. <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			

What de-briefing and feedback will be provided to participants, how will this be done and when?
Verbal feedback will be provided at the end of the placement. The participant will be offered a copy of the research findings.
<i>(this box should expand as you type)</i>
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.
Consent form and information sheet provided for participants.
<i>(this box should expand as you type)</i>
Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
No names or participants will be named, or the name of the setting.
<i>(this box should expand as you type)</i>

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/>).

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:		
<i>(this box should expand as you type)</i>		
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:		
<i>(this box should expand as you type)</i>		
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)?	☐	x
University computers?	☐	x
Private company computers?	☐	x
Home or other personal computers?	☐	x
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	x
"Cloud" storage or websites?	☐	x
Other – specify:	☐	x
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:		
<i>(this box should expand as you type)</i>		
All Data Storage		
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 GDPR and DPA (and/or any international equivalent):		

The Data will be shared only with the module lecturers.		
List all who will have access to the data generated by the research activity:		
The investigator, The module lecturer. <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:		
The investigator. <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.		
All data will be stored on the investigators password protected laptop. <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.uwtsd.ac.uk/). If so please explain. (Most relevant to academic staff)		
No.		
Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	x
	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	x
	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:	Rebecca Jones.	Date: 13.12.19

For STUDENT Submissions:

Director of Studies/Supervisor:	Lynwen Roberts	Date: 13.12.19
Signature:	L.Roberts	

For STAFF Submissions:

Head of School/Assistant Dean:	Julie Stack	Date: 13.02.2020
Signature:	J. Stack	

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

x	I have read the guidance notes supplied before completing the form.
x	I have completed ALL RELEVANT sections of the form in full.
x	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
x	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.
x	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.
x	I have deleted the guidance notes before submitting the PG2 for consideration

RESEARCH STUDENTS AND STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name. You will be informed of the outcome of your claim by email; therefore it is important that you check your University and personal email accounts regularly.

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

This form is available electronically from the Academic Office web pages: <http://www.uwtsd.ac.uk/academic-office/>

Application Process

All staff research projects and all research students must submit the Ethical Approval Form to the **University Ethics Committee** via the Academic Office (pgresearch@uwtsd.ac.uk). Staff research directly in relation to personal study for taught undergraduate or Masters programmes should be submitted via the Faculty procedures explained below.

Taught masters and taught undergraduate research Ethical Approval Forms are considered **within Faculties**. Faculties will provide details of the specific processes for this. Where the Ethical issues within any single ethical application are of particular concern the Faculty will refer these to the University Ethics Committee. Any student activity that involves the collection of primary data needs to undergo Ethical approval, this includes assignment work as well as dissertations.

Notes for guidance in completion of this form

Section A: About You

Please complete all relevant sections

Section B: Approval for research activity

Research proposals must be approved in principle before applying for Ethical Approval. The proposal approval only becomes final when the ethical approval is received.

The process for proposal approval varies according to the individual and programme of study:

- Research students, by application on form PG1 to the Research Degrees Committee
- Taught students by review of research proposal within Faculties (Faculties provide specific details of these processes)
- Staff, by agreement by the Head of School/Assistant Dean

Section C: External Ethical Guidance materials

Many discipline areas are required to operate with the discipline specific codes of research ethics (for example health, psychology, education etc.), any such codes must be listed and you must tick to confirm that you have consulted with these.

Section D: External Collaborative Research Activity

Provide details of the external collaborative partners, where appropriate you might want to submit a copy of the external collaboration agreement with the Ethical Approval Form. If the partner requires the research to be subject to its own internal Ethical approval process then please provide details of that process and a copy of any final (or interim) approvals received from the organisation.

Section E: Details of Research Activity

Remember that the individuals reviewing this Ethical Approval Form may not have seen your research proposal, and also may not be experts in the specific area of your research. The information provided should therefore be jargon free and clearly stated.

Indicative Title: please use the same title as used on the research proposal.

Purpose: the Ethical approval process will want to ensure that the methods you propose are adequate and appropriate to address the research aims and objectives. Excessive additional data collection can be seen as unethical.

Proposed Methods: the Ethical approval process seeks to ensure that you understand the methods that are intended, and that the implementation of those methods will be appropriate and without unnecessary impact on respondents. This section must explain how the methods described will lead to the collection of necessary and sufficient data, but not excessive data. Please be specific.

Location: this needs to mention geographical location and also local situation (for example, within Local Authority Offices in Cardiff, using a private room but close to other individuals). If you are collecting data within an organisational setting then you need to explain the permissions that you have obtained to do this.

Research Activity outside of the UK: please complete this section in detail, and note any guidance you have received. Also describe your own familiarity (or not) with the location that you will be utilising.

Section F: Scope of Research Activity

Please tick ALL of the research activities that might be undertaken. If any additional types of activity are intended then please add an extra box and describe these.

If you have answered no to all questions in F then sections G and J do not need to be completed. Section H should be considered, and may be completed. Signatures are still required in section K.

Section G: Intended Participants

Please tick all categories that might apply.

Numbers & Source: if you are using a series of different methods or research activities please list numbers for each stage/phase. Be clear about how you will find respondents. Will you use intermediaries, and if so how? How will you ensure compliance with your sampling strategy?

Information for participants: all participants should be appropriately informed about the research, what is expected of them and what will happen to the information that they provide. The Ethical review process does not ask to see this documentation, but requires this to be reviewed and approved by the Director of Studies in the case of research students, the supervisor/module tutor in relation to students on taught programmes and the Head of School/Assistant Dean in relation to staff research.

Section H: Anticipate Risks

All research carries some level of risk. The answers you provide to questions in this section will be reviewed to ensure that you have an appropriate understanding of the type of risks involved and how you can mitigate against these risks. If you have completed a full risk assessment, as required for example for laboratory work, field work, clinical tests, diving operations, or by a collaborative partner, you may append that to this form. In that case, please tick the box indicating this has been provided. You will not then be required to complete Section H.

Risk to participants Think very carefully about how your actions/questions/discussions might affect the people you are involving as participants. You might identify the risk as small but it would still be a risk. Many types of question have the potential to make respondents less content with their life / job; you need to recognise and try to ameliorate any such effects

If these are business owners, time with you may reduce profit.

In some locations physical risk is very real to both participants and yourself, please consider this.

Risk to you, the researcher Think about where you will meet people, if there are any dangers involved in the location. If you are meeting people as individuals think about using a public place. In general do not visit people in their own homes or remote locations. If you are talking to individuals about certain issues think about how their responses might affect you emotionally. What about the risk of collecting insufficient data?

Risk to the University When undertaking your research, you are acting as a member of the University (student or staff). Professionalism is important, so it is important to be well organised and well prepared. Punctuality, clarity etc. are all part of this. What will you do to ensure this? You must ensure you do not harm the good name of the University in any way and do nothing to undermine the reputation of the research it conducts and sponsors. Upholding high standards of conduct and integrity are vital in this regard. You must also conduct the research in such a way to minimise the potential for claims of negligence made against the University, its researchers and any collaborating individual or organisation. In this respect you should always comply with ethical, legal and professional frameworks, obligations and standards as required by statutory and regulatory authorities, as well as the university's Research Integrity and Ethics Code of Practice. Research misconduct in this respect can take many forms, including:

- fabrication: making up results or other outputs (eg. artefacts) and presenting them as if they were real
- falsification: manipulating research processes or changing or omitting data without good cause
- plagiarism: using other people's material without giving proper credit
- failure to meet ethical, legal and professional obligations: for example failure to declare competing interests; misrepresentation of involvement or authorship; misrepresentation of interests; breach of confidentiality; lack of informed consent; misuse of personal data; and abuse of research subjects or material
- improper dealing with allegations of misconduct: failing to address possible infringements such as attempts to cover up misconduct and reprisals against whistle-blowers

Adverse Outcomes. Think carefully about the possibilities, and cover here

Section I: Feedback, Consent and Confidentiality

Feedback to participants: outline your approach. Will interview transcripts be shared with respondents to check accuracy? Will summaries of questionnaire analysis be made available to respondents in some way? Will an overview report be provided? How and when?

Informed consent: Draft letter / e-mail / or heading (or footer) section of questionnaire must be approved by DoS/supervisor (if research student), supervisor/module tutor if taught student, or Head of School / Assistant Dean if a member of staff.

Confidentiality/Anonymity. Explain clearly how you will ensure confidentiality and anonymity.

Section J: Data Protection and Storage

Before completing this section it is necessary to read the University's Research Data Management information. The questions that follow are designed to ensure compliance with the Data Protection Act as well as established research protocols.

Many research activities will involve electronic transfer of data and use of data management systems in the summarisation and analysis of data. You will need to explain these in relation to compliance with the Data Protection Act.

Think carefully about who will have access to your data, this will include supervisors and examiners. Also that a thesis will be made available via the University library and the British Library system. If you are seeking an access bar for a period of time after completion then mention it here. If you will provide a copy of your findings, or intend to give a presentation, to a facilitating/ supporting/accessing organisation then explain that in this section. But also think about the general principle of data sharing, as explained in the Research Data Management information.

In terms of storage of data please ensure security, and also mitigate against loss of data.

Section K: Declaration

Ensure the appropriate countersignatures have been provided

Look carefully at the checklist and ensure that you comply with and tick all that are relevant to your research.

UNCRC:

The United Nations Convention on the Rights of the Child (UNCRC) have fifty-four articles that explain the different rights of the child. It explains that all children no matter their gender, ethnicity, age, ability or language, legally have these rights. It sets out the civil, economic, political, social and cultural rights that children are entitled to (Child Commissioner for Wales, 2020). Below are the seven articles out of the 54 that are relevant for the study. This international agreement has been put in place to protect the child and their rights (Welsh Government, 2002).

Article 2

All children have these rights no matter what (Child Commissioner for Wales, 2020).

Article 3

Everyone who works with children should always do what is best for each child (Child Commissioner for Wales, 2020).

Article 7

Your right to a name and nationality (Child Commissioner for Wales, 2020).

Article 19

You should not be harmed and should be looked after and kept safe (Child Commissioner for Wales, 2020).

Article 28

Your right to learn and go to school (Child Commissioner for Wales, 2020).

Article 30

Your right to use your own language (Child Commissioner for Wales, 2020).

Article 42

The government must let children and families know about children's rights (Child Commissioner for Wales, 2020).

School A and the government have different policies in place to make sure these rights are fulfilled such as child protection policies, Language policies and education policies.

Safeguarding policy:

School A's Mission Statement

"Every Child Matters"

- **School A's Safeguarding Children Statement**
- **At School A, the health and safety of all children is of paramount importance. Parents send their children to school each day with the expectation that school provides a secure environment in which their children can flourish (School A, 2020).**

Schools play an essential role in a child's life (NSPCA, 2020) and teachers are among some of the most influential role models children will be around when growing up (Kingsley, 2008). Teachers create the school's ethos and environment that children are brought up in and how teachers present themselves in class translates down to children, how children are talked to, supported and disciplined shape the way children understand the world they live in and how they should be treated and talked to (Kingsley, 2008). Children spend most of their day in school, so it is understandable that schools play a role in protecting children from abuse and neglect (NSPCA, 2020). School A state in their safeguarding statement they want to ensure the safety of children and ensure a safe environment where every child can reach their full potential. The reason for having this policy in place is to protect children from abuse, to take action, to support vulnerable children and to ensure practitioners understand what to do when faced with a child who has been abused or neglected at home (Kingsley, 2008).

Child Protection Policy:

The designated adult for Child Protection is the Headteacher and the designated governor is the Chair of Governors (School A, 2002).

Under the Education Act 2002 every person in education has a responsibility to keep children safe and because of this act each school must have a (DSP) designated senior person for child protection (Welsh Government, 2002). This individual in school A who is appointed the DSA is the head teacher (School, A, 2020) this teacher is responsible for managing all child protection queries. This individual is the main point of contact and teacher who provides support, guidance and help to the children (Welsh government, 2002). This individual has the responsibility of deciding if a referral needs to happen, where the school will get outside help to support the child and keep them safe (Welsh government, 2002).

This document is extremely important as over more than half of the abuse and neglect cases referred to the child protection services are submitted by schools (Crosson-Tower, 2003). Due to these statistics Crosson-Tower (2003) emphasis how important a teacher's role is to their health and well-being.

Data Protection & Information Sharing:

St. Joseph's Catholic Primary needs to hold certain personal information about students. Information will be held in accordance with the Data Protection Act 1998, GDPR (May2018) and the School Data Protection and Accessing Records Policy. Personal data will be used and shared for a variety of

purposes that St. Josephs' Primary considers to be of benefit to pupils including (but not restricted to) monitoring academic performance, statistical reporting, awarding qualifications and provision of services.

St. Joseph's Catholic Primary complies with the 'Data Sharing Code of Practice' here: -

https://ico.org.uk/media/fororganisations/documents/1068/data_sharing_code_of_practice.pdf

Please see our school website, privacy notices in your admission pack and / or www.ico.gov.uk for further information. (School A, 2020).

Another area which must be considered when doing research is data protection, school A have their own Genral Data Protection Regulations (GDPR) policy as shown above. The information above states all parents must provide information of all pupils attending the school, the school however does comply with the GDPR guidelines. These guidelines are put into place to protect the individual's right to privacy and will not share any child's information with anyone unless needed (European University institute, 2019).

The UK Data Protection Act (2018), empowers people to take control of their data as data cannot be shared unless it is declared by the participant. Before the study the researcher had to make sure school A, allowed the study to go ahead and sign an ethics form to prove no personal data would be shared with the outside world and the school's identity and individuals of the school's identity would be hidden e.g. the school being called School A instead of its original name.

TOPIC BASED INFORMATION:

ENGLISH-MEDIUM SCHOOLS:

The Foundation Phase is taught through the medium of English. English is also the main medium for Key Stage 2, but Welsh is taught as a second language, and some aspects of some subjects may be taught in Welsh. English is the language of the day-to-day business of the school, but some Welsh is used to communicate with pupils (Jones, 2016). It is the Welsh Government's policy that all pupils should study Welsh from ages 3-16, either first or second language (Jones, 2016).

Welsh was introduced as a compulsory core subject for the national curriculum of Wales for all children ages five to fourteen when the Education Reform Act 1988 was introduced (Mercator, 2014). It was in 1999 it became compulsory for children in key stage four to learn Welsh as a first or second language (Mercator, 2014) and in 2010 the foundation phase was introduced in Wales for children

ages three and seven. This framework stated that one of their main aims was to develop children's Welsh language (Welsh Government, 2015). Williams (2013) argues teaching children Welsh in an English-medium school can damage children's education, due to schools not producing fluent confident Welsh speakers, he argues education should be taught in English as it is damaging children's learning by teaching a subject in a language they do not understand will be detrimental to their overall grades and their development.

SUCCESSFUL FUTURES:

Graham Donaldson has developed a new curriculum for Wales as the old one was seen to be outdated (Welsh Government, 2013). One of its main aims is how to incorporate the Welsh language into the everyday life of the school (Welsh Government, 2013).

The place of the Welsh language in the curriculum needs to be strengthened. The report suggests greater focus on children and young people's ability to speak Welsh confidently in everyday settings, with an emphasis on its increasing role in workplace settings (Welsh Government, 2013).

The Welsh Government also stress the importance of the language as they have set a national target of a million speakers by 2050 (Welsh Government, 2017). The goal is to make the public fall in love with the language, enjoy speaking it and be proud and confident speakers (Welsh government, 2015)

During the Foundation Phase, children should learn to use and communicate in Welsh to the best of their ability. Children should listen to Welsh being spoken and respond appropriately in familiar situations, using a range of patterns. They should be encouraged to communicate their needs in Welsh and should be increasingly exposed to Welsh (ESTYN, 2013).

For children aged three to seven they are classed as foundation phase children. With an emphasis for children to learn through a fun and engaging environment allowing the framework to bring consistency and focus on learning through involvement. There are seven key areas of the foundation phase with one area focusing on the Welsh language, the Welsh Government (2015) state the foundation phase framework wants children to engage in Welsh songs, stories and the everyday conversations in class. This allows teachers to observe the children speaking the language through a more natural setting. Learning the language should be an enjoyable experience and should support the learning of other subjects (Welsh Government, 2015). Referring to the journal it referenced that the Welsh Government (2019) recent aim is to encourage a cross-curricular approach in schools, incorporating the Welsh language into the school as a mean of communication allows children to build their confidence through all subjects. Baker (1985) analysed the Welsh language and explained without children understanding the language from all aspects of learning (speech, reading and

writing) there will be a decrease in children confidently using the Welsh language outside of school lessons in the everyday world.

ESTYN REPORT OF SCHOOL A, 2019:

Enhance the opportunities for pupils to use and develop their Welsh oracy skills beyond designated Welsh lessons (Estyn, 2019).

Across the school, pupils develop a sound understanding of Welsh words and phrases. Pupils' reading and writing skills develop appropriately. However, many pupils lack confidence to speak Welsh outside of designated Welsh lessons (Estyn, 2019).

There is a strong Welsh ethos across the school and a very clear emphasis on promoting pupils' understanding of Welsh heritage and culture (Estyn, 2019).

The success of a bilingual school needs to come from the ethos of the school it should not rely solely on exam result. A strong Welsh ethos transmits down to the children of the school, sharing pride among the school allows pupils and teachers to acknowledge the importance of the Welsh language (Garcia and Baker, 1995).

Leaders and managers plan purposeful opportunities for pupils to develop their Welsh language skills in formal situations, but they do not encourage pupils enough to use the language outside of designated Welsh lessons (Estyn, 2019).

Baker explains that if teachers can model the right attitude then pupils will follow. Teachers need to set an example, if they do not enjoy teaching the Welsh language, the children will not enjoy learning it. With a positive classroom and teacher modelling the right attitude teachers will create more opportunities for children to develop their Welsh language skills (Baker, 1992).

METHODOLOGY:

Reflection allows individuals to understand an experience, it gives the individual an opportunity to acknowledge different aspects of what happens during an experience, giving the individual time to prepare for future practice (Plack, Driscoll, Blissett, McKenna and Plack, 2005). It's a way of critically analysing yourself and the work that has been produced to allow the individual to gain knowledge and understanding of what went wrong, what went right or what could have gone better (Ortlipp, 2008). By using Gibb's reflective cycle, the author will try and demonstrate the importance of a reflection

through a reflective diary for the current study. Gibbs model of reflection has six different stages to help an individual give structure to a learning experience to allow the individual to understand what went wrong and what went well, how to learn and change the experience the next time (The university of Edinburgh 2020). Below are Gibb's six stages

- Description: what is happening in the study.
- Feelings: how the researcher/ participant are feeling throughout the study.
- Evaluation: what was good or bad about the study.
- Analysis: why did it go well or bad.
- Conclusion: what did the researcher learn from the experience, what could have gone differently.
- Action plan: what can I do next time to change the outcome.

This model allows the researcher to critically evaluate the study. Allowing the researcher to improve understanding and gain knowledge of what went wrong or what went right during the research. This is a positive study as it allows the researcher to apply the change's they have come up with during one of the cycles (E-learning network, 2020).

Action plans are one of the six cycles of Gibb's model and are an essential part of a research study as it gives the researcher opportunity to clarify exactly what the objective of the research study is, it allows the researcher to stay on track and not stray from the objective of the study (Open Learn Create, 2017). Below is the action plan created for this study.

Action Plan:

Ensure to show placement DBS form	This was handed to the head teacher on the first day.	<u>13/02/2020</u>
Find out who the child protection officer is in the school	Advised the head teacher was the child protection officer. There was also a picture of her and her responsibilities as a child protection officer on the wall outside the main office of the school.	<u>13/02/2020</u>
Check timetable with school	Head teacher advised me I would be observing two classes in the first week. Nursery and Reception class. This timetable would be revisited in the second week.	<u>13/02/2020</u>
Discuss with teacher if I can use notepad	This was agreed as it was specified no names would be	<u>13/02/2020</u>

	put in the notepad, and the notes would not be shared with anyone.	
Observe the classroom	COMPLETED	<u>13/02/2020 - 24/02/2020</u>
Use informal questions to ask teachers about the Welsh Language.	This was done, however not as often as the researcher would have liked due the busy schedule of the teachers.	<u>13/02/2020 - 24/02/2020</u>

What is useful about Gibb's method of reflection is it allows researchers to change and adapt their action plan depending on the outcome of their study, and how they want to adapt the for future practise allowing them to receive different data (The University of Edinburgh, 2020).

The second stage of Gibb's cycle is the description stage where the researcher explains what the researcher did during the study, who was present during the study and what happened during the study (The University of Edinburgh, 2020). Below is an account of what happened during the two weeks the research attended school A.

Placement notes:

- The study included 23 students, one teacher in the classroom and two teaching assistants. The study was conducted in the nursery classroom and reception classroom.
- Children would be welcomed into the classroom by the teacher or the teaching assistants, the language would vary from day to day. some days the practitioners would greet the children in English and other days the children would be greeted with Welsh.
- The children every morning would start the day with a prayer due to the school being a religious school, this prayer would always be in Welsh. the children knew the prayer off by heart. The teacher explained to me that when the children start nursery, they always teach them the prayer as they will say these prayers throughout their entire school life.
- The register would also be taken in Welsh with the children answering 'Yma' the welsh word for here.
- Throughout the day the practitioners would use familiar Welsh phrases when speaking to the children such as,

'Tidy up time'
'Lunch time'

‘Quiet’

‘Bags and coats’

- The children would also be encouraged to answer the practitioners in Welsh if asked a question and would also have to ask to go to the bathroom in Welsh. However, if the children did not use the right word or phrase the child would not be corrected, the teacher would ask them to repeat themselves but if they child repeated themselves in English the practitioners would accept that. The children were not made to reply in Welsh so the children would not develop their Welsh skills.
- On the third day being in School A, the researcher witnessed an assembly held by year four that was completely in Welsh. Once a month each year group take an assembly in Welsh to promote the language and uphold the Welsh ethos of the school.
- Another assembly that was attended during the study still had Welsh incorporated into it with some of the hymns and prayers being said and sung in Welsh.
- School A did not provide evidence of a Welsh lesson when the researcher spent time in the nursery and reception classrooms. Welsh was incorporated into aspects of the day to day life of the classroom but very mildly.
- Within both classrooms each had a Welsh area. In the nursery class there was a Welsh display with a Welsh saint with different animals around him, helping the children learn about animals but also incorporating the Welsh language and religion. The reception class had all drawn different interpretations of the Welsh dragon. The class also had a class mascot (a Welsh dragon cuddly toy) to help with their Welsh words. This seemed to really help the children engage as only the child with the Cuddly toy could speak when they were practising their Welsh words.
- Throughout the study the researcher would observe but also take part in the day to day running of the class, they would help with the teachers do certain tasks with the children, sit on the floor with the children when they had class time and also play with the children during ‘play time’.

The third stage in Gibb’s reflective cycle is feelings. How the author felt before during and after the study. Developing and understanding these feelings can allow the individual to help acknowledge how they might have impacted the study (The University of Edinburgh, 2020).

On the lead up to the school visit I was nervous as I was going into a new setting with people I had never met but excited to see how the teacher interacted with the children and how children would respond to the Welsh language. After researching that there was going to be a new curriculum that involved a cross curricular approach to subjects, I was excited to see how this was integrated into

the school classroom. When meeting with the head teacher on the first day nerves were settled as the people of School A were very friendly and inviting. Meeting the children was a lovely experience as they were just as excited as me to see a new face in their classroom, they soon forgot I was there and continued with their normal day to day routine. While observing the class it was reassuring as the teacher would allow me time to go over my notes and ask anything if I did not understand something that happened throughout the day. Whilst being in the classroom I witnessed a lot of different pedagogy methods that intrigued me and made me realise I assumed I would be walking into a class where there would be a set time for Welsh however referring back to my journal I realised there was a cross-curricular approach that I had not seen before and was interesting to this method being taught. After the study was very happy with the result and the notes that I had taken but I needed to further my critical analysis of the notes and the time that I had been in school A.

The fourth part of the cycle is evaluation, this part allows the researcher to assess what was useful in the study and what could have gone better. One area of the study that went well was the method used to gain the information on how the school used Welsh in an English-medium school. To gain this knowledge an observation method was taken due to this method allowing the researcher to record permanent records of interactions between individuals in their natural social setting (Treanor, 2010). However, what didn't go well was that the researcher failed to attend a Welsh lesson.

The fifth part of the cycle is analysis, this allows the researcher to understand and gain knowledge of why things went well and why things went wrong (The University of Edinburgh, 2020). As said in the evaluation section the methodology section was a good area of the study that went well. Using an observation method allows the researcher to step into the classroom and make field notes of the day to day running of the classroom without interruption, making the participants feel comfortable to be as natural as possible (Coleman and Briggs, 2002). For example, the research can observe and note how many times in the two weeks situated in school A, a Welsh class was taken. However, when doing any research there is always the chance of the researcher creating a bias study even though this is something the researcher will try to avoid and remain objective throughout (Coleman and Briggs, 2020). When using an observation method selective attention can become apparent with the researcher observing what they feel is important to the study and forgetting to observe other areas within the study due to them not believing in its importance creating bias (Coleman and Briggs, 2002). This method of research was chosen before the study began with the researcher analysing and exploring different methods for the individual's research, it was carefully thought out with other areas of research being ruled out such as interviews due to the busy schedule of the teachers in the school. Interviews are a formal way of creating research data, this making them reliable due to the non-flexible set of questions that must be written before the study starts (Opdenakker, 2006). Due to interviews

having to be done in a formal setting without interruption it was feasible this was not work in a nursery or reception classroom setting. Something that was mentioned in the evaluation section of this portfolio that did not go well was the fact that the researcher did not attend a Welsh lesson. This was something the researcher assumed she would see, because of the assumption it was never put in the action plan, so it was never followed up with assuming the researcher may have forgot due to the study being in a busy setting. However, School A's curriculum policy explains within foundation phase a cross-curricular approach is taken for all subjects within foundation phase (School A, 2020). Welsh Government (2019) explain a cross-curricular approach is allowing the school to integrate the Welsh language into the everyday learning of the classroom to help children develop confidence in the second language being taught and hopefully with the language being spoken outside of a structured lesson it enables the children to carry the language outside the school and into everyday life promoting the language. Identifying the errors of the observation study according to Gibb's allows the researcher to critically analyse and go back around the cycle to revisit the study (The University of Edinburgh, 2020).

In turn the researcher learned that when trying to find out how Welsh is taught to children in an English-medium classroom the best method is observation due to it allowing the research to examine the participants in their natural setting, and was able to gain knowledge on different pedagogy methods such as cross curricular approaches to the language. The school did not have a set timetable within the structure of the curriculum for the foundation phase children. What the researcher has learned is if they were to do this research study again the researcher needs to allow space in their action plan to speak to the teacher to see if they could observe one of the key stage two Welsh lessons, to gain further knowledge of how Welsh is taught within their curriculum.

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