

Appendix

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Appendix 1: Ethics Form

APPLICATION FOR ETHICAL APPROVAL

RESEARCH STUDENTS

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

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

This document is also available in Welsh.

RESEARCH STAFF ONLY

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

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

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

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

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

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

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

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

SECTION A: About You (Principal Researcher)

1	Full Name:	Millie Mai Brace			
2	Tick all boxes that apply:	Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student
3	Institute/Academic Discipline/Centre:	Initial Teacher Education, Yr Athrofa			
4	Campus:	Carmarthen			
5	E-mail address:	2304293@student.uwtsd.ac.uk			

6	Contact Telephone Number:	07753321878
For students:		
7	Student Number:	2304293
8	Programme of Study:	BA Primary Education with QTS
9	Director of Studies/Supervisor:	Dr Sioned V Hughes

SECTION B: Approval for Research Activity

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

SECTION C: Internal and External Ethical Guidance Materials

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

SECTION D: External Collaborative Research Activity

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

1	Institution	N/A			
2	Contact person name				
3	Contact person e-mail address				
4	Is your research externally funded?	YES	☐	NO	☐
5	Are you in receipt of a KESS scholarship?	YES	☐	NO	☐
6	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO
7		Employed	YES	☐	NO

8	Is the research being undertaken within an existing UWTSO <u>Athrofa</u> Professional Learning Partnership (APLP)?	If <u>YES</u> then the permission question below does not need to be answered.	YES	☒	NO	☐
9	Has permission to undertake the research has been provided by the partner organisation?	(If <u>YES</u> attach copy) If <u>NO</u> the application cannot continue	YES	☐	NO	☐

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

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

SECTION E: Details of Research Activity

1	Indicative title:	How does self-assessment impact learning outcomes of pupils and contribute to closing the attainment gap?			
2	Proposed start date:	19.03.24	Proposed end date:	04.04.25	
	Introduction to the Research (maximum 300 words per section) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below: <i>Purpose of Research Activity</i> <i>Proposed Research Question</i> <i>Aims of Research Activity</i> <i>Objectives of Research Activity</i> Demonstrate, briefly, how <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>				
3	Purpose of Research Activity - To explore how the <u>AfL</u> strategy, self-assessment, impacts pupils learning. - To explore if the <u>AfL</u> strategy, self-assessment, impacts gaps in attainment. - To trial different research tools in practice.				
4	Research Question How does self-assessment impact learning outcomes of pupils and contribute to closing the attainment gap?				
5	Aims of Research Activity - To explore staff and learners' perceptions of <u>AfL</u>. - To critically evaluate the different research tools - To further develop personal knowledge and understanding of <u>AfL</u> and self-assessment to improve professional practice and pupil outcomes.				

6	Objectives of Research Activity - To explore the <u>AFL</u> self-assessment strategies and approaches used by staff to support and develop pupils' learning using a questionnaire. - To interview pupils to capture their views about self-assessment and its impact on pupil's learning. - To critically reflect on the process of using different research tools to collect data.		
	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods <u>here</u> , but should instead describe how you intend to collect the data necessary for you to complete your project.		
7	Interviews – Pupils will be involved in a semi-structured interview where they will be invited to respond to key questions. For example, do you think self-assessment helps you improve your work? What do you use to help you self-assess? Do you ever find self-assessment difficult? These interviews will be conducted in an informal setting and I will make notes of and audio record their responses. The pupils will not be forced to participate, will be made aware that they do not have to answer any questions and that they can stop at any time. EXIT: Pupils will be asked if they wish to be involved. Use happy and sad face cards to show if they are happy to continue. I will check on the pupil's feelings regularly. No names will be recorded. Questionnaire – Staff at the school will complete an anonymous questionnaire, where they will be asked key questions surrounding their pedagogy in relation to AFL. I will e-mail my questionnaire to 8 different teachers across the school with the hope that at least 4 will find time to fill out the questionnaire.		
	Location of research activity Identify all locations where research activity will take place.		
8	The research activity will take place in a small primary school in Wales, in a Key Stage 2 setting.		
	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, <u>particular cultural</u> and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the <u>research</u> then please state this.		
9	N/A		
10	Use of documentation not in the public domain: Are any documents <u>NOT</u> publicly available?	NO	☒

		YES	☐
11	If <u>Yes</u>, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with the current data protection law of the country in question and that of England and Wales. <i>(This box should expand as you type)</i>		

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

SECTION F: Scope of Research Activity

	Will the research activity include:	YES	NO
1	Use of a questionnaire or similar research instrument?	☒	☐
2	Use of interviews?	☒	☐
3	Use of focus groups?	☐	☒
4	Use of participant diaries?	☐	☒
5	Use of video or audio recording?	☐	☒
6	Use of computer-generated log files?	☐	☒
7	Participant observation with their knowledge?	☐	☒
8	Participant observation without their knowledge?	☐	☒
9	Access to personal or confidential information without the participants' specific consent?	☐	☒
10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
12	Investigation of participants involved in illegal activities?	☐	☒
13	Use of procedures that involve deception?	☐	☒
14	Administration of any substance, agent or placebo?	☐	☒
15	Working with live vertebrate animals?	☐	☒
16	Procedures that may have a negative impact on the environment?	☐	☒
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.	☐	☒
	Details of any other primary data collection method:	☐	☒

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

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

SECTION G: Intended Participants

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

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

Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?		
10	How many participants are expected?	10 participants (this box should expand as you type)
11	Who will the participants be?	1 teacher. Approximately 3 questionnaires to be completed by staff. Approximately interviewing 6 pupils.
12	How will you identify the participants?	Information from professional tutors/class mentor

Information for participants:	YES	NO	N/A

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



Information for participants:		YES	NO	N/A
24	Will participants be paid?	☐	☒	☐
25	Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
26	Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
28	If YES to any question, please provide full details			
 (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.					
1	<table border="1"> <tr> <td>Full risk assessment completed and appended?</td> <td>Yes ☐</td> <td>No ☒</td> </tr> </table>	Full risk assessment completed and appended?	Yes ☐	No ☒	
Full risk assessment completed and appended?	Yes ☐	No ☒			
2	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information				
<table border="1"> <tr> <td>Risk to participants:</td> <td>How you will mitigate the risk to participants:</td> </tr> <tr> <td>Participant will be told that there is no consequence for anything they say. I will make it clear that I want</td> <td></td> </tr> </table>		Risk to participants:	How you will mitigate the risk to participants:	Participant will be told that there is no consequence for anything they say. I will make it clear that I want	
Risk to participants:	How you will mitigate the risk to participants:				
Participant will be told that there is no consequence for anything they say. I will make it clear that I want					

	Participants may feel under pressure to give the correct answer to the questions. Participants may feel emotionally distressed when asked questions.	open and honest answers. I will make it clear that the answers they give will affect their education in no way and there will be no repercussions for their actions and answers <u>in regard to</u> the research. I will regularly check in with the participants to ensure they are comfortable to continue and give them the option to use happy/sad face cards to show if they are happy to continue or not.
3	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or <u>actually illegal</u> is discovered <u>in the course of</u> a project, it may need to be disclosed to the proper authorities	
	N/A <i>(this box should expand as you type)</i>	
4	Risks to the investigator For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest	
	Risk to the investigator: • Risk of accusation of fabrication or falsification of data. • Managing a research project, collecting data, and analysing results can be mentally and emotionally demanding, leading to stress or burnout. <i>(this box should expand as you type)</i>	How you will mitigate the risk to the investigator: I will follow the UWTSD and BERA ethical guidelines when conducting primary research in a school. I will plan and manage workload to promote well-being and seek support when needed.
5	University/institutional risks For example: adverse publicity, financial loss, data protection	
	Risk to the University: Not behaving in a way that could impact the relationship between school and university Losing data e.g. on unprotected device, or leaving device in a public place with information / data on it. <i>(this box should expand as you type)</i>	How you will mitigate the risk to the University: I will behave in a professional manner, <u>at all times</u>. I will also collect my data on a password protected file and all data will be confidential and anonymous. Keep data anonymous and use two step authentication and strong passwords to protect any data. <i>(this box should expand as you type)</i>
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: <i>(this box should expand as you type)</i>	How you will mitigate the risk to environment: <i>(this box should expand as you type)</i>
Disclosure and Barring Service		

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

SECTION I: Feedback, Consent and Confidentiality

1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when?
	N/A <i>(this box should expand as you type)</i>
2	Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.
	I will converse with my professional tutor and lecturer and inform them of the research I will be undertaking, providing reason and rationale behind the research. Within teacher questionnaires there will be a statement outlining that by clicking submit, the teacher is consenting to their responses being used as a part of my research. However, I will ask the head-teacher to sign a consent form for pupil participation. I will also ask for their ongoing assent during the research. <i>(this box should expand as you type)</i>
3	Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
	No names will be recorded. I will not disclose names to maintain anonymity. I will ensure that no individual data (raw scores, individual identifiable performance outcomes) are made available to schools/parents. Questionnaires will be submitted anonymously. <i>(this box should expand as you type)</i>

SECTION J: Data Protection and Storage NO NEED TO COMPLETE SECTION J

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
1	"Personal data" means any information relating to an identified or identifiable natural person ("data subject"). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.	☐	☐
	If YES, provide a description of the data and explain why this data needs to be collected:		

2	(this box should expand as you type)		
	Does it involve special category data (as defined by the GDPR)?	YES	NO
3	"Special category data" means sensitive personal data consisting of information as to the data subjects' – (a) racial or ethnic origin, (b) political opinions, (c.) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),	☐	☐
	If YES, provide a description of the special category data and explain why this data needs to be collected:		
4	(this box should expand as you type)		

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

	Data Protection		
	Will the research activity involve any of the following activities:	YES	NO
13	Electronic transfer of data in any form?	☐	☐
14	Sharing of data with others at the University outside of the immediate research team?	☐	☐
15	Sharing of data with other organisations?	☐	☐
16	Export of data outside the UK or importing of data from outside the UK?	☐	☐
17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☐
18	Publication of data that might allow identification of individuals?	☐	☐
19	Use of data management system?	☐	☒
20	Data archiving?	☐	☐

21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate):		
	N/A <i>(this box should expand as you type)</i>		
22	List all who will have access to the data generated by the research activity:		
	<i>(this box should expand as you type)</i>		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	<i>(this box should expand as you type)</i>		
24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not <u>why not</u> .		
	<i>(this box should expand as you type)</i>		
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		
	N/A <i>(this box should expand as you type)</i>		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☐
27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☐

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the <u>above named</u> research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
1	Signature of applicant:	M. Brace Date: 14/03/25

For STUDENT Submissions:

2	Director of Studies/Supervisor:	Sioned Hughes	Date: 14/03/25
3	Signature:	<i>S.V. Hughes</i>	

For STAFF Submissions:

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

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

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

RESEARCH STUDENTS ONLY

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

RESEARCH STAFF ONLY

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

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

Appendix 2 – Consent form signed by headteacher of school A

 Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David	Yr Athrofa Centre for Education Addysg i Gymru Education for Wales	 APLP PDPA Partnership (Cyngor) Profesiynol i Athrofa to Athrofa (Professional Learning Partnership) Partnership (Cyngor) Profesiynol i Athrofa
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ECAD5014 Consent Form

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

To be completed by the school:

I agree to Millie Brace as a representative of Yr Athrofa to:

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

Name of Head teacher		Signed	
Name of school			

To be completed by the student teacher:

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

Name of student teacher: Millie Brace Signed: Millie Brace

Student teacher UWTSD e-mail address: 2304293@student.uwtsd.ac.uk

Programme (BA Education QTS ~~MA Education~~)

Date: 19 - 03 - 25

Appendix 3 – Pupil interview questions

1. Have you used self-assessment in class? Can you describe how you do it?
2. Do you think self-assessing your work makes you more confident in your learning? Why or why not?
3. What tools do you use to help you self-assess, e.g success criteria/checklist? How does it help you?
4. What do you find difficult about self-assessment?
5. Do you ever feel unsure about whether you've assessed your work correctly? Why?
6. Do you prefer self-assessment or teacher feedback? Why?
7. Does self-assessment help you improve? How / why? E.g knowing what you need to practice.
8. Do you have any other comments about self-assessment and how you use it in class?

Appendix 4– Emoji cards



Appendix 5 – Blank staff questionnaire

Assessment for Learning

How does self-assessment impact learning outcomes of pupils and contribute to closing the attainment gap?

As a part of my research study into AfL, I have returned to the school to research how self-assessment impacts learning outcomes and helps close the attainment gap. I'd really appreciate it if you could take a few minutes to complete this questionnaire, it should only take around 5 minutes, and your insight would be really helpful!

Thank you!

By submitting your responses, you are consenting to the use of your data for the purpose of this study, in accordance with applicable privacy and data protection regulations. Both your identity and identity of the school will remain anonymous.

1. How frequently do you incorporate self-assessment in your teaching? 

- ☐ Daily
- ☐ Weekly
- ☐ Rarely
- ☐ Never

2. What self-assessment strategies do you use? (Please tick all that apply)



- ☐ Traffic light system / RAG rating
- ☐ Self-marking using success criteria
- ☐ Learning reflections / journals
- ☐ I don't use any self-assessment strategies.
- ☐ Other

3. What do you believe are the main benefits of self-assessment for pupils?



Enter your answer

4. To what extent do you agree that self-assessment helps pupils become more independent learners?



- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly agree

5. What in your opinion are some potential barriers of self-assessment? (Please tick all that apply) 

- ☐ Pupil confidence (fear of doing it wrong)
- ☐ Bias / inaccuracy of marking
- ☐ Lack of experience with self-assessment
- ☐ Misinterpreting success criteria
- ☐ There are no potential barriers
- ☐ Other

6. To what extent do you agree that having clear and comprehensive success criteria is essential for self-assessment to be effective?



- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly agree

7. Why do you believe that success criteria plays this role in effective self-assessment? 

Enter your answer

8. In your experience, does self-assessment have any particular benefits for lower-attaining pupils? 

Enter your answer

9. Do you think self-assessment is more effective for high-achieving pupils than lower-achieving pupils? Why? 

Enter your answer

10. Any other comments on self-assessment and how it can promote positive learning outcomes and bridge the attainment gap? (Optional) 

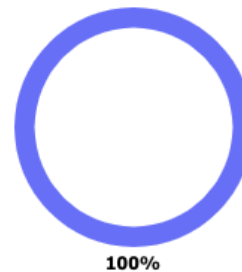
Enter your answer

Appendix 6 – responses to question 1 of questionnaire

1. How frequently do you incorporate self-assessment in your teaching?

[More details](#)

● Daily	2
● Weekly	0
● Rarely	0
● Never	0

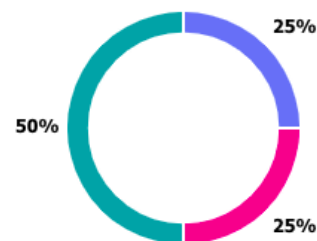


Appendix 7 - responses to question 2 of questionnaire

2. What self-assessment strategies do you use? (Please tick all that apply)

[More details](#)

● Traffic light system / RAG rating	1
● Self-marking using success criteria	1
● Learning reflections / journals	2
● I don't use any self-assessment strategies.	0
● Other	0



Appendix 8 – Pupil interview responses (group A)

1. Have you used self-assessment in class? Can you describe how you do it?

Pupil A: Yeah, we do sometimes.

Pupil B: Yes, we mark our work with a purple pen.

Pupil A: We call them polishing pens.

2. Do you think self-assessing your work makes you more confident in your learning? Why or why not?

Pupil B: I think it does because then I can see what I did wrong.

Pupil A: Yes, because it helps me know mistakes and what I need to work on.

3. What tools do you use to help you self-assess, e.g success criteria/checklist? How does it help you?

Pupil A: for math sometimes we use calculators or miss puts the answers on the board.

Pupil B: Sometimes we ask a buddy and we help each other mark our work.

4. What do you find difficult about self-assessment?

Pupil B: Sometimes its hard to keep up with everyone else if miss is telling us the answers.

Pupil A: Yeah, and sometimes I stress about if I'm doing it right.

5. Do you ever feel unsure about whether you've assessed your work correctly? Why?

Pupil B: Sometimes its hard to keep up with everyone else if miss is telling us the answers.

Pupil A: Yeah, and sometimes I stress about if I'm doing it right.

6. Do you prefer self-assessment or teacher feedback? Why?

Pupil A: I prefer doing it myself so I know what I did wrong.

7. Does self-assessment help you improve? How / why? E.g knowing what you need to practice.

Pupil B: yes because I know what I need to improve on and correct.

Pupil A: And its going to help us when we go to comp.

8. Do you have any other comments about self-assessment and how you use it in class?

N/A

Appendix 9 - Pupil interview responses (group B)

1. Have you used self-assessment in class? Can you describe how you do it?

Pupil C: Yes we use what went well and even better ifs and the traffic lights

Pupil D: And we use purple pen to mark our work and the red pen to make changes if we do something wrong.

2. Do you think self-assessing your work makes you more confident in your learning? Why or why not?

Pupil D: No because I worry about if I'm doing it right or not.

Pupil C: I like it because I'm doing it myself so I know where I need to improve, only me and miss know and she helps me make sure I'm doing it right.

3. What tools do you use to help you self-assess, e.g success criteria/checklist? How does it help you?

Pupil D: Miss puts answers on the boards or prints sheets so we can mark ourselves sometimes, but I find them hard to read sometimes.

Pupil C: We use a success criteria sometimes.

Pupil D: Miss puts them on the board like checklists.

4. What do you find difficult about self-assessment?

Pupil C: Sometimes I'm scared of doing it wrong but miss helps me.

Pupil D: Sometimes I change my answers because I want to get more right, so I rub them out and re write them and tick them.

5. Do you ever feel unsure about whether you've assessed your work correctly? Why?

Pupil D: I can't keep up when miss is speaking the answers to us.

Pupil C: If we're marking our times tables in the morning sometimes it's hard to keep track because miss has to read them quickly.

6. Do you prefer self-assessment or teacher feedback? Why?

Pupil C: Miss because then I don't have to stress about it.

Pupil D: I like Miss doing it because she knows more than me.

7. Does self-assessment help you improve? How / why? E.g knowing what you need to practice.

Pupil C: It makes me want to work harder to get more answers right with my times tables.

Pupil D: Yeah.

8. Do you have any other comments about self-assessment and how you use it in class?

Pupil D: teachers should do it for us.

Appendix 10 - Pupil interview responses (group C)

1. Have you used self-assessment in class? Can you describe how you do it?

Pupil E: We do it for our times tables in the morning

Pupil F: And we do the even better ifs and what went wells.

2. Do you think self-assessing your work makes you more confident in your learning? Why or why not?

Pupil F: Yeah because it makes me want to do better and work harder to do better work.

3. What tools do you use to help you self-assess, e.g success criteria/checklist? How does it help you?

Pupil E: We do ask a buddy so we talk to each other to mark and check answers.

Pupil F: Or Miss will put answers or success criteria on the board.

4. What do you find difficult about self-assessment?

Pupil E: If I'm not listening then I don't know what to do.

Pupil F: Sometimes I get distracted or fall behind and can't catch up when marking my times tables.

5. Do you ever feel unsure about whether you've assessed your work correctly? Why?

Pupil F: Yeah if I'm not listening to what we're supposed to do.

Pupil E: But if we do miss helps us.

6. Do you prefer self-assessment or teacher feedback? Why?

Pupil E: I like doing it myself if I know what I'm doing because I can see my own mistakes.

Pupil F: I like both but I'm slower at writing than everyone else so sometimes its quicker for miss to do it.

7. Does self-assessment help you improve? How / why? E.g knowing what you need to practice.

Pupil F: It makes me want to do better and feel proud of myself.

Pupil E: I try harder because I want to improve

8. Do you have any other comments about self-assessment and how you use it in class?

N/A

Appendix 11 - responses to question 8 of questionnaire

8. In your experience, does self-assessment have any particular benefits for lower-attaining pupils?

2 Responses

ID ↑	Name	Responses
1	anonymous	For some lower attaining pupils they aren't aware of what is being asked of them and it can become too much information to process. It needs to be kept to one or two simple steps.
2	anonymous	If explained to them it can be useful.

Appendix 12 - responses to question 7 of questionnaire

7. Why do you believe that success criteria plays this role in effective self-assessment?

2 Responses

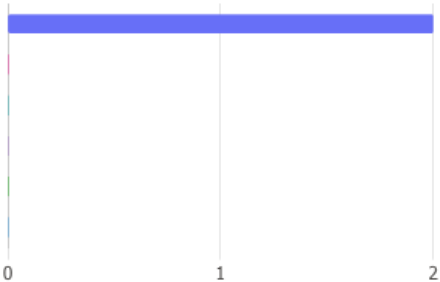
ID ↑	Name	Responses
1	anonymous	It breaks down and scaffolds the task to smaller steps
2	anonymous	Builds confidence

Appendix 13 - responses to question 5 of questionnaire

5. What in your opinion are some potential barriers of self-assessment? (Please tick all that apply)

[More details](#)

- Pupil confidence (fear of doing it wrong) 2
- Bias / inaccuracy of marking 0
- Lack of experience with self-assessment 0
- Misinterpreting success criteria 0
- There are no potential barriers 0
- Other 0



Appendix 14 - responses to question 3 of questionnaire

3. What do you believe are the main benefits of self-assessment for pupils?

2 Responses

ID ↑	Name	Responses
1	anonymous	For the pupils to understand their own strengths and weaknesses and ways forward to progress
2	anonymous	Helps pupils to understand their mistakes and makes them independent learners.

Appendix 15 - responses to question 6 of questionnaire

6. To what extent do you agree that having clear and comprehensive success criteria is essential for self-assessment to be effective?

[More details](#)

Strongly disagree	0
Disagree	0
Neutral	0
Agree	1
Strongly agree	1

