

Design and conduct a small-scale research study, and critically evaluate the impact of chosen research tools and data/findings on the learner and on your professional practice.

Research Question: What experiences do staff and year 6 pupils have with questioning within a year 6 classroom.

Within this assignment I will conduct a small-scale research study, and critically evaluate the impact and views on certain research tools I have used, and data may have on learners and professional practise. This research will focus on a specific concept on Assessment for Learning (AFL). But what is Assessment for Learning? Cambridge assessment International Education (2011) states Assessment for Learning “is an approach to teaching and learning that creates feedback which is then used to improve students’ performance”. Within this assignment I will focus on one of the five assessments for learning elements which include, Self-Assessment, Peer Assessment, Questioning, Feedback and Sharing Success Criteria. During my research day, questioning was the main focus of my research day. My research was taken place in a small primary school located within neath port talbot with 228 pupils from three to eleven year olds (Estyn, 2018) My research was based on my research question “What experiences do staff and year 6 pupils have with questioning within a year 6 classroom”. Assessment for Learning (AFL) is the over-arching umbrella term that describes the ongoing, two-way dialogue taking place between teacher and learner’s ability to talk about their learning. When implemented effectively. AFL leads to balanced and productive conversation between teacher and learner. This process is important for the development of self-directed learners who can identify their own learning needs and work independently towards them (Jennifer, G, 2013) Taking into consideration the five elements of Assessment for learning, I came to the conclusion to focus on questioning as the core of my research, however as a whole assessment for learning is the core of the curriculum for Wales showed by (Gov, 2020) Assessment plays a fundamental role in enabling each individual learner to make progress at an appropriate pace, ensuring they are supported and challenged accordingly” For this study to be taken place I decided to use the ‘Mosaic approach’. The idea behind the mosaic approach is that researchers’ collect data through a wide range of means. These are what Clark and Moss considered ‘individual tiles’ It is then the researcher’s task to put these individual pieces together to form one big picture, just like little tiles are formed into one big mosaic. (Brown, N, 2015) To carry out this research I carried out two research methods, these included interviews and questionnaires. These tools allowed me to gather a wide range of information to discuss my finding and critically evaluate my chosen assessment for learning element through this assignment.

University of Greenwich, 2022 provides an overview of Formative and Summative assessment. They portray that formative assessment is to monitor students learning and provide ongoing feedback to staff and students. It is assessment for learning. If designed appropriately, it helps students identify their strengths and weaknesses, can enable students to improve their self-regulatory skills so they manage their education in a less haphazard fashion than is commonly found” This demonstrates the positive aspects of formative

assessment and the implications it can have when used efficiently. However, “The goal of summative assessment is to evaluate students learning at the end of an instructional unit by comparing it against some standards or benchmarks. Summative assessment often has high stakes and are treated by the students as the priority over formative assessment. However, feedback from summative assessment can be used formatively by both students and faculty to guide their efforts and activities in subsequent course.

“Formative assessment is an essential component of classroom work and can raise students achievements “ (Black, P and Williams, D, 1998) When Paul black and Dylan Williams released “inside the Black Box” in 1998. With releasing this it sparked many discussions and articles related to the topic. (Bullock, D, 2017) proves us with an article based on the findings of Williams and Black and support there theory by sharing “Black and Williams recognised that what teachers and learners do in the classroom is complicated and little is understood about what happens” Black and Williams then go on to describe the classroom as a “Black Box” and set themselves the challenging to investigate and critically analyse what was happening inside. They then display there finding and show that ‘formative assessment is at the heart of effective teaching’ as well as a strong positive effect on achievement, indicating that when formative assessment is used there is a substantial improvement within the academic achievement of pupils. They then finish the article by stating that “AFL is now established as one of the most powerful ways of improving learning and raising standards and current research is adding further evidence in support of this claim” (Bullock, D, 2017) This shows how assessment for learning can have a dramatic impact of pupils learning and the amount of research taking place in order to aid progression for children and close the gap between where they currently are and where they would like be in regard to there achievement.

Estyn, 2018 shows how the focus on assessment for learning can have a significant positive impact. “Having trialled a range of Assessment for learning strategies previously, influenced by wider research, and witnessed success and first hand” This demonstrates a new primary school coming together and creating a revised AFL guidance and seeing the progress of the children. They go on to state “Highly effective assessment for learning has been widely regarded by educationalists as fundamental in raising standards for learners. This helps in making learning ‘more visible’ and helps learners to understand what excellence looks like and how they can develop their own work to reach that level”.

Sadler, D, R, 1998) demonstrates the importance of the theory of learning transfer. It states, the term “transfer of learning refers to the application of previous learned knowledge and skills to new learning or problem solving. Following on, the next step to improve learning will be to create an action plan and set specific goals with an MKO or support by Vygotsky’s theory know as a “More Knowledge other”. McLeod, S. (2022) and (Learn FO both support one and other in supplying the definition of More knowledgeable other as “Anyone who has a better understanding or a higher ability level than the learner, particularly in to regards to a certain task, concept or process” In this case. The More knowledgeable other would be the support assistant or the teacher in order to set the correct smart targets. SMART targets are a part of everyday business and life. Smart targets provide a more in depth and focussed target to support the learner on the learning journey and sets up goals a on the way to monitor progress and hold attainment. (Team, CFI, 2023) portrays the definition as Specific, Measurable, Achievable, Realistic and Time. Therefore, a smart target includes all the

important aspects of goal setting while ensuring the learning and MKO understand what they would like to achieve.

While completing my research day I used a specific research method. The research method I used was the Mosaic approach. The Mosaic approach is a child centred approach. The idea behind the mosaic approach is that researchers' collect data through a wide range of means. These are what Clark and Moss considered 'individual tiles' It is then the researcher's task to put these individual pieces together to form one big picture, just like little tiles are formed into one big mosaic (Brown, N, 2015). Similarly the mixed method approach includes and combines quantitative and qualitative data collection and analysis in one study. Individually, these approaches can answer different questions, so combining them can provide you with more in depth findings. (Gov, 2020) This approach can be very helpful as it provides a combination of quantitative and qualitative data implying it will suppress the limitations of each but this method can come with great complexity.

While using the mosaic approach I used 2 research tools to gather my evidence, these tools were questionnaire and interviews. The questionnaire was sent out to each pupil via Hwb to complete, and I collected 24 responses. A questionnaire is a "instrument for collecting data, which almost always involves asking a given subject to respond to a set of oral or written questions" (Debois, S, 2022). Questionnaire typically include open ended questions, closed ended questions, or a combination of both. This allows researchers to collect data that is qualitative and quantitative.

(Cleave, P, 2023) Quantitative research collects numerical data and analyses it using statistical methods. The aim is to produce objective, empirical data that can be measured and expressed in numerical terms. Quantitative research is often used to test hypotheses, identify patterns, and make predictions. Whereas Qualitative research collects non-numerical data such as words, images, and sounds. The focus is on exploring subjective experiences, opinions, and attitudes, often through observation and interviews. (McLeod, S, 2023) There are many advantages and disadvantages of questionnaires, which include, the idea that they allow participants to answer within their own timescale, also questionnaires can gather a wide range of information about a selected topic. Also, they are efficient and cost effective, and provide you with both qualitative and quantitative data. (Bhat, A, 2018) However, Questionnaires can provide incorrect feedback, ignorance of questions and a range of interpretations. (Cornell, J, 2020) This demonstrates the wide range of positive and negative implications regarding questionnaires and the implications the researcher took into considerations. The researcher will collect all the information from the questionnaires into a variety of tables and graphs. This indicates that the finding will be easily visualized and presented accordingly.

Following on, the second research tool used was interviews. There are three types of which are unstructured, semi structured, and structured (Statistics Solutions, 2017) When conducting the research, semi structured interviews were used. This involved taking six children from year six and six children from years five. These children were selected by the class teacher and were an even split of male and females. The interviews allowed the researcher to collect a range of qualitative data. Fuel Cycle, 2019 provides multiple advantages of semi structured interviews. Semi structured interviews "encourage two-way communication, also provides an opportunity so that interviews can learn answers to questions and reasoning behind the answers. It also allows respondents time to open up about certain topics and provides qualitative data to compare to previous and future data. On the other hands, Semi

structured interviews are time consuming, they also require extensive resources and be challenging to find the correct interviewers (Fuel Cycle, 2019) The process of collecting the data involves transcribing the interview results into a table.

While conducting interviews, The UNICEF, 1989 highlight within article 13 the right to “freedom of expression as well as freedom to seek, receive and impart information and ideas of all kinds” Alongside the rights of the child the importance of consent and assent is vastly important. Before completing any research, the researcher supplied a consent form to the school gaining consent from the school, however before conducting any research the children involved were spoken to gain assent. Jan-Willem Van Der Rijt, 2011 states Assent is the “expression of approval or agreement from a child” in the book The importance of assent. Supporting this BERA,2019 determines that “participants to feel safe to engage fully with research” this illustrates that the children will be aware of the study and in control weather they take part. Also (Blackburn, C, 2015) demonstrates the challenges while gaining consent from the child by stating “Issues relate to the age at which children can realistically understand what they’re being asked to participate in” this demonstrates the importance of assent as well as discussing the concept of the research to the children to give them a clear vision of their desired task. As well as assent the right to withdraw is highly important, before conducting research the researcher asked the children if they would like to take part with the study and supplied each child with a red and green pencil. The children would place which colour they felt was appropriate on the table, green indicating they are happy to continuum and red pencil indicating they felt unconfutable and would like the interview to stop. While conducting the research all the children placed their green pencil on the table throughout and completed the research with no issues. The information gathered throughout the research is viewed by only the researcher as there is a high level of confidentiality outlined throughout. Confidentiality is highly important as it builds trust, and also promotes a high level of confidence and protect reputation. (Lee, E, 2021) As well as confidentiality the research will be kept at a high level of anonymity and the research will be kept within a file on the researcher’s computer that will be secured with a password. Cambridge Dictionary, 2019 states Anonymity as “the situation in which someone’s name is not given or known” This indicates that within the research no names are help and each answer or any evidence is anonymous. Prior to the research day the researcher completed an approved ethics form that was completed with all information regarding, classroom sizes, group sizes as well as any key information that would be needed to complete the research day and was approved and signed by the module lead at the university.

Within this section, the researcher will discuss the findings from the research day, the research day focussed on ‘What experiences do staff and year 6 pupils have with questioning within a year 6 classroom’. Firstly, the class of 24 pupils all answered questionnaire providing the researcher with a great deal of information. Question one of the questionnaires (See appendix) displays that 100% of the children understand and use assessment for learning in the classroom. (Heritage, M and Wylie, C, 2018) display tge ‘increased demand for effectiveness and equity in education’ using assessment for leaning can show a notable impact and ‘assessment for leaning can play a significant role in achieving these demands. Question two supplied the researcher with a notable view that the children used and found the ‘traffic light system’ very helpful and effective as 42 percent of children supplied this

information. One child explained the traffic light system as followed “Traffic light to put pegs on at the end of the lesson. RED: If you put your peg on the red circle that means that you didn't understand the lesson and disliked it very much. GREEN: If you put your peg on the green circle that means you understood the lesson and enjoyed the lesson very much. YELLOW: If you put your peg on the yellow circle that means you kind of understood the lesson and you think the lesson was alright. “ This supports (Thompson, A, 2019) theory that the traffic light system, is simple but significant as it is easily visible and easy to see who would need further assistance while completing work. Question three states that 63 percent of children say that use assessment for learning ‘Sometimes (2-3 times a week)’ , 4 percent of children stated they ‘always (every lesson) use assessment for learning and 21 percent of children say they never use it. But when completing the interviews with selected children, it was shown that Black, P and Williams, D, 1998 theory of ‘formative learners excelled over other students in terms of accomplishment and outcomes’ This indicates that using AFL in the classroom aids progression and increased success rates with a variety of methods such as formative assessment. Questions four allowed the researcher to gain an insight into the assessment for learning strategy questioning and see that 96 percent of children use questioning in the classroom compared to the four percent that disagreed and stated they do not use questioning. This figure supports the theory advanced by Alexander Woods and Carol Anderson in their study “effective teacher questioning skills” which claims that good classroom questioning encourages “students interactions, thinking and learning” (Woods, A and Anderson, C, 2001) furthermore, supporting this, (Sanders, 1966) advocates that “questioning has long been used as a teaching technique to motivate students interest, facilitate teacher instruction and evaluate learning achievement”. Following this question six and seven come together (see appendix) as shown 96 percent of children feel they are asked enough questions compared to 71 percent of children enjoy being asked questions, and 29 percent of children do not enjoy being asked questions. When completing the interviews, the researchers found out that all children faced the same fear while answering questions which is the fear of failure or embarrassment. (Shaw, A and Good, K, 2022) research supports this theory by expressing “children are often embarrassed about asking for aid. It’s an act that can make people feel vulnerable. The moment you ask for direction, after all, you reveal that you are lost. Seeking assistance can feel like you are broadcasting your incompetence”. In addition, Question nine and ten was designed to show and understanding and display the different methods the children use and prefer when being asked questions. When reviewing question nine (see appendix) 46 percent of children prefer the think pair share method, 29 percent showed that they prefer to work independently, and 25 percent stated they would use an alternative method. While conducting the interviews and investigating these different methods, the children stated (64 percent) that they were unsure of what think, pair, share was but when we discussed and the researcher provided an explanation they gathered an understanding and display high interest with this method. Cowling, T, 2021) supports this theory by discloses “Think Pair Share actively gives them (children) the opportunity to feel more comfortable sharing their thoughts. In addition to fostering social skills, this strategy also improves students speaking and listening skills. When pairs brainstorm together, each student learns from their partner” This demonstrates the theory of Vygotsky of “More knowledge other” as the children states in the interviews “talking with friends is more relaxed” also “I don’t feel pressure’ showing the positive aspects of pair and group work.

The interviews with the chosen 12 pupils (six year six pupils and six year five pupils half boys and half girls) consisted of nine questions (see appendix) which focussed on gaining an in depth understanding about assessment for learning, the children's perception of questioning and different aspects in their classroom. Question one through to four was designed to gain an insight to the children's perception of questions and to see if they felt they were asked enough questions, got the chance to ask questions, and if they were comfortable asking questions. All 100 percent of children agreed and said yes to the first four questions, however 50 percent of the children hesitated when asking the fourth question as they supported the theory of (Shaw, A and Good, K, 2022) by agreeing that they feel nervous from time to time in case they 'get the answer wrong' or 'mess up'. Question five, six and seven were designed to gather an intuition on which Assessment for learning strategies the children knew, if their class teacher uses any and if they have a preferred method. Both groups supplied the researcher with a variety of options based on their experiences, which included "think, pair share, cold calling, self/peer assessment and traffic light system". When investigating to see how frequently the children are exposed to these methods the year six class said they were faced with "at least one of these methods each day" compared to the year five class who were exposed 'once a week' to a "few" of these methods. However, both groups agreed on their favourite method of assessment for learning as the traffic light method as "the method is easily viewed, is simple but effective" supporting the theory of (Thompson, A, 2019). However, when asking the children if there were any negative aspects they all agreed on the factor of fear, where "people could lie because they don't want people to see if they struggle" which is similar to the interviews. The researcher faced two group interviews with six children in each. The researcher could have faced six of the same answers and decreased the reliability of the research but to decrease that chance the researcher asked a question and included follow up questions to other members of the group to see if they agreed or disagreed with the statement or if the children could elaborate. Ultimately, the last question on the questionnaire and interview saw the researcher ask the children about 'thinking time' When examining the data, 79 percent of children stated they feel they are given enough thinking time, leaving 21 percent of children disagreeing and stating they are not given enough time. (Community National Schools, 2019) voice thinking time "aims to enable children to develop a deeper understanding of their own perspective and their ability to enter into dialogue with other children, to cultivate debate and the capacity to argue respectfully". The questionnaire provided the researcher with 33 percent of children indicating 2 minutes is enough, compared to the other 66 percent who agree on three to seven minutes depending on the task. However, when it came to speaking candidly during interviews, children said that two to five minutes is the optimal amount of "thinking time."

To conclude, within this research study there has been multiple discoveries regarding assessment for learning and the impact certain areas have within a classroom. Discovering that the chosen year group of year six were confident with assessment for learning and were striving to link themselves to the four purposes, mainly becoming ambitious, capable learners, the select researchers were more than happy to comply with research and fulfilled the questions asked with constructive comments. When reviewing the questionnaire, it is tranquil to see that children understand the concept of assessment for learning. However, it is easy to see that the children are only exposed to certain aspects of assessment for learning as well as 90% of the children were confident and happy to ask and answer

questions within the classroom however the underpinning fear of failure was the common cause of not complying to questions. Nevertheless, the children that were selected to take part with the researcher's interviews showed a highly positive relationship with assessment for learning as well as questioning as a whole. The children showed a high level of understanding as well as a positive manor with their classroom experiences. Although as well as the questionnaires the children showed a little hesitance while putting their hand up and when exploring why they may hesitate they showed the same results as the questionnaires where they are scared to get the question wrong or a fear of embarrassment within their class. When overlooking the research day it shows that all children involved enjoyed taking part and provided excellent information. However, if the research day was to be conducted again I would ask more open and closed question within the questionnaire to gain a broader and direct understanding of certain topics. Also, within the interview process I would conduct the interviews in smaller groups aiding the chance to gather a higher variety of information as they will be a dreaded chance to copy or simply agree with a peer. Nevertheless, I think that overall the research day was an excellent opportunity to learn about the year six classroom and listen to the children's perspectives and ideas on assessment for learning and questioning as a directed area.

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