



ECAD6017 SCRAPBOOK

Cross curricular inclusivity with the Welsh Development within schools/classrooms

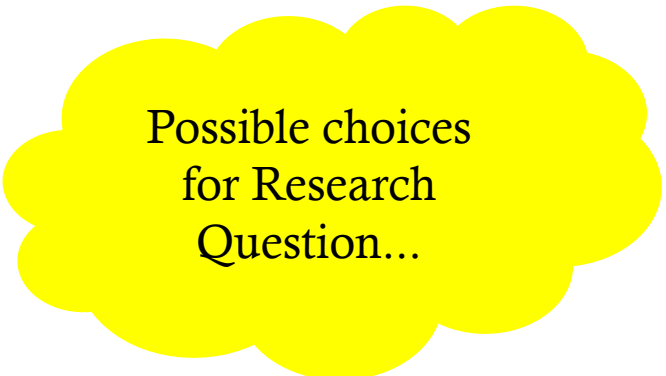
- Are CYP understanding the importance of the Welsh language in today's generation.
- Is Welsh being used effectively within classrooms or is it there for show?
- How does this affect international students, how are they finding it learning the Welsh language? Is English their first language?

Steps to success, feedback after, are children aware of the feedback?

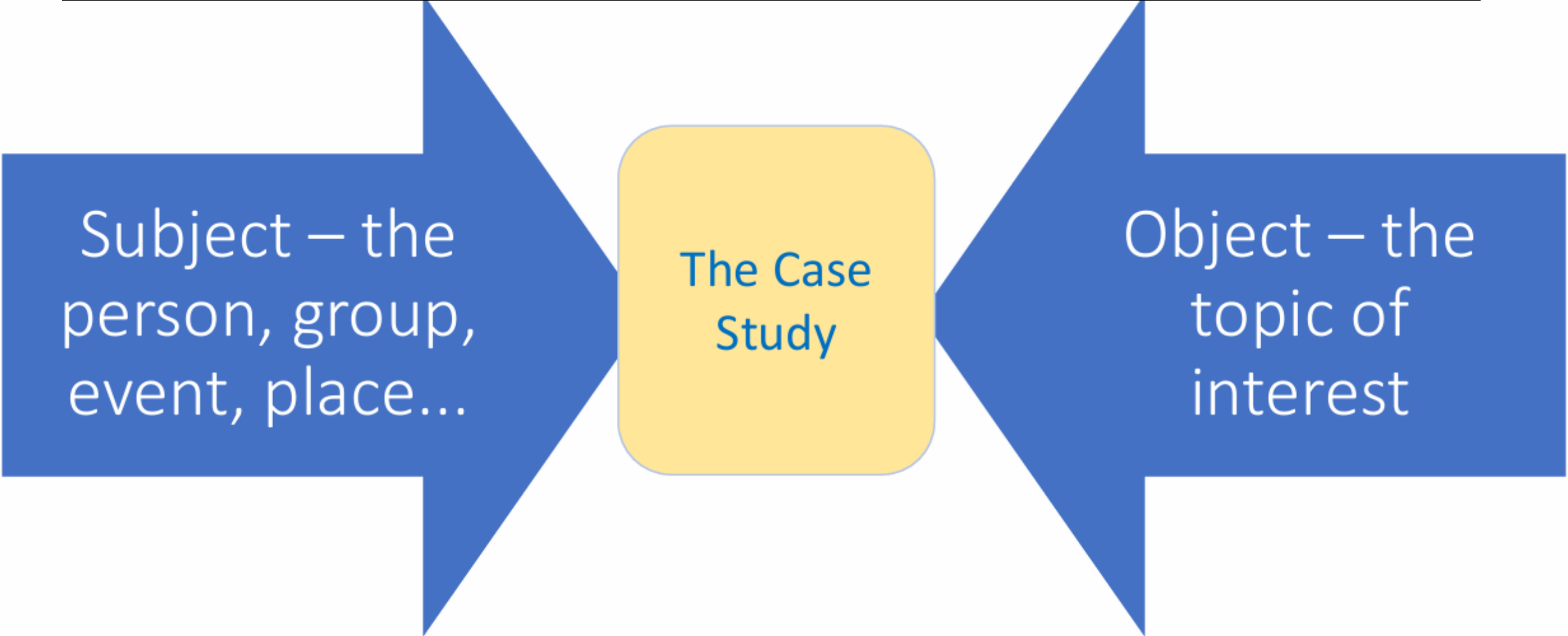
- Steps to success visible for learners but never given feedback on strengths and weaknesses in work?
- Link to 4 purposes.
- Marking schemes - are teachers marking in today's lessons?
- Parental engagement – are they aware of learner's feedback from lessons – LRC home book of lesson topic and overall day not about how they did/ aim of learning for the session.

Incorporate real life experiences into learning and classroom environments

- e.g. ice cream – flavor tasting, instructions to make an ice-cream (narrative writing), Mathematics money.
- Decision making and promoting independence.



Possible choices
for Research
Question...



The diagram illustrates the components of a case study. It features a central yellow rounded rectangle labeled 'The Case Study'. To its left is a large blue arrow pointing right, containing the text 'Subject – the person, group, event, place...'. To its right is a large blue arrow pointing left, containing the text 'Object – the topic of interest'. The entire diagram is set against a light gray background with a horizontal black line at the top and a horizontal black line at the bottom.

Subject – the person, group, event, place...

The Case Study

Object – the topic of interest

Thomas (2021)

CROSS CURRICULAR INCLUSIVITY WITH THE WELSH DEVELOPMENT WITHIN SCHOOLS/CLASSROOMS.

Subject

- Pupils
- Teachers involvement to implement
- School policy

Object

- How current is the Welsh development within the school
 - Is there a Welsh mentor
 - How well is Welsh implemented in the class/whole school approach
 - School policy
-

STEPS TO SUCCESS, FEEDBACK AFTER, ARE CHILDREN AWARE OF THE FEEDBACK?

Subject

- Students
- Teachers
- Parents
- School policy – marking scheme

Objects

- How are the student's steps to success being shown/presented for each topic
 - Are they given feedback relating to the steps to success
 - What feedback strategy is given – verbal or written
 - Are parents aware of the feedback given
 - Is the students work being marked/monitored
 - Are they given time to read over the feedback?
-

— Key elements of case study:

Case study as Research Genre

Bounded unit – a person, a group, an institution or organization

Located within personal, professional, local and national communities

Involves interactions, communications, relationships and practices between the case and the wider world and vice versa

Focus on collecting rich data – capturing the complexity of case

Data may be collected over extended periods with repeated collections or may be collected during an intensive but short period of time

Requires spending time within the world of those being researched

Uses a variety of data collection tools (interviews, observations, reflective journals and others) and different perspectives (child, teacher, parent, researcher) to provide depth

Employs two or more forms of data collection tool and/or two or more perspectives. This helps to triangulate the data and reinforces the legitimacy of the conclusions drawn.

DATA MAY BE COLLECTED OVER EXTENDED PERIODS WITH REPEATED COLLECTIONS OR MAY BE COLLECTED DURING AN INTENSIVE BUT SHORT PERIOD OF TIME.

Mitigation

- Limit the collections of research to a capable number over an average time scale, as this can give the research a better summary and findings over time. Can be completed different times of the year.
- Keep research tools the same so evidence is clearly shown over the time of the research and compare compatibility.

Advantages

- Can see a progress over the period of time from multiple collections of the case study.
- Intense period of time only focused on the research question.

Disadvantages

- Too much information collected and can become overwhelmed with the amount of evidence found.
 - Short period of time not enough and could only explore to a certain depth and not question why or what next after research.
-

REQUIRES SPENDING TIME WITHIN THE WORLD OF THOSE BEING RESEARCHED

Mitigation

- Ensure that the research is taken place in a comfortable and appropriate environment and plenty of notice of a time frame is exposed to all researchers and participants.

Advantages

- Be physical within the case study and see the research be conducted in the environment.
- See how different people respond to the research and how it could change people's perspective in the real world.

Disadvantages

- Cultures and diversity.
 - Time and space to conduct the research.
-

Welsh language within English medium schools, is it implemented accurately, do they have a Welsh mentor for the whole school, is it a whole school approach?

[The Welsh language in English-medium education | Education Wales](#) - 30.9.25

What support are teacher's given to teach the Welsh language who have not been around the language from an early age. Does that affect their confidence to teach it?

[Major shake-up of Welsh language education reaches final stage](#) - 39.9.25

Is the Welsh language fading, is it being taught enough within schools to be brought back, what is in place within schools for students and teachers when the Welsh language is thriving, what support is available for teachers?

[Engaging Experiences Welsh Language And Culture.pdf](#) - 30.9.25

Learning the Welsh Language not just for school but also outside of school.

[Promoting the use of the Welsh language - Estyn](#) - 30.9.25



[Teaching Welsh to Children: Effective Methods - WelshAntur Welsh](#) - 30.9.25

Are the methods up to date about teaching Welsh, are they any alternative ways?

Do teacher's confidence impact students learning of the Welsh Language?

Theorist	Key Ideas	Link to Welsh Development
Lev Vygotsky	Sociocultural theory; learning through interaction; Zone of Proximal Development (ZPD).	Welsh as a cultural tool shaping identity; teachers scaffold language learning through structured support.
Jerome Bruner	Constructivism; discovery learning; spiral curriculum.	Welsh revisited at increasing depth across year groups; promotes engagement through exploration and cultural context.
Jean Piaget	Stages of cognitive development; learning suited to age-related abilities.	Younger children benefit from songs, stories, and play in Welsh (concrete experiences aid language acquisition).
Albert Bandura	Social learning theory; learning through observation and modelling.	Children learn Welsh effectively when they see teachers, peers, and community members using it positively.
Paulo Freire	Critical pedagogy; education as cultural empowerment and resistance.	Welsh learning empowers pupils, strengthens cultural identity, and resists language/cultural erosion.

How does learning the Welsh Language impact exchange students learning. Is it important for student's success in speaking Welsh if English is their 1st language?

Are students getting effective feedback from Success Criteria's. Are students being made aware of how the steps link into their work?

Verbal feedback comes in many forms: praise, correction (explicit & implicit), questioning, clarification, evaluative feedback, interactional feedback, etc.

[Ninety Nine](#)
[Publication+5jurnal.untidar.ac.id+5Eur](#)
[asia Journal+5](#)

It serves different functions: helping students understand errors, motivating them, clarifying misconceptions, encouraging self-reflection, maintaining classroom behaviour, etc

Feedback (especially positive) is related to better on-task behaviour, particularly among students who are challenging or less likely to participate. [Taylor & Francis](#)
[Online+2African Journals Online+2](#)

It also contributes to classroom management: teachers use verbal feedback to support positive behaviour, redirect negative behaviour, etc.

How has the marking scheme changed from the student's point of view?

[Standardisation methods, mark schemes, and their impact on marking reliability](#) - 30.9.25

Do teachers give effective feedback?
What is their marking scheme?



Theorist	Key Ideas	Link to Success Criteria & Feedback
John Hattie	Feedback is one of the most powerful influences on learning; should answer Where to? How? Next?	Success criteria make feedback explicit and visible, guiding pupils step-by-step towards improvement.
Black & Wiliam	Assessment for Learning (AfL); formative assessment improves achievement when goals are shared.	Success criteria give pupils a clear understanding of what quality work looks like and guide marking.
David Sadler	Effective feedback requires knowing goals, comparing current work, and closing the gap.	"Steps to success" operationalise this model, showing pupils how to bridge gaps in learning.
Nicol & Macfarlane-Dick	Good feedback promotes self-regulation and learner autonomy.	Success criteria help pupils self-assess and regulate their learning against transparent expectations.
Albert Bandura	Self-efficacy; learners' belief in their ability influences achievement.	Clear criteria and stepwise feedback build confidence, motivation, and persistence in learning tasks.

PROBLEM STATEMENT EXAMPLES

Welsh Language

- The purpose of this research project is to understand how the Welsh Language is taught within schools and if it is being taught effectively?
- The purpose of this research project is to explore how teaching the Welsh language in primary school's influence pupil's cultural identity and their engagement in learning?
- The purpose of this research project is to investigate how learning Welsh as a second language influences primary pupil's literacy development and cognitive skills?

Steps to success & feedback

- The purpose of this research project is to investigate how effective feedback from success criteria's impacts students future learning within primary schools?
 - The purpose of this research project is to provide students with a clear step-by-step guidance towards success influences the effectiveness of feedback on their learning outcomes?
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ETHICAL THINKING

- Who needs to give consent?

Pupil's parents as they are under the legal age to consent on their own. Teachers given consent for their data to be used in the research project.

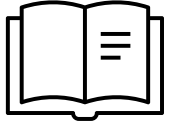
- How will you ask for it?

Write a letter explaining who I am, where I come from (university), what I will be conducting within the school and how long I am there for, my research question and the purpose of it, what will happen with the data once collected and where it will be stored. Right to withdrawn data. Bias of project – unbiased.

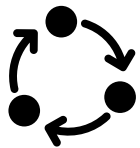
- Participants right to withdraw

Explain that if completed an anonymous online questionnaire, once submitted that the data cannot be withdrawn (tick box to consent once submitted the data cannot be withdrawn). However, if the research project is a confidential project (data on participant but not shared) they will have the right to withdraw.

Research Question...



HOW DO KS2 TEACHERS USE OF VERBAL FEEDBACK INFLUENCE LEARNER'S CONFIDENCE?



AIMS OF THE RESEARCH ..

- The aim of this research is to explore how feedback methods are used within classrooms across Key Stage 2.
 - The aim of this research is to identify how effective the feedback is given - verbally or written. 7
 - The aim of this research is to identify how effective alternative strategies to feedback are structured within lessons.
 - Explore how parents receive feedback on learner's progression and understanding of learning topics – class charts, reports, parent evenings – is the feedback being given often enough for parents to support learners outside of school.
-

OBJECTIVES OF THE RESEARCH ..

- To review the current literature of around verbal feedback and how feedback is effective within schools
 - To underpin current feedback school policies
 - To look at the impact of marking schemes within schools and how is it carried out within classrooms
 - To observe a teacher giving a group and/or individual student feedback on a piece of work.
 - To interview teaching staff on their views of verbal feedback and how they structure it, so students gain understanding of what they need to do to improve.
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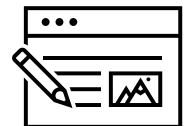
RESEARCH TOOLS - OBSERVATIONS

Advantages ..

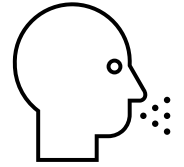
- Collects data in real time
- Can look at body language, in person engagement and natural behaviors
- Record non-communication responses
- Suitable for non-verbal subjects

Disadvantages ..

- Risks of observer bias
- Time consuming – not having enough time to capture real live data
- Ethical issues
- Participant may act differently



RESEARCH TOOLS – INTERVIEWS



Advantages ..

Rich, detailed responses

Flexibility to explore
topics in depth

Builds rapport and trust
with participants

Can clarify or rephrase
questions

Great for exploring
beliefs, motivations, and
feelings

Disadvantages ..

Time-consuming to conduct and analyze

Risk of interviewer bias

Difficult to generalize findings

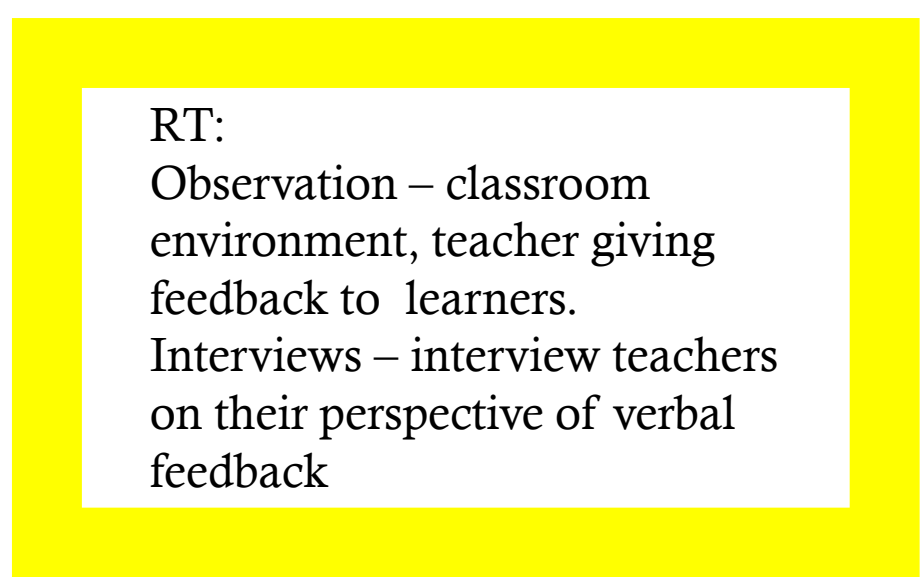
May be influenced by social desirability bias

Depends on good communication from both parties

RQ: How do Key Stage 2 teachers use verbal feedback to influence learner's confidence?



Interview
Q's on next
slide



RT:
Observation – classroom
environment, teacher giving
feedback to learners.
Interviews – interview teachers
on their perspective of verbal
feedback



Consent
form on
next slide

Interview Q's

Research Question: How do KeyStage 2 teachers use verbal feedback to influence learner's confidence?

|

Date:

Time starting:

Time finishing:

Description of participants:

1. How would you define verbal feedback in the context of your teaching practice?
2. How often do you use verbal feedback during lessons with your KS2 pupils?
3. In your experience, how does verbal feedback affect pupils' confidence in their learning?
4. Can you give an example of a time when verbal feedback clearly boosted a pupil's confidence?
5. Do you use any strategies to ensure your feedback is encouraging rather than discouraging?
6. How do you balance praise and constructive feedback to maintain or build confidence?
7. Do you find that pupils are more willing to participate after receiving verbal feedback?
8. How do you measure or observe the impact of verbal feedback on a pupil's confidence?
9. If verbal feedback is not delivered carefully, what are some potential negative effects on learner confidence?
10. As a student teacher myself, is there anything you would like to change or improve about strategies in how verbal feedback is delivered to support confidence?

Summary

Consent form

Title of Research Project: How do KeyStage 2 teachers use verbal feedback to influence learner's confidence?

Researcher:

Lucy Tingle, Student Teacher

University of Wales, Trinity St David [UWTSD]

2306949@student.uwtsd.ac.uk

Kate Clark - PDCS

I am a student teacher at UWTSD, and as part of my teacher training and research requirements, I am conducting a small-scale research project within the school from Monday 20th – Friday 24th October at Pembroke Dock Community School [PDCS]. The purpose of this project is to explore how verbal feedback influences learner's confidence. The aim of this research is to expand my knowledge of how teacher feedback can influence confidence and understanding of the learning for students. This project has been approved by UWTSD and PDCS and is supervised by K Clark [PDCS – network lead].

If you give your permission, your child may be invited to take part in regular classroom activities as usual. Participate in informal observations of feedback being given within the classroom environment related to the learning of the session. No additional work will be required outside of normal lessons, and all teaching and learning activities will remain appropriate to your child's age and curriculum.

All information collected will be kept strictly confidential. No names or identifying information will be used in any reports or presentations. Data will be securely stored and used only for the purposes of this research project. Once project is completed, evidence of data/consent will be destroyed. Participation is entirely voluntary, and you or your child may withdraw at any time without any negative consequences. However, once the observation has been conducted and an overall summary of key elements of the observation has been made, withdrawal will not be applicable as information will already be included to final data analysis.

MY FINDINGS STORY ...



Reflection of elective placement ..

Throughout this elective placement, I feel dived deeper into verbal feedback within KS2 classes and how that influences learners' confidence. I found that the teachers used constant verbal but constructive feedback to guide learners to producing work that they were proud of and can pinpoint how to improve certain areas to challenge their learning further. I witnessed teachers using numerous amount of positive praise to boost learner's confidence and keep then engaged with the learning activity. Whilst observing and interviewing teachers, a good communication and tool to investigating effective feedback strategies, organizing with specific teachers to gain the data I wanted for the research. Teachers where very understanding of my reasoning to be in the school and where welcoming for me to join classes at various times. For future practice, I will take the happy welcoming to invite future students to conduct their research and feel confident to ask other staff to improve my teaching in areas of research.

Getting to know
your learners
[how do they
work/what areas
do they need
support in/how
well do they work
next to certain
learners]

Live feedback
[sometimes able to go
back to previous but
learning is always
continuous]

Weaknesses to data: interview Q about when
feedback did not go as planned and affected
learners work/confidence whilst working.



Stopping whole group to assess and gain
understanding of learning knowledge
[spelling/grammar/previous learning]

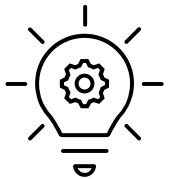
Constructive/effective feedback [easier to
give constructive, link to live feedback]

Tick a pink/green for growth
[written/time to correct]



Positive praise
[rewards/stickers/point system]

Focused groups to have
1:1 time with learners
[linking to live feedback]



THEMES I WILL INCLUDE ...

1. Live feedback – constructive feedback, knowing your learners, focus groups.
2. Positive praise – pink/green, rewards, whole group understanding.

Links to literature ..

- <https://www.bing.com/ck/a?!&&p=210a909aed0ad8dff7282d70368ef0851beaafb9639967993aa3c1f95b2ef4d7JmltdHM9MTc2MjEyODAwMA&pptn=3&ver=2&hsh=4&fclid=1ccc4dfd-f88e-6bdd-0eb9-5986f9b66a8d&u=a1L3ZpZGVvcy9yaXZlcnZpZXcvcmVsYXRlZHZpZGVvP3E9bGl2ZStmZWVkJmFjayt0ZWVjaGluZyt0aGVvcnkrcGlua3MrJm1pZD1GRTZEMkJEMUYzNEJEQ0IxNzA4QUZFNkQyQkQxRjM0QkRDQjE3MDhBJkZPUk09Vk1SRQ> - video
 - [Live marking – How immediate feedback helps students learn and reduces teacher workload - Teachwire](#)
 - [Feedback - Key Theories and Concepts - A Guide to Assessment at York St John University](#) - blog
 - [The power of effective praise: A guide for teachers](#)
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REFERENCE LIST

- Thomas, G. (2021) How to do your case study. Sage. Slide 3 (29.9.25)