2100908

Targedau / Targets	**Sut rydych wedi gweithio ar hwn / How you have worked on this**	**Ceir enghraifft ar / An example can be found on**
Targed/Target 1 Please ensure that you familiarise yourself with key terms in relation to education in Wales - 'Curriculum for Wales', 'Qualified Teacher Status' etc	I have ensured I used the correct term for 'Curriculum for Wales'.	This can be found in my introduction and literature review.
Targed/Target 2 Please ensure that you are supporting your assertions.	I have ensured to reference and support my assertions.	This can be found throughout.

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

Through the use of specialised research methodologies, this assignment aims to explore practitioners' and students' perceptions of assessment for learning. It is critical for a practitioner to conduct research in order to achieve high levels of success in the classroom (Rosenshine, 2012). Assessment for learning requires students' feedback to enhance pupil learning within the classroom (William, 2011). This approach to teaching enables pupils to become more involved with their learning process (Cambridge International Education, 2011). Assessment for learning is fundamental within the Curriculum for Wales as it assesses individuals progress and provides ongoing effective support to learners (Welsh Government, 2022). Throughout this study, the writer accumulated pupils' feedback on an aspect of assessment for learning, to ensure engagement and involvement in the research project. The purpose of this research is to determine "What are teachers' and year 6 students' perceptions of self-assessment in the classroom?" When conducting research, the author used the Mosaic approach to collect data through a number of means. It was pivotal that the research tools were suitable for the participants and the research focus to ensure accurate and reliable data was collected (Brown, 2015; Clark, 2011). The research consisted of interviews for year 6 pupils and a questionnaire for practitioners. The study took place in a Primary School located in a small village, with approximately 130 pupils attending aged three to eleven ([redacted]. Before conducting the research study, the writer hypothesised that the learners would engage highly with self-assessment in the classroom and prefer to mark their own work. It was believed that pupils would find self-assessment helpful for their personal improvement and progression (Cornell University, 2023). It was anticipated that the teacher's perception of self-assessment would be mixed, with both good and negative judgements on this specific component. This was predicted since teachers used alternative types of assessment in the classroom.

Assessment for learning measures student progress while gathering data to understand the strengths and weaknesses of pupil learning (Harris and Hodges, 1995). It focuses on increasing learning in the classroom by involving students in the process (Chappuis and Stiggins, 2022). There are four elements of assessment for learning that may be implemented within classrooms.

These are Questioning, Sharing Success Criteria, Quality Feedback, Peer and Self-assessment (Florez and Sammons, 2013). The elements encourage observations, reflection and feedback to enhance ongoing learning (Welsh Government, 2013). The Curriculum for Wales promotes assessment for learning as it aids progression within education for learners aged three to eleven (Welsh Government, 2022). The aim of assessment in the Curriculum for Wales is to facilitate teaching and learning in a holistic approach to blend partnerships (Welsh Government, 2020). According to an Estyn report, effective assessment for learning is recognised as crucial in boosting learning levels. It enables children to grasp what excellence entails so that they can improve their own work to achieve an excellent level (Estyn, 2018).

Assessment is vital to the education process. There are two types of assessment; formative and summative (OECD, 2008). Self- assessment is a type of formative assessment. Formative assessment monitors student learning on a continuous basis, by providing ongoing feedback to improve learning. It allows pupils to recognise their strengths and weaknesses to form relevant targets (Carneige Mellon University, 2023). Formative assessment ought to be an essential part of the teaching process including planning effectively, making flexible use of different techniques, seeing assessment as an ongoing classroom practice and early identification of difficulties in learning (Donaldson, 2015). For formative assessment to be productive, learners should implement self-assessment to understand the main purposes of their learning to recognise what they need to achieve (Black and William, 1998). Formative assessment techniques meet diverse student needs through differentiation and adaption of teaching (OECD, 2008). However, it may indicate that formative assessment is minimised when not used correctly by teachers (Black and William, 1998). On the other hand, summative assessment contributes to the grading and assessment of a qualification, rather than developing confidence for learners to undertake peer and self-assessment (Jones, 2005). It evaluates student learning at the end of an instructional unit by comparing to grades or a standard benchmark (University of Greenwhich, ND).

In order to measure how pupils and practitioners saw the selected feature of assessment for learning, the researcher concentrated on self-assessment during the research study. Self-assessment enforces pupils to collect information regarding their own performance and progress during academic challenges (Andrade and Valtcheva, 2009). Tracking own academic progress enables pupils to take ownership of their learning, to meet one's learning needs in the classroom (Green, 2021).

Self-assessment skills may result in increased confidence for learners to recognise their responsibilities independently, separate from the class teacher (Tennessee Department of Education, ND). In agreement to this, Dweck (2008) believes that the way someone views themselves shapes the way they perform. If a learner has cognitive confidence in themselves they will perform at a better standard (Pound, 2004). This process is known as 'Metacognition'; the knowledge and regulation of someone's own cognitive processes (Cunningham et al, 2015). Research by the Education Endowment Foundation found that metacognition is effective for pupil learning. It adds up to seven months of additional learning due to pupils monitoring and evaluating their own learning journey. By evaluating own learning, it enables understanding of success and failures in education, leading to significant progression (Sword, 2021). In opposition, the feedback received from self-assessment may be biased or difficult to understand (Carter, 2007). This is due to pupils having the opportunity to mark their work independently, which they may choose to change their answers. By doing this, progression and improvement is minimised.

Self-assessment encourages active learning within the classroom, as pupils are in a position to mark their own work independently. Active learning is an approach that actively engages pupils through discussions, role plays and problem solving. It places the responsibility on the learner with instructor guidance, to enable them to apply and transfer knowledge at a greater standard (Queens, 2023). Active learning allows pupils to be more engaged with their own learning and to build knowledge through their experiences in the classroom (Arena Centre, 2019). However, given that active learning requires time in the classroom, some teachers may decide against using it. They might believe that a crowded curriculum makes it difficult to implement interactive and interesting teaching (Drew, 2023).

Montessori (1912) supports the idea of active learning and suggests that children learn by the virtue of their own experiences. The teacher provides motives for the learners which may be used for the pupils to access their own learning (Pound, 2004). In relation, the teacher may provide learners with a success criteria as guidance for the pupils, however self-assessment forces them to learn from their academic experiences. Piaget (1971) believes that children create knowledge through interactions between their own ideas and experiences (Brau, 2020). The writer believes that by using self-assessment in the classroom, pupils are able to use their academic experiences to learn and grow progressively with only support and guidance from teachers.

In contrast, Vygotsky (1934) suggests that children develop from the high interactions with adults or a more knowledgeable other (MKO). He believes that a child develops through interactions where adults provide them knowledge on how to think and the process of the tools to think with (Mcleod, 2023). This indicates the important role of a teacher in the classroom, which allows children to cognitively develop.

A mixed method approach was utilised when designing this research project. A mixed method approach combines quantitative and qualitive data through two different research tools, to be provide more in-depth findings (GOV.UK, 2020). Qualitive data appears in narrative form. It is collected from questionnaires, interviews or observations (Albertson, 2021). Quantitative data is seen as the opposite and appears in form of numbers where each data has a unique numerical value (Question pro, 2018). Combining the two types of data has the advantage of balancing out the drawbacks of each approach and resulting in study conclusions with solid supporting evidence (Bamberger et al., 2006). However, because it calls for additional resources and takes more time to complete, it can be challenging (GOV, 2020).

When collecting qualitive and quantitative data, the writer utilised the Mosaic approach. The mosaic approach is a multi-method approach which leads to deeper understandings of children's perspectives (Clark and Moss, 2001). However, it may be criticised for not being scientific enough, so data cannot be generalised accordingly (Dr. Brown, 2015). This suggests that the data gathered may be seen as unreliable. The aim of the Mosaic approach is to gather pupil voice and experience (The open University, 2023). Pupil voice was significant in this research study as it is central to the 'Every Child Matters' agenda, which recognises the rights of children (Cheminais, 2013). Therefore, the pupils were asked their perspectives of using self-assessment in the classroom through semi-structured interviews. Semi-structured interviews are data collections that involve open ended questions to explore further into a response (Miles and Gilbert, 2005). There may be limitations to these types of interviews such as not guaranteed honest answers from participants (Welsh Government, 2019). This suggests that the data may be not be noticed as credible to a researcher as it is not fairly reliable due to pupils being dishonest about their answers.

The researcher presented interviews to the three groups of four pupils to collect qualitative data. The class teacher selected the pupils to ensure the groups were picked appropriately. An interview is question-based with responses being as detailed as possible (Cohen, Manion and Morrison, 2007). An interview allows researchers to access topics that are potentially relevant to the children.

These topics may not occur naturally in conversations (Wahle et al, 2019). The aim of the interview is to invite children to present their own perspectives and for researchers to take their views seriously (Indeed, 2022). This is to take elicit understanding and to present them in a child centred understanding (Bloom et al, 2020). Although interviews provide qualitative data, they can be a time-consuming process, especially face to face (Gibson, 2022). This indicates that the interviews may need to be planned and organised appropriately, to ensure all responses are collected in the allocated time. After conducting the interviews, the researcher transcribed the answers in a word document, keeping anonymity throughout (see appendix).

Another research tool identified in the research study is questionnaires. The questionnaires were emailed to the teachers in the research school via google forms. The data collected was produced into graphs from google forms after all responses were produced by the teachers. Questionnaires are a research instrument that consist of questions for the purpose of gaining information (Mcleod, 2023). Questionnaires are fast and efficient for collecting data in inexpensive means (Cint, 2022). They are completely private and anonymous, ensuring that data is more likely to be honest and reliable (Tutor, 2023). This conveys the advantages of using questionnaires during a research project as the answers are not seen to be biased. However, when completing questionnaires online, some questions may be misleading to the reader (Andrade, 2020). It may be difficult for the respondents to answer the questions appropriately if they are not written in a specific manner (Survey Planet, 2023). This may possibly cause delays in a research study, as the respondents do not have access to the researcher (Ho, 2023). Therefore, it is essential that the questionnaires are constructed effectively to gain the best information possible.

It was crucial to make sure all ethical principles were strictly followed during the research investigation. Before conducting the study in School A, the researcher filled out an ethics form (see appendix). The school received a letter authorising permission for staff and student participation in the research (see appendix). In order to preserve the participants' rights and sense of dignity, it was crucial to adhere to ethical principles (World Health Organisation, 2021).

The Bera Guidelines (2018) were followed by the researcher during the study. The Bera Guidelines state the importance of consent, right to withdraw, assent, anonymity, transparency and privacy and data storage. Consent was requested at the start of the study via a letter given to the school, which showed that for any reason the participants can withdraw their consent at any time.

The description on the questionnaire provided to staff, indicated the right to withdraw from the questions at any time if they did not wish to give their consent. The pupils involved in the interviews were requested for their assent to take part. The researcher ensured to explain to the pupils their right to withdraw at any time if the questions were deemed uncomfortable to them. The researcher provided the pupils with green and red cards. It was explained that if the pupil wanted to withdraw they could hold the red card to stop the interview. Another ethical guideline that was followed was transparency. It was essential to explain honestly to all participants and stakeholders, to inform them of the research aim and research outcome. This is so they are fully aware of the research study they are participating in. Furthermore, it was made clear that all members were kept anonymous throughout the questionnaires and interviews. In the transcriptions of the interviews, all pupils were kept anonymous by the writer, to ensure that the volunteers are protected in the study (Bera, 2018).

The research study showed that the majority of staff and pupils' perception of self-assessment was useful in aiding learners' progression. The response from the interviews suggested that pupils in year 6 enjoy self-assessing their work as it allows them to identify what they may need to improve on for future work (see appendix). One pupil said that a positive of self-assessment is 'to see my progression every day and see what I get right or wrong'. This supports the idea that children tracking their own academic progress enables them to improve and meet their needs within the classroom (Green, 2021). The learners believe by doing this they gain more confidence when completing their work, rather than peer-assessment conducted from their friends. When asked "would you prefer to mark your own work or your friend mark it?", the learners stated that peer-assessment provides extra stress and worry as they may feel embarrassed for getting answers incorrect. One pupil said "I don't like my friend seeing my answers because they might laugh at me". This suggests that confidence within the classroom is significantly important for pupils to be able to concentrate and improve.

However, some pupils indicated that they would prefer the teacher marking their work as they are more trusted and reliable. They believe that if a friend marks their work they could mark it incorrect, which may lead to them becoming upset. This corresponds with the idea from Vygotsky of having a more knowledgeable other to help improve learning. He states that having a MKO allows pupils to progress as they should have interactions with adults (Mcleod, 2023). A pupil stated that "if I mark my work and get something wrong I am confused on how to make it right but the teacher can help us improve". This suggests the importance of a teacher in aiding pupils to progress in their learning.

The responses from the interviews also showed that pupils sometimes struggle during self-assessment and do not learn anything from it. They said “it goes too fast so I end up missing some answers and getting confused”. This implies that self-assessment may not be useful in pupil progression if children are unable to improve from it. In correspondence to this, another disadvantage that was collected from the pupils stated how self-assessment doesn’t show how the answers are wrong. This is supported from the idea that the feedback received from self-assessment is often biased or difficult to recognise (Carter, 2007). If the feedback is difficult to understand then pupils may struggle to improve for future work. Therefore, they may choose to change their answers to avoid disappointment.

Similar to this, when teachers were polled, they listed the drawbacks of self-evaluation. Teacher B said, "It is very difficult to be truly self-reflective as we are biased and sometimes oblivious to the problems that could promote possible improvement," while Teacher A said, "It allows opportunities for pupils to change answers and you do not always gain a fair reflection of what they are capable of." These limitations demonstrate that self-evaluation is a cognitive bias; individuals incorrectly place a high value on their competence in a particular task (Chen et al. 2013). The downside with doing this is that students lose out on chances to enhance their learning because they fail to be truthful while self-evaluating.

However, when asked “what are the benefits of self-assessment?”, Teacher C implied that self-assessment can create a growth mindset. A growth mindset is self-belief in current skills whilst accepting that there is room for improvement. This allows space for development and progression (The Dynamic Mind, 2022). Having a growth mindset is essential for development in education as it embraces challenges, learns from criticism and find inspiration in success (Edinburgh, 2022). In agreement to this, Teacher A said that “self-assessment allows pupils to take ownership into their learning and address misconceptions to make improvements, as opposed to a summative approach where there is little time to act upon it”. This links to how summative assessment contributes to the grading of a qualification instead of developing confidence for learners (Jones, 2005). Having confidence in the classroom, excels learning to an excellent standard in education. Studies show that learners with higher confidence are more willing to learn, so they are able to challenge themselves to have better resilience in difficult transitions (Gill, 2023). Finally, the questionnaire responses confirmed that practitioners use self-assessment in the classroom, at progression steps two and three. They believe younger pupils are unable to effectively self-assess, making it pointless in the classroom. Therefore, when self-assessment is utilised it enables pupils to take a more personal view into their own learning if modelled correctly.

In the future, the researcher would carry out the study in a number of different schools to gather a variety of viewpoints and reactions. By doing this, the questionnaire would provide a wide range of responses for the researcher from the teachers. The investigation should be expanded to additional schools in the future because School A only had four responses. The fact that questionnaires can be easily avoided and lost in clogged emails is a drawback of using Google Forms to create them. In order to prevent responses from being overlooked, the researcher would therefore create the questionnaires on paper if the study were to be done again. Participants may have easier access to paper questionnaires, which would promote more responses with higher quality (DeFranzo, 2012).

To conclude, in order to find out how teachers and students view self-evaluation, the researcher conducted a small-scale study. Two different research methodologies were used in the study's holistic approach to gather a variety of viewpoints and findings. The writer's theory was somewhat confirmed. There is no doubt that students participate and engage in self-assessment in the classroom and find it to be a beneficial tool. Nevertheless, numerous restrictions were found during the course of the research study as seen by both students and practitioners. The primary obstacle identified was that pupils' self-reflections may be biased, which causes slower growth and improvement. Additionally, the benefits learned throughout highlighted how self-assessment motivates students to take charge of their own educational experiences, resulting in greater progression. The overall aim of the research study was to improve professional practise. According to Sharp and Hemsley-Brown (2006), teaching should evolve into an empirically grounded profession through a coordinated approach to research, particularly pedagogy. Pedagogy is the synthesis of instructional strategies and student performance evaluations (University of Minnesota, 2023). The principles of progression are essential to follow as a practitioner in Wales. They promote both depth and breadth of knowledge, foster understanding, and boost learners' productivity (Welsh Government, 2022). Using Pedagogy in Future Practice excels at meeting the four purposes of learners in Wales. The four purposes are inextricably related to evaluation for learning, which ensures that each child develops independently (Early Years Wales, 2020). Assessment for learning is critical to every child's learning path, emphasising the significance of the research study in determining self-assessment perspectives. Following the completion of the study project, it is clear that the writer sees the value of employing self-assessment in the classroom to boost learner development. Self-evaluation is seen as a favourable criterion for boosting students' confidence and growth mentality (Assessment Resources, 2014). Increasing confidence in the classroom is critical for advancement because students can positively reflect on their work without feeling embarrassed in front of their peers.

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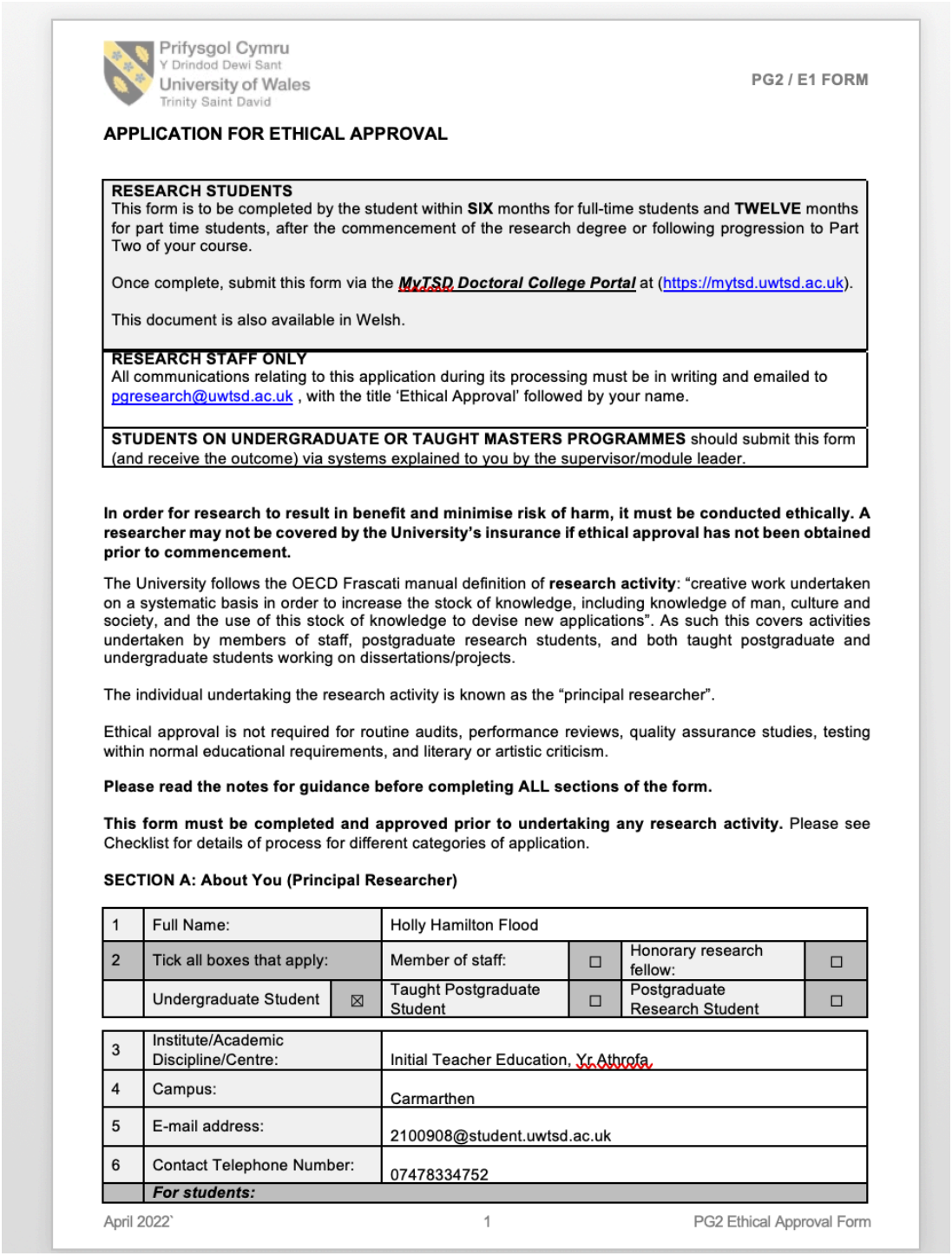
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Appendix:

Ethics form:



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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:		Holly Hamilton Flood			
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:	2100908@student.uwtsd.ac.uk
6	Contact Telephone Number:	07478334752
	For students:	

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7	Student Number:	2100908
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): ***Approval in principle must be obtained from the relevant source prior to seeking ethical approval***	Research Degrees Committee	☐			
		Institute Research Committee	☐			
		Other (write in) ECAD5010 Module lead Dr Sioned V Hughes	☒	**25.04.23**		

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 (2018) guidelines**	☒

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					
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 UWTSD Athrofa	If YES then the permission question	**YES**	☒	**NO**	☐

	Professional Learning Partnership (APLP)?	below does not need to be answered.				
9	Has 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

10	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 (this may be a copy of an email if appropriate).				

SECTION E: Details of Research Activity

1	Indicative title:	What are staff and Year 6 pupils' perceptions on self-assessment?		
2	Proposed start date:	02.05.23	Proposed end date:	15.05.23
	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:** *Purpose of Research Activity* *Proposed Research Question* *Aims of Research Activity* *Objectives of Research Activity* Demonstrate, briefly, how **<u>Existing Research</u>** has informed the proposed activity and explain *What the research activity will add to the body of knowledge* *How it addresses an area of importance.*			
3	**Purpose of Research Activity** To explore pupils and staff's perception on AfL strategies are used in the classroom To trial different research tools in practice Develop research literacy skills by trialling research methods (this box should expand as you type)			
4	**Research Question** What are staff and Year 6 pupils' perceptions on self-assessment? (this box should expand as you type)			
5	**Aims of Research Activity** To explore staff and learners' perceptions of self-assessment in the classroom To critically evaluate the different research tools such as interviews and questionnaires To further develop personal knowledge and understanding of AfL to improve professional practice (this box should expand as you type)			
6	**Objectives of Research Activity**			

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	To explore the AfL self-assessment strategies and approaches used by staff to support and develop pupils' learning using a questionnaire. To interview year 6 pupils to capture their views about self-assessment in the classroom. To critically reflect on the process of using different research tools to collect data. I will be using a mixed-method approach using pupil voice and staff perceptions: The Mosaic Approach. (this box should expand as you type)
	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 here, but should instead describe how you intend to collect the data necessary for you to complete your project.
7	Interviews – A focus group of year 6 pupils will be involved in a semi-structured interview where they will be invited to respond to key questions. For example, do you like marking your own work? Do you think self-assessment is good? Do you prefer to mark your friends work? These interviews will be conducted in an informal setting and I will make notes of 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. There will be verbal prompts to show that they are happy to continue. I will check on the pupil's feelings regularly. No names will be recorded. Questionnaire- The members of staff will be involved in a semi-structured questionnaire where they will be invited online to respond to key questions. For example, do you use self-assessment in your classroom? Do you think self-assessment is good? What method of assessment do you prefer to use in your classroom? These questionnaires will be conducted online via office forms, and I will record their responses. The staff 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. No names will be recorded and the responses will be anonymous. (this box should expand as you type)
	Location of research activity Identify all locations where research activity will take place.
8	The research activity will take place in a small school in a village with approximately 150 pupils. (this box should expand as you type)
	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the research then please state this.
9	N/A *(this box should expand as you type)*

10		**NO**	☒

	Use of documentation not in the public domain: Are any documents **NOT** publicly available?	**YES**	☐
11	If Yes, 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. *(this box should expand as you type)*		

	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:		
	(this box should expand as you type)		

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?	☐	☒

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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)		

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?	15 *(this box should expand as you type)*
11	Who will the participants be?	Approximately 5 teachers and Head teacher Approximately 10 year 6 pupils

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		(this box should expand as you type)
12	How will you identify the participants?	Information from class mentor to place the pupils in ability focus groups. *(this box should expand as you type)*

	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

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	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	**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		
	Risk to participants: Participants may feel under pressure to give the correct answer to the questions. *(this box should expand as you type)*	*How you will mitigate the risk to participants:* Participant will be told that there is no consequence for anything they say and there are no right or wrong answers. I will make it clear that I want open and honest answers and I value their responses. I will make it clear that the answers they give will not affect their education and there will be no repercussions for their actions and answers in regard to the research. I will ensure that they are able to withdraw from the interviews at any time. *(this box should expand as you type)*	
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 actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities		
	N/A *(this box should expand as you type)*		
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. *(this box should expand as you type)*	*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 to minimise the chance of accusation. *(this box should expand as you type)*	
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 *(this box should expand as you type)*	*How you will mitigate the risk to the University:* I will behave in a professional manner, at all times. I will also collect my data on a password protected file and all data will be confidential and anonymous. *(this box should expand as you type)*	
6	**Environmental risks** For example: accidental spillage of pollutants, damage to local ecosystems		
	Risk to the environment: N/A	*How you will mitigate the risk to environment:* N/A	

	(this box should expand as you type)	*(this box should expand as you type)*

	Disclosure and Barring Service			
	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	**YES**	**NO**	**N/A**
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 *(this box should expand as you type)*
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. However, I will verbally ask the teacher identified to participate whether they wish to participate. I will also ask for their ongoing consent during the research *(this box should expand as you type)*
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 when conducting and presenting my research data. I will ensure that no individual data (raw scores, individual identifiable performance outcomes) are made available to schools/parents etc. *(this box should expand as you type)*

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.*	☐	☐

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	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?	☐	☐

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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 *(this box should expand as you type)*		
22	List all who will have access to the data generated by the research activity:		
	(this box should expand as you type)		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	(this box should expand as you type)		
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 why not.		
	(this box should expand as you type)		
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. (*Most relevant to academic staff)*		
	N/A *(this box should expand as you type)*		
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**	☐

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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 which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
1	**Signature of applicant:**	Holly Flood	**Date: 25/04/23**

For STUDENT Submissions:

2	Director of Studies/Supervisor:	Sioned V Hughes	**Date:**
3	Signature:	S.V.Hughes	**27.04.23**

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 appropriate) *ONLY TICK IF YOU HAVE* ***ATTACHED A FULL RISK ASSESSMENT***
☒	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.
☒	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.

April 2022` 12 PG2 Ethical Approval Form

Consent form:

Research School Day

BA2

02/05/23

Rationale

Research Day in School is an important element of the **ECAD5010 Module – *Researching the Learning – what, how and why am I teaching?*** The aim of the module is to **develop student teachers' research skills** by providing opportunities for them to create a questionnaire and interview questions and to trial these research methods in a school (i.e., PTE2 school).

The overarching research question is 'What are learners and staff perceptions of AfL?" For the assignment, the student teachers will have to choose a particular aspect of AfL (e.g. feedback, questioning) and then **design, trial and critically evaluate their research tools**.

Before the Research Day in School the student teachers will have already designed their research tools (questionnaire and interview questions) and submitted an ethics form.

During the Research Day in School the student teacher should be able to carry out the following tasks:

- Distribute and collect **questionnaires** (school staff and/or pupils)
- **Interview** a group of children (from PTE2 class) and possibly some of the staff

Following the 'Research Day in School', the student teachers will **critically evaluate these research tools.** Their focus will not be on the data they collected but on the research design, i.e. the effectiveness of their research tools.

EWC Code of Conduct:
An expectation of professionalism as outlined in the EWC's code of conduct is expected from all stakeholder participants throughout the Research Day.
https://www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice-pdf.html

They are also expected to adhere to the **BERA Ethical Guidelines for Educational Research** (2018) https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018 and the **UWTSD UWTSD Research Ethics & Integrity Code of Practice**

ECAD5010 Consent Form

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

To be completed by the school:

I agree to _____ as a representative of Yr Athrofa to:

-Take photographs (Tick accordingly)

-Interview

-Take video

-Observe

-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 (2018) and will not distribute any such material to audiences beyond the University authorities without their permission.

Name of student teacher: Signed:

Student teacher UWTSD e-mail address:

Programme (BA Education QTS/ Primary):

Date:

A letter for the school to distribute to parents/guardians
Classroom-based research with student teachers

Ethical Research

Student teachers may be required to undertake small-scale classroom-based research in order to complete assignments.

The following letter should be made known to parents/guardians so that informed consent or a request to withdraw from the research being undertaken is agreed.

This school is a partner with the professional learning partnership that sits within the Athrofa at University of Wales Trinity Saint David in Carmarthen and Swansea. This school offers placements to students who are learning to be teachers. When student teachers work within the school, they are always under the supervision of the class teacher. The purpose of this letter is to inform you that as part of the University-based assessment, the student teacher will be required to evaluate classroom practice. This sometimes takes the form of a written evaluation or assessment of children's work and can also involve asking staff and children about their views. This activity does not differ from usual classroom practice.

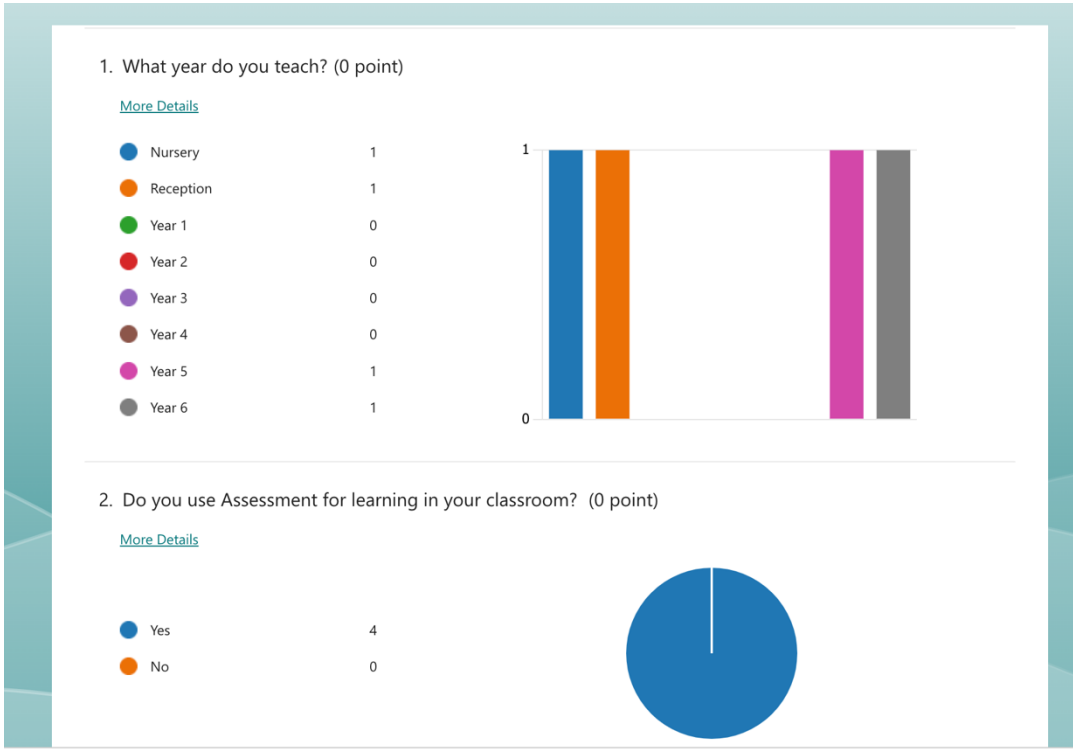
If you would like more information about the work taking place in your child's class, please don't hesitate to ask the class teacher. If, following this discussion, you decide you don't want your child to be involved in any classroom-based evaluation undertaken by the student teachers please inform the class teacher.

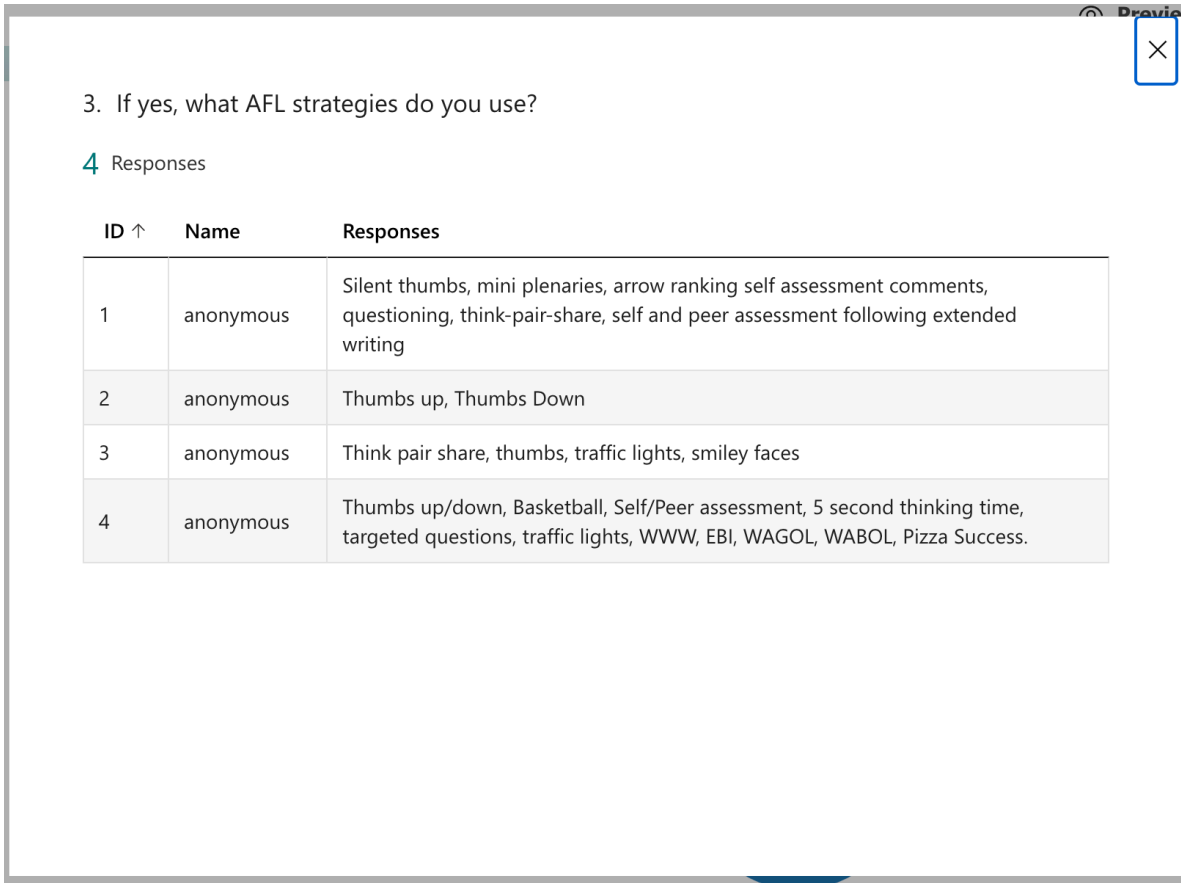
If you would like more information about the initial education and training of new teachers, please contact the Athrofa Professional Learning Partnership through its senior administrator, Christine Rees.

Thank you for taking time to read this information.

Questionnaire:

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3. If yes, what AFL strategies do you use?

4 Responses

ID ↑	Name	Responses
1	anonymous	Silent thumbs, mini plenaries, arrow ranking self assessment comments, questioning, think-pair-share, self and peer assessment following extended writing
2	anonymous	Thumbs up, Thumbs Down
3	anonymous	Think pair share, thumbs, traffic lights, smiley faces
4	anonymous	Thumbs up/down, Basketball, Self/Peer assessment, 5 second thinking time, targeted questions, traffic lights, WWW, EBI, WAGOL, WABOL, Pizza Success.

4. Do you use self-assessment if your classroom?

4 Responses

ID ↑	Name	Responses
1	anonymous	Yes
2	anonymous	No
3	anonymous	Yes
4	anonymous	Yes

5. Looking at your answer above, why do you/don't you use self-assessment in the classroom?

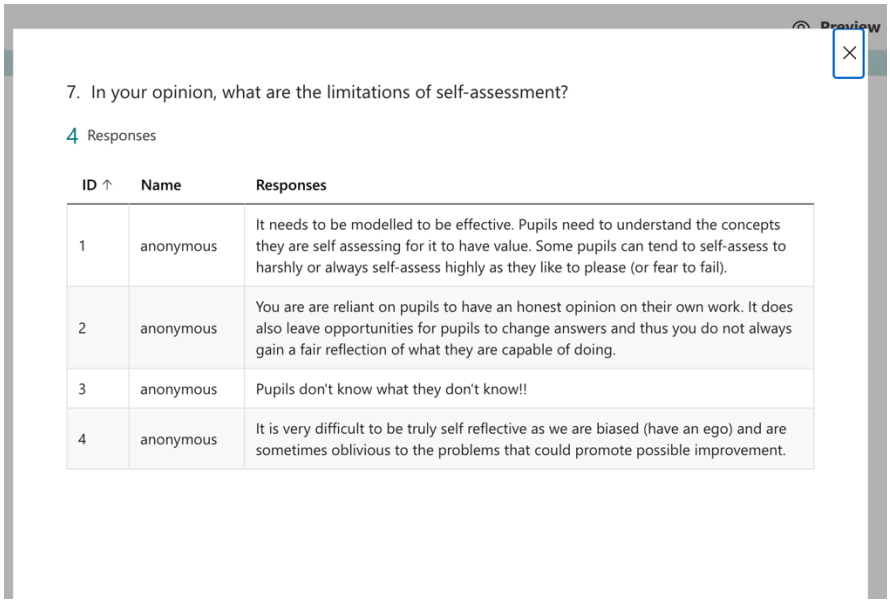
4 Responses

ID ↑	Name	Responses
1	anonymous	It allows me an opportunity to see how and what the pupils have learned and challenge the pupils to take a more personal view into their own learning.
2	anonymous	Pupils are often too young at Nursery level to effectively self assess
3	anonymous	Very basic, just about the very start of reflection
4	anonymous	The aim is to for students to be able to independently assess their own work or things in their own lives. Though this can be difficult as self assessment can be a difficult skill to learn so can require heavy scaffolding.

6. In your opinion, what are the benefits of self-assessment?

4 Responses

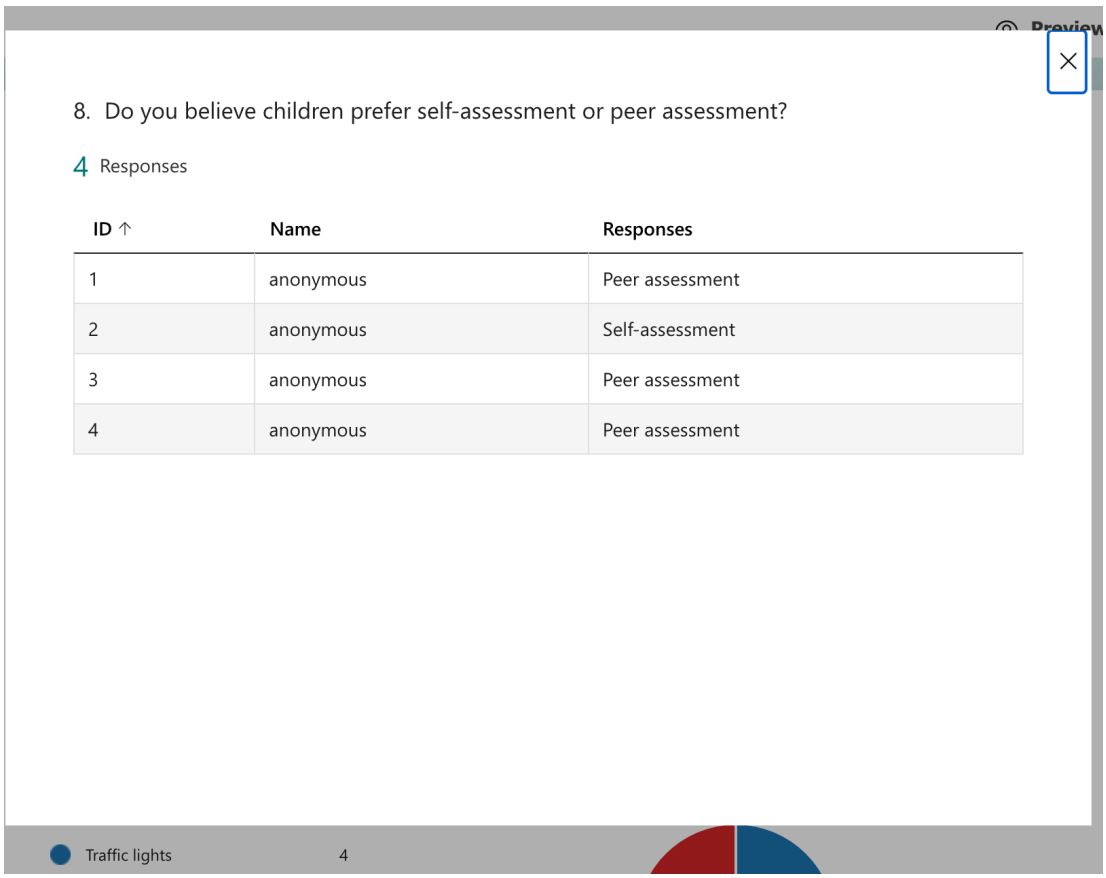
ID ↑	Name	Responses
1	anonymous	It allows pupils to take some ownership into their learning and address and misconceptions or gaps in a sufficient time to make improvements, as opposed to a summative approach where there is little time to act upon it.
2	anonymous	Allows pupils to assess their own work without the fear of being judged by others.
3	anonymous	Pupils reflect on their own learning and progression
4	anonymous	Can create a growth mindset.



7. In your opinion, what are the limitations of self-assessment?

4 Responses

ID ↑	Name	Responses
1	anonymous	It needs to be modelled to be effective. Pupils need to understand the concepts they are self assessing for it to have value. Some pupils can tend to self-assess to harshly or always self-assess highly as they like to please (or fear to fail).
2	anonymous	You are are reliant on pupils to have an honest opinion on their own work. It does also leave opportunities for pupils to change answers and thus you do not always gain a fair reflection of what they are capable of doing.
3	anonymous	Pupils don't know what they don't know!!
4	anonymous	It is very difficult to be truly self reflective as we are biased (have an ego) and are sometimes oblivious to the problems that could promote possible improvement.

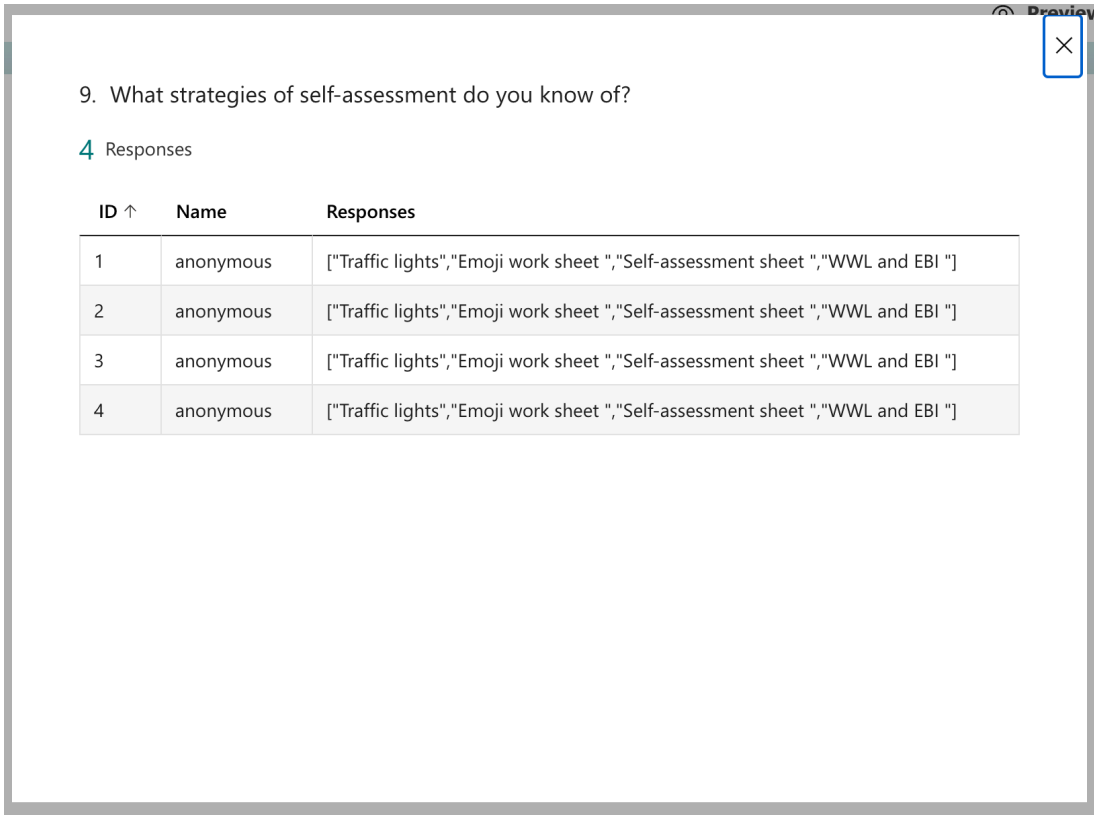


8. Do you believe children prefer self-assessment or peer assessment?

4 Responses

ID ↑	Name	Responses
1	anonymous	Peer assessment
2	anonymous	Self-assessment
3	anonymous	Peer assessment
4	anonymous	Peer assessment

Traffic lights 4

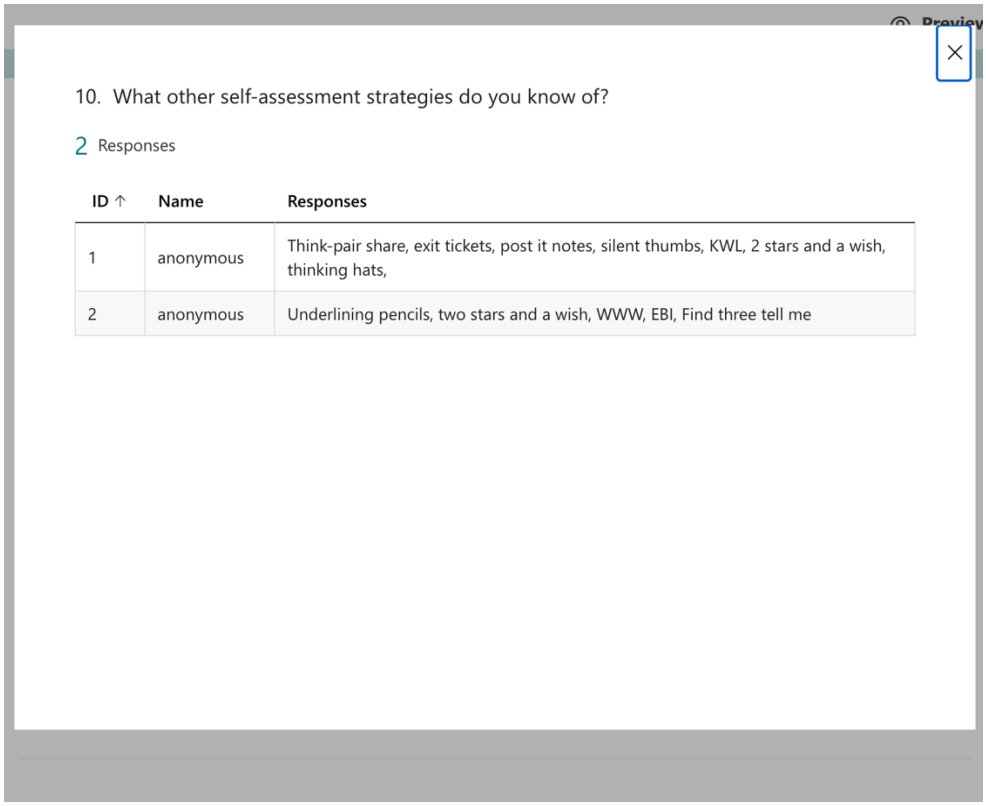


9. What strategies of self-assessment do you know of?

4 Responses

ID ↑	Name	Responses
1	anonymous	["Traffic lights","Emoji work sheet ","Self-assessment sheet ","WWL and EBI "]
2	anonymous	["Traffic lights","Emoji work sheet ","Self-assessment sheet ","WWL and EBI "]
3	anonymous	["Traffic lights","Emoji work sheet ","Self-assessment sheet ","WWL and EBI "]
4	anonymous	["Traffic lights","Emoji work sheet ","Self-assessment sheet ","WWL and EBI "]

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10. What other self-assessment strategies do you know of?

2 Responses

ID ↑	Name	Responses
1	anonymous	Think-pair share, exit tickets, post it notes, silent thumbs, KWL, 2 stars and a wish, thinking hats,
2	anonymous	Underlining pencils, two stars and a wish, WWW, EBI, Find three tell me

Interview:

Interview – What are pupils' perceptions on self-assessment in the classroom?

Group 1:

Question 1	Do you mark your own work or your friends work in class?	Mostly mark our own work, but sometimes the teacher marks our work to double check my answers. In Literacy we use pizza of success. This is where our friends mark the work by doing WWW and EBI after marking our own (after piece of work)
Question 2	Do you like marking your own work? Why?	No Don't know Yes Yes I don't like marking my own work because I prefer someone else to mark it. I would rather not know what my mark is, so I would prefer the teacher marking it. I like to wait until the next day to see my mark because I get anxious and I don't want it to ruin my day. I don't like it when other people mark work because I don't like people seeing what score I got. It can be embarrassing. I like to see my own answer to help me improve for next time. Sometimes my friend might get it wrong and it could upset me.
Question 3	What do you do to mark your own work? Any examples you can think of that you do in your books?	Tick and dot in purple pen. Write arrow up, down or to the side to show how well we understood the work. Explain what was hard or easy – we write a comment on this. Pizza of success – punctuation check - Things to improve - Green you did do them - Pink you didn't
Question 4	Would you prefer to mark your own work or somebody else mark it?	Mark own Mark own Don't mind Teacher mark

	Can you tell me your reason why?	Friend might get it wrong and it be upsetting. I don't like to see my answers in case I got some wrong. Don't like friend seeing mark because they might laugh at me.
Question 5	What do you think are the positives of marking your own work?	Nothing at all. To see your progress every day. To be able to see what you got right or wrong. Confidence boost if I got a lot of questions right. Helps me improve for next time.
Question 6	What do you think are the negatives of marking your own work?	Don't know how I got it wrong so I get confused. When the teacher marks its easier to see because he helps us. I don't see any bad. Bad and good – I can get angry at myself but if friend marks it then I wouldn't know what my mark is. It doesn't explain how we got it wrong to help improvement for next time.

Question 1	Do you mark your own work or your friends work in class?	Mark own work – every time If finished early then teacher would mark it.
Question 2	Do you like marking your own work? Why?	No – I am lazy No – it goes too fast and I don't understand and end up marking them wrong Yes – it is nice that the teacher trusts us to mark our own work No – fall behind and don't end up marking it – it goes too fast
Question 3	What do you do to mark your own work? Any examples you can think of that you do in your books?	Tick and dot/cross – purple pen Arrow and comment that we say something like …. I found this hard/easy because….
Question 4	Would you prefer to mark your own work or somebody else mark it? Can you tell me your reason why?	Friend, myself, own, own I am Lazy, but I like to see what other people got Sometimes I can't read other people's writing and don't have courage to ask them what it says Don't trust anyone to mark it Anxiety of ruining someone else's book. Worried that other people will see what answer I have got Rather teacher marks because I trust him
Question 5	What do you think are the positives of marking your own work?	Can see answer and go over wrong questions Helps improve for next time

Question 6	What do you think are the negatives of marking your own work?	Someone can look over your shoulder Could get confused and mark it wrong if marking goes too fast Unreliable – cheating so stops success More honest answer from friend

Marking own work can be boring
Helpful to know what answers we got in the end
Big maths – mark myself because I trust myself

Group 3:

Question 1	Do you mark your own work or your friends work in class?	Bit of both Literacy – pizza of success – teacher, own and friend Bit of both
Question 2	Do you like marking your own work? Why?	No, don't know, yes, depends Rather teacher mark my own work because I trust him more Teacher mark it because he gives and he is more be more reliable If a friend marked it then it might not be as neat If a friend I know then I wouldn't mind them marking it but if we aren't that close then I might find it embarrassing
Question 3	What do you do to mark your own work? Any examples you can think of that you do in your books?	Tick, cross, dot – purple pen Pizza of success Punctuation check Arrow and comment
Question 4	Would you prefer to mark your own work or somebody else mark it? Can you tell me your reason why?	Mark own Don't want book to be ruined by someone else's handwriting Its what you are used to Don't like other people seeing what I have got They could mark it wrong Depends who is marking it More comfortable to mark my own Scared what other people think
Question 5	What do you think are the positives of marking your own work?	Neater Helps improve from the mark Nobody can change your answers Trust yourself more than others More confidence – don't know

Question 6	What do you think are the negatives of marking your own work?	Can cheat – doesn't improve New to school – might get confused on how to mark work