

**How peer-assessment can be effectively employed
to improve the learning experiences of Year 7
pupils, based on findings from lesson study
observations and interviews of selected case
pupils.**

Appendix 1

CONSENT FORM

PROJECT TITLE: How peer assessment can be effectively employed to improve the learning experiences of Year 7 pupils.

Names of researchers:

Lowri Powell

Please place parent / guardian initials in the boxes to agree to the statements listed below.

1. I confirm that I have read and understand the information sheet dated 20 January 2020 for the above study.
2. I understand that my child's participation is voluntary and that I am free to withdraw my child from the study at any time, without giving any reason.
3. I understand that my child can choose to withdraw from the study at any time, without giving a reason.
4. I understand that information given by my child may be used in a university assignment.
5. I understand that any information recorded or used relating to my child will remain anonymous and will be treated with confidentiality.
6. I agree for my child to take part in the above study.

☐
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☐

Child's name

Parent / Guardian signature

Date

When completed, please return to: [redacted] reception

By: 30 January 2020

Thank you.

INFORMATION SHEET**PROJECT TITLE: How peer assessment can be effectively employed to improve learning.**

20 January 2020

Dear Parent / Guardian,

We are currently studying for a PGCE qualification at Yr Athrofa, University of Wales Trinity Saint David (UWTSD) and are student teachers at [REDACTED] School, currently teaching in your child's science class.

We would like to invite your child to participate in our research project. The title of the project is 'How peer-assessment can be employed effectively to improve the learning experiences of Year 7 pupils'. The research project aims to better understand the advantages and disadvantages of peer-assessment in order to improve its use in both teaching and learning. Through your child's participation, we hope to gain insight into your child's perception of peer-assessment.

The research will involve the creation, delivery and observation of a science lesson chosen from the scheduled curriculum at [REDACTED] School, that will involve your child completing some peer-assessed work. After the lesson, a short interview will be held with three pupils who will be asked a series of simple questions aimed at understanding your child's perception of the peer-assessed section of the lesson. The information gained will be used to improve the lesson format and delivery for future classes. The interview will be audio-recorded to aid transcription of your child's views.

All information collected and used will remain anonymous and will be treated with confidentiality. Your child's participation in this study is completely voluntary, so your child can withdraw from the study at any stage. Your child will also be asked to give their assent before the beginning of the study.

After careful analysis and evaluation of the data obtained from the lesson observation and group interview, we would be happy to provide you with a copy of the findings at your request. The results of the research will be discussed in a university assignment that will contribute to the PGCE course. The results of this study will be stored on a UWTSD electronic account and all raw data will be destroyed once the assessment has been marked by the university.

We thank you in advance for your time. If any questions do arise, feel free to contact us at your convenience through [REDACTED] School.

Yours faithfully,



Lowri Powell
PGCE Student

Appendix 2

Lesson Plan – Research Lesson 1

Student-teacher	Lowri Powell	Class:	7
AoLE or Subject	Science & Technology	Date:	31/01/2020
Lesson Focus:	Circuits revision		
Meaningful links to Curriculum	Ambitious, capable learners - are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts - can explain the ideas and concepts they are learning about		
Meaningful links to: Cross Curricular Responsibilities	Literacy - build up repertoire and understanding of scientific vocabulary - articulate ideas clearly and justify choices - comprehension of written feedback to inform next steps		
Personal Targets (Linked to QTS and identified in weekly review)			
Professional Learning – Welsh Language: Commitment to the development of its use.			
Advancing Learning – Blended Learning Experiences: Include a range of imaginative teaching approaches.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: Describe & explain key concepts based on activation of prior knowledge Complete revision multiple choice quiz & peer-assessment Identify areas with room for improvement & understand what next steps will allow for progress

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
Recall key concepts based on activation of prior knowledge Use knowledge of key concepts to answer questions Peer-assess work using answer sheet to evaluate learning and understand next steps Reflect on feedback given during peer-assessment in order to progress learning & highlight any common misconceptions	*Lollypop questioning *Self-assessment *Peer-assessment of revision quiz *Circulation of class to monitor general progress

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points and key questions)	Pupil Tasks (Pupils' role -including differentiation strategies, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	*Explain starter task *Lollypop questioning to promote class discussion & identify correct answer (with justification)	*Based on pictures on circuit diagrams, identify which is the 'odd one out' & justify this	*Power point slides *Science booklets *Lollypop sticks
Teaching & Core Learning	*Explain tasks *Use lollypop questioning to identify correct answer to lead self-assessment task *Explain multiple choice revision quiz based on APK *Peer-assessment activity using answer & next step sheet *Circulate class to monitor progress	* Answer questions in booklet based on APK *Self-assessment of answers *Complete multiple choice quiz, using notes & peers for help *Peer-assessment of revision quiz using structured answer sheet and highlight relevant next steps to provide peers with informative feedback	*Powerpoint slides *Lollypop sticks *Science books & booklets *Revision sheet answer & next step sheet
Plenary	*Give pupils time to ask questions relating to any areas of the topic they may still be unsure of *Explain any areas of the topic, using lollypop questioning to probe and deepen understanding	*Ask questions relating to any areas of uncertainty *Listen to explanations and engage with lollypop questioning	*Powerpoint slides *Lollypop sticks

Appendix 3

Lesson Plan – Research Lesson 2

Student-teacher	Lowri Powell	Class:	7
AoLE or Subject	Science & Technology	Date:	04/02/2020
Lesson Focus:	Circuits revision		
Meaningful links to Curriculum	Ambitious, capable learners - are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts - can explain the ideas and concepts they are learning about		
Meaningful links to: Cross Curricular Responsibilities	Literacy - build up repertoire and understanding of scientific vocabulary - articulate ideas clearly and justify choices - comprehension of written feedback to inform next steps		
Personal Targets (Linked to QTS and identified in weekly review)			
Professional Learning – Welsh Language: Commitment to the development of its use.			
Advancing Learning – Blended Learning Experiences: Include a range of imaginative teaching approaches.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: Describe & explain key concepts based on activation of prior knowledge Complete revision multiple choice quiz & peer-assessment Identify areas with room for improvement & understand what next steps will allow for progress

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
Recall key concepts based on activation of prior knowledge Use knowledge of key concepts to answer questions Peer-assess work using answer sheet to evaluate learning and understand next steps Reflect on feedback given during peer-assessment in order to progress learning & highlight any common misconceptions	*Lollypop questioning *Self-assessment *Class discussion *Peer-assessment of revision quiz *Circulation of class to monitor general progress

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points and key questions)	Pupil Tasks (Pupils' role -including differentiation strategies, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	*Explain starter task *Lollypop questioning to promote class discussion & identify correct answer (with justification)	*Based on pictures on circuit diagrams, identify which is the 'odd one out' & justify this	*Power point slide *Science booklets *Lollypop sticks
Teaching & Core Learning	*Explain tasks *Use lollypop questioning to identify correct answer to lead self-assessment task *Lead class discussion, using lollypop questioning to explore the value of learning from mistakes and respecting the mistakes of peers *Explain multiple choice revision quiz based on APK *Place pupils into pairs based on attainment level (this will not be disclosed) to carry out peer-assessment task *Peer-assessment activity using answer & next step sheet *Circulate class to monitor progress	* Answer questions in booklet based on APK *Self-assessment of answers *Take part in class discussion *Complete multiple choice quiz, using notes & peers for help *Peer-assessment of revision quiz using structured answer sheet and highlight relevant next steps to provide peers with informative feedback	*Powerpoint slide *Lollypop sticks *Science books & booklets *Revision sheet answer & next step sheet
Plenary	*Give pupils time to ask questions relating to any areas of the topic they may still be unsure of *Explain any areas of the topic, using lollypop questioning to probe and deepen understanding	*Ask questions relating to any areas of uncertainty *Listen to explanations and engage with lollypop questioning	*Powerpoint slide *Lollypop sticks

Appendix 4

Observation Schedule

Date: 31/01/2020
Lesson details: REVISION LESSON ON CIRCUITS TOPIC INVOLVING MULTIPLE CHOICE QUIZ AND PEER-ASSESSMENT USING STRUCTURED ANSWER SHEET WITH NEXT STEPS.
Classroom environment: (Focusing on the general engagement of the whole class). Mixed ABILITY YEAR 7 SCIENCE CLASS. 28 PUPILS. WHOLE CLASS ATTENTIVE AND ENGAGED WITH TASKS AND PEER-ASSESSMENT ACTIVITY.
Student 1 Leuven Scale of Involvement score: 4 Leuven Scale of Well-being score: 4 Other comments: WELL ENGAGED AND APPEARS CONTENT THROUGHOUT LESSON. DISCUSSES PEER-ASSESSMENT WITH PARTNER (STUDENT 2).
Student 2 Leuven Scale of Involvement score: 5 Leuven Scale of Well-being score: 4 Other comments: VERY ENGAGED AND FOCUSED ON TASKS. APPEARS TO BE CONTENT THROUGHOUT LESSON. CHOOSES TO COMPLETE HARDEST TASK FIRST.
Student 3 Leuven Scale of Involvement score: 5 Leuven Scale of Well-being score: 4 Other comments: DISCUSSES TASK WITH PARTNER WHO IS PEER-ASSESSING HER WORK. FOCUSED AND ENGAGED THROUGHOUT. APPEARS CONTENT BUT WHEN MALE PUPIL SHOWS INTEREST IN HER MARKS SHE COVERS HER WORK.

Leuven Scale of Well-being and Involvement Scores

THE SCALE FOR WELL-BEING		
LEVEL	WELL-BEING	SIGNALS
1	Extremely low	The child clearly shows signals of discomfort: • whines, sobs, cries, screams; • looks dejected, sad or frightened, is in panic; • is angry or furious; • shows signs feet, wriggles, throws objects, hurts others; • sucks its thumb, rubs its eyes; • doesn't respond to the environment, avoids contact, withdraws; • hurts him/herself: bangs its head, throws him/herself on the floor..
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signals indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5	Extremely high	During the observation episode, the child enjoys, in fact it feels great: • it looks happy and cheerful, smiles, beams, cries out of fun; • is spontaneous, expressive and is really him/herself; • talks to itself, plays with sounds, hums sings; • is relaxed, does not show any signs of stress or tension; • is open and accessible to the environment; • is lively, full of energy, radiates; • expresses self-confidence and self-assurance.

Figure 1: A table indicating scores for the Leuven scale of well-being (Laevens *et al.*, 2005).

THE SCALE FOR INVOLVEMENT		
LEVEL	INVOLVEMENT	EXAMPLES
1	Extremely low	The child hardly shows any activity: • no concentration: staring, daydreaming; • an absent, passive attitude; • no goal-oriented activity, aimless actions, not producing anything; • no signs of exploration and interest; • not taking anything in, no mental activity.
2	Low	The child shows some degree of activity but which is often interrupted: • limited concentration: looks away during the activity, fiddles, dreams; • is easily distracted; • action only leads to limited results.
3	Moderate	The child is busy the whole time, but without real concentration: • routine actions, attention is superficial; • is not absorbed in the activity, activities are short lived; • limited motivation, no real dedication, does not feel challenged; • the child does not gain deep-level experiences; • does not use his/her capabilities to full extent; • the activity does not address the child's imagination.
4	High	There are clear signs of involvement, but these are not always present to their full extent: • the child is engaged in the activity without interruption; • most of the time there is real concentration, but during some brief moments the attention is more superficial; • the child feels challenged, there is a certain degree of motivation; • the child's capabilities and its imagination to a certain extent are addressed in the activity.
5	Extremely high	During the episode of observation the child is continuously engaged in the activity and completely absorbed in it: • is absolutely focussed, concentrated without interruption; • is highly motivated, feels strongly appealed by the activity, perseveres; • even strong stimuli cannot distract him/her; • is alert, has attention for details, shows precision; • its mental activity and experience are intense; • the child constantly addresses all its capabilities: imagination and mental capacity are in top gear; • obviously enjoys being engrossed in the activity.

Figure 2: A table indicating score allocation for the Leuven scale of involvement (Laevers *et al.*, 2005).

Appendix 5

Observation Schedule

Date: 04/02/2020

Lesson details: Revision lesson on 'Circuits' topic in preparation for end of topic class test. Lesson involves a revision multiple choice quiz and peer-assessment using a structured answer sheet with next steps.

Classroom environment: Prior to quiz class discussion on the value of learning from mistakes. (Focusing on the general engagement of the whole class).

Mixed ability Year 7 Science class of 26 pupils. At the start of the lesson all pupils were settled well, and ready to learn. Whole class appeared engaged when completing the revision quiz and peer-assessment class. Pupils seemed happy when put into pairs (based on attainment but this wasn't mentioned) for task.

Student 1

Leuven Scale of Involvement score: 5

Leuven Scale of Well-being score: 5

Other comments:

Pupil seemed content and eager to participate in class discussion and throughout the lesson as a whole. Appears to be relaxed and happy throughout peer-assessment; humming and discussing work with a friend.

Student 2

Leuven Scale of Involvement score: 5

Leuven Scale of Well-being score: 5

Other comments:

Pupil focused and on task. Asks teacher for help on section of quiz they are unsure of when completing it. No signs of discomfort and high levels of engagement during peer-assessment task.

Student 3

Leuven Scale of Involvement score: 4

Leuven Scale of Well-being score: 3

Other comments: Student quiet throughout lesson, only quietly talking at times to peer they are sat next to. Appears to be engaged and focused on independent and peer-assessment tasks but does not offer to participate in discussion.

Leuven Scale of Well-being and Involvement Scores

THE SCALE FOR WELL-BEING		
LEVEL	WELL-BEING	SIGNALS
1	Extremely low	The child clearly shows signals of discomfort: • whines, sobs, cries, screams; • looks dejected, sad or frightened, is in panic; • is angry or furious; • shows signs feet, wriggles, throws objects, hurts others; • sucks its thumb, rubs its eyes; • doesn't respond to the environment, avoids contact, withdraws; • hurts him/herself: bangs its head, throws him/herself on the floor..
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
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4	High	There are clear signs of involvement, but these are not always present to their full extent: • the child is engaged in the activity without interruption; • most of the time there is real concentration, but during some brief moments the attention is more superficial; • the child feels challenged, there is a certain degree of motivation; • the child's capabilities and its imagination to a certain extent are addressed in the activity.
5	Extremely high	During the episode of observation the child is continuously engaged in the activity and completely absorbed in it: • is absolutely focussed, concentrated without interruption; • is highly motivated, feels strongly appealed by the activity, perseveres; • even strong stimuli cannot distract him/her; • is alert, has attention for details, shows precision; • its mental activity and experience are intense; • the child constantly addresses all its capabilities: imagination and mental capacity are in top gear; • obviously enjoys being engrossed in the activity.

Figure 2: A table indicating score allocation for the Leuven scale of involvement (Laevens *et al.*, 2005).

Appendix 6

Focus Group Interview Questions

Warm up questions:

What have you enjoyed most about science lessons so far since starting secondary school?

How do you feel the lesson was today?

1. How did you feel about having your work peer assessed?
2. Why do you think you feel this way?
3. How do you feel about peer assessing someone else's work?
4. Why do you think you feel this way?
5. What do you think the benefits of peer assessments are?
6. What are the disadvantages of peer assessment?
7. Put the following in order of how useful you find the different formative assessment forms?

Self-assessment Peer assessment Teacher assessment
8. Why?
9. Put the following in order of how comfortable you are with the different formative assessment forms?

Self-assessment Peer assessment Teacher assessment
10. Why?
11. Any other thoughts on peer assessment?

Appendix 7

First Interview Transcript

Interviewer: Okay, so, our first question is, and you can all answer together, okay? You don't need to say anything in an order... how did you feel about having your work peer assessed?

Student 2: I don't really like it because I don't like people knowing that I messed up. Normally if you're doing it with a boy or something they'll take the mic' out of you, so I don't really feel comfortable and I'd rather mark it myself.

Interviewer: Okay, what about you two. How do you two feel about it?

Student 3: I don't really like other people marking my work because I feel like they're going to make fun of me if I get a bad score or something.

Student 1: Oh I don't really mind! Because everyone makes mistakes, it's like, it's not just you who makes mistakes, everybody does. So I don't really find it that much big of a deal really.

Interviewer: So why? You kind of started to answer that. Why do you think you feel this way?

Student 2: So say if I got a low score. So say if I got like 2 out of 10, a majority of the time, people, not everyone, but sometimes people will take the mic' about it and go and tell their friends and then you'll get made fun of for it. So like I'd prefer to keep it to myself and know what I'm doing.

Interviewer: How about you? What are your thoughts?

Student 3: I just feel like people would make fun of me if I got a bad score and I don't really like it either.

Student 1: I don't really mind. I mean, everyone makes mistakes in life. And I don't really think it matters in a way. You can always get better and I don't think it matters.

Interviewer: Okay, so, third question. How do you feel about peer assessing someone else's work?

Student 1: Again, I feel like I don't really mind. It's just I don't want to make a mistake and accidentally mark something wrong of theirs. But I don't really mind.

Interviewer: How about you?

Student 2: Um, I don't really mind it but I feel bad doing it because if they got a low score they're probably going to be upset about it and then there's like, me, who knows what they got. So like, I'd do it, I'm fine with doing it but like, I don't want them to feel uncomfortable with me doing it.

Student 3: I'd do it, I don't mind. It's just I kind of feel bad for the person if they got a bad score and I just, I don't mind doing it though.

Interviewer: Okay so I think you've all answered the fourth question already, so we'll just go to the fifth one. What do you think the benefits of peer assessment are? What are the positives, do you think?

Student 3: Um, so we can get more confident maybe, with our work.

Interviewer: So why do you think that?

Student 3: Because if you got a bad score then you'd still learn on from that and you would just try again and keep getting better.

Student 2: If I'm being honest with you, I don't think there really is a point in it. I just think that, like... I get that you're doing it to try and improve our confidence and give us like different things that we can try out, but I don't get the point in it because some people are obviously going to take the mic' out of it and it's your work so I don't get why you can't just mark it.

Student 1: I think the benefits are that if you do something wrong you can learn from your mistake and like, get better at the thing that you did wrong, like, you can learn from your mistake basically.

Student 2: And there's a teacher to tell you your mistakes.

Student 1: Yeah.

Student 2: So you can just put that in your book.

Interviewer: Okay. And the disadvantages? I think some of you have highlighted some already, but what are the disadvantages do you think of peer-assessment?

Student 1: People making fun of you.

Student 2: Um, it's like, wait there, come back to me.

Student 3: It's like when you got a bad score, you would feel like really bad and the other person might make funny jokes or something and tell everybody and then everyone will know and you might not like that.

Student 2: It's not giving you a range of options on what to try out. So you're not really boosting your self-confidence, as much as I don't like it. Um, and also the people making fun of you.

Interviewer: Okay, so, I'm going to give you these three types of assessments, so there's one sticky note that's going to say self-assessment. One [sticky note] that's going to say peer assessment. Okay? And one [sticky note] that's going to say teacher assessment. And I want all three of you to work together to rank those [sticky notes] in the order first to last. How useful do you find the different formative assessment forms? So put them in order. How useful do you find them?

Student 1: Do you think teacher?

Student 2: So teacher.

Student 1: And then self?

Student 2: Self.

Student 1: And then that last? Oh wait, no. Oh, yeah.

Student 2: In the middle?

Student 1: Yeah.

Student 3: Yeah.

Interviewer: Okay, so you've got teacher assessment as the most useful?

Student 2: Yeah.

Interviewer: Self-assessment as the middle? And peer assessment is the least useful?

Student 2: Yeah, because as much as people think that that helps you there's also a lot of pressure on you to get your answers right so that you're not getting made fun of. Because behind the scenes at break and lunch time when people can spread the score and come up to you and be like, "How the heck did you get that?"

Interviewer: Okay so I guess you've answered why there. So why this one the most useful?

Student 1: Because, um, I'm not saying that other people aren't clever but teachers have learnt their stuff and they know it on the spot.

Student 2: And they can give you the proper information.

Student 1: Yeah, they can give you the right answer without checking it quickly and giving you that and you have more time to practise on it.

Student 2: When you mark our books, Miss, you like, say like, what the way to work it out is. But with like peer assessment or with self-assessment you can't really say on how to improve because you don't have experience.

Student 3: Yeah it's like with teacher assessment if you get a question wrong I don't mind them seeing it and as well as that, they don't, um, they like say where you went wrong and what you did wrong, so it's really useful as well.

Interviewer: Okay, so now I want you to put these [sticky notes] in order. But with how comfortable you are with the different forms. So not how useful they are but how comfortable you are with it. What ones are you most comfortable with?

Student 2: What are you most happy with? Teachers?

Student 3: Self or teacher?

Student 2: Same. Shall we just?

Student 1: Yeah, keep them like that.

Student 2: Yeah, okay.

Interviewer: So you're most comfortable with teacher assessment first? And then self-assessment in the middle? And then peer assessment last? But then you [student 2] said that teacher and self-assessment you're both quite comfortable with?

Student 2: Yeah, I'm more comfortable with me marking it, but then I don't really mind having my teacher mark it, I'm still comfortable.

Interviewer: Okay. Would either of you like to say why?

Student 3: Um, with teacher it's kind of like, um, they put what you did wrong and I feel more comfortable probably with myself doing it because then maybe I figure out myself what I need to improve on. So I work on it myself, as well as a teacher helping.

Student 1: I think teacher is the highest one for me because if I put an answer down and it wasn't right, then I won't really know how to prove it because I thought that was the right answer before, so I wouldn't know what type of like, I would know how I went wrong, but I wouldn't know instantly so I'd have to think of how I went wrong so I probably prefer the teacher doing it the most.

Student 2: When I mark, this is the reason why I think teacher is more important, when I mark my book I think I'm right and I have to go home and ask my sisters how I went wrong because I still think that I'm right.

Interviewer: Okay, so do you have any other thoughts on peer assessment at all that you haven't mentioned?

Student 2: Not really. One thing I don't like, um, is when you like give out your books to random people.

Student 1: Oh yeah.

Student 2: And they'll just do it and you don't know who's marking it. And then, like, I'd prefer it if I knew who my book was getting given to. I'd prefer it like that instead of random.

Student 3: I mean, I'd probably prefer if a girl got my book.

Student 1: Same.

Student 2: Same.

Student 3: Only because I feel like with the boys they're more...

Student 2: Critical.

Student 3: Yeah, they're more likely to make fun of you I find. Like with girls, because they're more my friends, like I find that I don't mind as much.

Student 1: Yeah.

Student 2: Yeah they won't say anything bad about you.

Student 3: Yeah.

Student 2: They'll still say, "Oh, that's good!", even if you got zero out of ten.

Student 1: Haha, same. Same, I don't really know. No, there's nothing else. All I think is I don't like this one most because of people making fun of you, but that's the only reason.

Student 2: But it's not like in all the cases. Like I'm not saying that only the boys will make fun of you because there probably are girls who will make fun of you. But like I said, the majority of the time, boys.

Interviewer: Mm hmm, okay?

Student 1: Yeah.

Interviewer: Thank you very much.

Student 2: Thank you.

Student 3: Thank you.

Student 1: Thank you.

Appendix 8

Second Interview Transcript

Interviewer: How do you feel about having your work peer assessed? And why?

Student 1: The same.

Student 2: I would feel, I don't know, because if I got a certain amount of questions wrong they might not understand what I'm writing, like if my hand writing was messy or something they might not understand what I was writing. But it could be right but they mark it wrong because they don't know what I mean.

Student 1: Oh yeah. The same really. Because if you've done your workings out or whatever in a different order which you know, they might not understand and mark it wrong.

Interviewer: How would you feel if you were peer assessing somebody else's work? And why?

Student 2: It's fine to peer assess someone else's work, but you feel a bit bad if there's quite a lot of them wrong because then you feel like you're giving them that mark.

Student 1: I just agree because that's what I thought. Well, if they've got loads wrong, I don't know... it's sort of like 'maybe try harder next time'...

Interviewer: Do you think there are any benefits to peer assessment?

Student 1: There's less chance of cheating.

Student 2: Yeah, some people might cross out the answer and say they've got the right answer but they didn't, if they're marking it themselves. And someone else, if they were marking it, wouldn't necessarily do that because it's not their own work anyway. Unless they blackmailed them into doing it haha. If they blackmailed the person who was marking their work to say they got them all right.

Student 1: Yeah, that's the same. Like if you've put the wrong answer down and you change it then you're not really learning so you have to learn from your mistakes so...

Interviewer: Do you think there are some disadvantages to peer assessment?

Student 2: Well with self-assessment you can see how you got it wrong sort of because if you're [the teacher] explaining the answers and someone else is marking it then you can't see how you got it wrong.

Student 1: Yeah if someone else is marking it you don't know whether you've done it right or where you've gone wrong.

Interviewer: Okay, so, I'm going to give you these three types of assessments, so there's one sticky note that's going to say self-assessment. One [sticky note] that's going to say peer assessment. And one [sticky note] that's going to say teacher assessment. And I want all you to work together to rank those [sticky notes] in the order first to last of how useful you find the different formative assessment forms?

Student 1: Teacher assessment, yeah, that's the most useful. And then... probably...

Student 2: I don't know... it's a draw...

Student 2: Teacher is the most important because they...

Student 1: They put what to do next, or how to make it better

Student 2: And they know things. They know the answers. And when they're explaining it people might not know what they mean in the answer, but the teacher will know what it means because they know the answers. Children are less likely to know why they got it wrong than teachers.

Interviewer: Okay. So if you could now rank those assessment forms based on how comfortable you are with them.

Student 1: I think when a peer does it, if they've got higher... I don't know. If you've got really low and then the other has got really high, they might feel like... I don't know, it's hard to explain.

Student 2: If you swap books and you're marking someone else's book and you got really high and they give back your book and they got really low then it's a bit awkward. The teacher one, you don't have to do anything really. You just give it to them and then they mark it, I don't know.

Student 1: Well, if the teacher does it I'd feel that they don't...

Student 2: The teacher might not understand the order you do it in either. Like in maths if you don't do it in a certain order and they don't understand then you get the mark wrong, and so you might not understand what's going on and then you're confused.

Student 1: If you mark you own...

Student 2: You know which one's where.

Student 1: Yeah.

Interviewer: Which one is the least comfortable?

Student 1: Probably peer assessment.

Student 2: Yeah.

Interviewer: Which one is the most comfortable?

Student 2: Joint again.

Student 1: Yeah, probably.

Interviewer: So teacher and self-assessment joint most comfortable?

Student 2: Because the teacher knows stuff so they can, so they know the right answers. But then with yourself you know where your answers are.

Interviewer: Any other thoughts on peer assessment?

Student 2: It's good because then you know how... if... if you're marking someone else's and then, um, then you know that, if someone else has got loads of mistakes and you also have got loads of mistakes then the teacher knows what they have to work on as well.

Student 1: You can sort of find if you're peer assessing someone else's work, you can see whether you did good or bad.

Student 2: Yeah because if you're marking yourself you might not necessarily want to get all the things wrong, if you've got them wrong. So in a question if there's a long answer, you might say 'oh I want to get this right but I got this wrong' and then you might mark it right when it's not.

Student 1: Yeah.

Interviewer: Is that everything?

Student 2: Yeah.

Student 1: Yeah.

Interviewer: Well thank you very much.

Appendix 9



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 31/01/2020

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	During the lesson all pupils seemed very engaged and content. However, upon interview feelings of discomfort towards peer-assessment were expressed which was surprising as it contradicted the well-being scores.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	All pupils focused and engaged well. The use of the structured answer sheet with next steps effectively and clearly gave all students feedback on how to revise / what activities to complete / websites to look at to progress their learning on elements they did not get correct in the revision quiz. It was disappointing to see Student 3 hide her work as it indicated she did not feel comfortable with judgement from a peer.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	To ensure effective teaching in the future I will keep the use of a structured answer sheet to provide clear success criteria for the peer-assessment and ensure that it provides useful feedback to progress learning (next steps). The cause of the student feeling she had to hide her work may have been issues of low self-confidence in her work and an unsupportive social climate.
Casgliadau a chymau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materion siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	To try to improve the social climate so that it is supportive, allowing all students to feel comfortable and confident, I could incorporate in class discussions on the value of learning from mistakes and the value of supporting and respecting peers, regardless of any mistakes. Pairing similarly attaining pupils may also reduce issues around self-esteem when carrying out peer-assessment.
Y profiad newydd / Transformed experience	

Appendix 10

10



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 04/02/2020

Profiad / Experience	
Teimladau / Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I felt very pleased that no pupils appeared to feel uncomfortable during the peer-assessment task and that this was reflected in the case pupil interview.
Cofio a Deall / Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	All students engaged well and appeared to be content + comfortable ~~on~~ throughout the lesson and peer-assessment task. It was disappointing that during the interview it was brought to light that the case pupils felt they wouldn't understand how to make progress or understand how / where they went wrong if a peer was marking their work.
Gwerthuso a dadansoddi / Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	The cause of the most disappointing element was not directly and clearly providing time for students to reflect on their peer feedback in order for them to understand how to progress.
Casgliadau a chamau gweithredu / Conclusions and actions Beth yw eich atebion posibl i'r materiau siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	In future, I will ensure to provide time in the lesson dedicated to reflecting upon peer-feedback and directly and clearly instruct students to do so. In turn, the feedback can be made useful to outline any misconceptions or errors etc. and enable progression with clear next steps.
Y profiad newydd / Transformed experience	