



An evaluation of the effect that pupil voice has on a child's own Assessment for Learning.

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Frontispiece

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Chapter one: Introduction

The aims of this research project are to develop a sound knowledge and understanding of whether or not pupil voice has a positive impact on how children assess their own learning, within the Foundation Phase (FP) and Key Stage Two (KS2). Additionally, this project further examines whether children feel more able and confident in their own ability to assess their learning when the theme or topic has been chosen by the learners, and whether this determines the adaptations that a teacher can make to ensure that all learner's develop further progression and overcome their difficulties (Black and Wiliam, 1998). Overall, the main aim is to gather various sources of qualitative and quantitative data from both first and second-hand sources, that can support the author in their own professional practise in encouraging learners to assess their learning of child-led topics and experiences.

There are a wide variety of reasons for choosing to research the impact that pupil voice has on Assessment for Learning (AFL), beginning with meeting the needs and rights of every learner. As identified in article 29, it is the role of the teacher to ensure that children's goals of education are met through developing 'every child's personality, talents and abilities to the full', a right which can be met through the use of pupil voice within schools (UNICEF, 2010). Moreover, the study into combining pupil voice with AFL was established as a result of the research and experience of effective AFL undertaken by the author, which demonstrated how AFL can maximise pupils learning opportunities and engagement with their own learning journey (Estyn, 2017).

Furthermore, the author has developed a strong passion and interest for developing their own understanding of AFL and pupil voice, based on previous professional teaching experiences (PTE) and university modules. For example, in the authors first PTE, pupil voice determined the theme and areas of learning that the children would follow throughout the term and then throughout, the children were encouraged to assess their learning at the end of each lesson which was based on an area of interest to them. This, alongside implementing their own AFL strategy, has shown the author the benefits that pupil voice and AFL has on children's learning and furthermore, how the two combined can aid a practitioner in providing the crucial support that all learners need.

Additionally, the author's previous experiences form the hypothesis for this project, in that school's use various different methods of pupil voice to steer the direction of children's learning, alongside establishing numerous approaches for children to successfully assess their learning. However, whether or not pupil voice has a positive impact on how the children assess their own learning relies heavily on the practitioners and the school. Furthermore, the importance of promoting successful assessment for learning in all schools has been highlighted within the new curriculum, thus forming further judgement that children's learning will be positively impacted if they are engaged or interested in the area of learning experience that they are assessing (Donaldson, 2015). Therefore, the guidance provided within the new curriculum and within Welsh Government documentation, should lead to all schools being provided with the support and guidance needed to meet the author's hypothesis that pupil voice can positively impact how all children assess their own learning.

As a result of this, the author will use a variety of different research methods to provide an in-depth study into this project, which include interviews with practitioners and pupils, observational notes from within different year groups, learning walks, examples of pupils work and questionnaires, either paper copy or electronically, from both practitioners and pupils.

Moreover, the data gathered should provide further evidence of how important pupil voice and AFL are within teaching and learning. Essentially, AFL is the process of seeking evidence from both practitioners and pupils that can support the learners through the learning process by guiding them in where they need to go (Gadsby, 2012). According to Black and Wiliam (1998), AFL is identified through four key elements, that include success criterion, classroom discussion, formative feedback and learners acting as resources for others, thus providing opportunity and time for pupils and teachers to implement AFL effectively. However, these elements have developed over a large period of time, specifically from the 1900's when Jerome Bruner reinforced Vygotsky's theory of scaffolding. Bruner was a strong believer that practitioners and learners can support each other in taking the correct steps in achieving an intended goal, therefore planting the initial idea that has developed over time to become AFL (Pound, 2010).

Nevertheless, the importance of pupil voice was established even earlier, in the years 1859-1952 when John Dewey introduced his theory that children should 'be given opportunities to develop their own interests' in order to engage in experiences that contribute to their understanding of the world in a way that motivates them in their learning (Pound, 2010, p. 28).

Additionally, this coincides with the understanding that pupil voice is defined as the opportunities that schools create for learners to become active participants in the decisions that affect their learning and well-being, thus emphasising the importance of all learners having their voice heard (Glyncoed Primary school, date unknown).

Chapter two: Literature review

For the purpose of this review, the author aims to establish the influence that pupil voice has had on the accuracy of children's assessment of their own learning throughout previous years and to further identify the common criticisms that have made accurate and manageable assessments of children's learning one of the biggest challenges that face primary school teachers today (Jones et al, 2018, p. 5).

Furthermore, the author will address how the benefits of AFL can make a difference within the education and lives of young learners but also scrutinise the weaknesses that can occur through the ineffective implementation of certain strategies, especially if they do not serve the correct purpose within the classroom (Christodoulou, 2016; Wiliam, 2009). Additionally, this steers the research and question into how much of a positive impact pupil voice can have on AFL, as it has been suggested that 'giving children agency over choice of task' and 'leaving the task open-ended' gave teachers an insight into how and what the children learn simply by allowing them to choose and lead their own challenges and experiences (Peacock, 2016, p. 56).

OFSTED (2008) indicates that if schools and senior leaders are able to monitor the implementation of AFL correctly, the learners understanding of what they are learning, how to make progress and most importantly, how to assess their own learning will flourish. This is supported by the Welsh Assembly Government (2010) who perceive that if used formatively, engaging children in their own AFL, through the use of self-assessment, can demonstrate clear areas in the children's learning that require more support, even if this is by allowing the pupils voices to be heard through creating their own success criteria for a lesson or topic.

Historical background

As previously mentioned, John Dewey highlighted the importance of children expressing their interests throughout their learning back in the late 1800's and early 1900's (Pound, 2010). He expanded his belief further with the suggestion that the child's voice is vital to all teaching and learning including inside and outside of the classroom (Hopkin, 2018). As Pound (2010, p. 18) implies, this theory received great support in the name of Friedrich Froebel, who believed that

learners should be ‘enjoying the things that children enjoy’ and therefore, teachers should be encouraged to ‘begin where the learner is’.

However, his theory was also at the forefront of much criticism. Stern (2014) identifies the scrutiny that Dewey received from Hirsch 2013, who argues that teaching to tailor the interests of learners fails the children in their recognition of essential skills. Hirsch continues to disagree with the beliefs of Dewey, by opposing his approach to take into consideration the past experiences of all learner’s, as he suggests that not every pupil is going to benefit or learn based on the same thing (Stern, 2014).

Nevertheless, it wasn’t until the development of pupil voice in the twentieth century that the learner’s interests were thoroughly being fulfilled throughout their learning experiences (Cheminais, 2008). Despite the criticism, the Welsh Government (2015a) (2015b) supports the idea of pupil voice throughout the curriculum by emphasising the need for pupil’s talents to be developed throughout their education. Moreover, Donaldson (2015) portrays support towards pupil voice through his aims within the new curriculum, which are to meet the development needs of all learners, including morally and culturally, and to provide experiences and opportunities that will prepare children for later life.

Additionally, research suggests the benefit of utilising pupil voice throughout the curriculum, as it has been discovered that ‘pupils’ talk can not only lead to pupils’ increased engagement in learning but also to an enhanced sense of self if children have a chance to critically evaluate their learning situation’ (Hargreaves, 2017). This is strongly reinforced by Children’s Rights Wales (2016) who have emphasised the importance of young people having a voice when there are decisions being made that have an impact of them, thus encouraging adults to actively involve children in giving feedback on decisions which may affect their future.

However, for this to be effective, practitioners need to overcome the opinion that children may not be competent enough to make accurate judgements about their own learning and instead, practitioners should adopt the approach of having ‘little to fear from consulting pupils whose comments are usually constructive’ (Grigg, 2015, p. 22). This coincides with the importance of AFL, especially in relation to providing children with the opportunity to assess their own learning, which is better known as self-assessment. Self-assessment allows learners to ‘think about learning as a process, one in which everyone can achieve success and make progress’ (Gershon, 2013, p.81). Additionally, Gershon (2013) portrays that self-assessment encourages

students to become critical learners, who can clearly outline their targets as well as their strengths.

Nevertheless, AFL has received much criticism between now and when the initial idea was introduced in the 1900's. In the years 1896 to 1934, Lev Vygotsky presented the Zone of Proximal Development (ZPD) which highlighted the importance of collaboration within education and how providing them with opportunities to collaborate with practitioners can lead to effective scaffolding and improving in their learning (Pound, 2010). Although this theory was further supported by Jerome Bruner in 1915 through his emphasis on scaffolding, many theorists argued that not enough prominence was placed on children being able to express their personalities throughout their learning thus leading to ineffective teaching for certain groups of learners (Pound, 2010; Hua Liu and Matthews; 2005, p. 389).

Moving forward, Black and Wiliam (1998) have worked to overcome these criticisms and raise standards within education over the last 20 years, through driving learning in the classroom through both pupil and teacher assessment. This is supported by Gardener (2012) and Knowles (2009) who imply that pupils and teachers are active agents in influencing learning, setting expectations and shaping experiences, which underpin effective teaching and learning and ensure that children feel a sense of enjoyment and achievement throughout their educational experiences. Furthermore, it has been outlined that the most successful teaching and learning begins when the feedback is acted on by the learner and is used to establish the next steps within their learning process (Knowles, 2009).

The role of Pupil Voice within Assessment for Learning (AFL)

Black and Wiliam (1998) identify the benefits of children self-assessing their learning through formative assessment, by suggesting that allowing children to reflect on their own ideas and experiences is essential to effective learning. Formative assessment is 'essentially about the pupils being actively involved in their learning' which means practitioners need to involve learners in the planning process in order to trigger their motivation and raise their achievement (Clarke, 2014, p. 47). This is enhanced by Healthy Schools (2007) and Howard et al (2017) who demonstrate that involving children in decisions that affect their education leads to a sense of connection and contribution between pupils and practitioners that forms honest dialogue about the learner's progression and development needs.

Additionally, the impact of pupil voice within AFL was recognised by Woods and Jeffrey (1996) who witnessed the motivation and eagerness demonstrated by children throughout their

learning, when they were provided with the opportunity to play the role of the teacher in explaining how they achieved their targets within the area of learning which they decided to complete, based on their recognition of their own talents and abilities. This was further portrayed by the Assessment Reform Group (2002) who suggested that involving learners in choosing certain aspects of their learning, even if it is through setting their own goals or success criteria, develops the children's understanding of the learning process but more importantly, it highlights the positive impact that the learners voice has towards their ability and willingness to assess their own learning. Moreover, it can be argued that 'if learners participate in identifying potential areas of learning this can help them recognize the relevance of certain skills, attitudes and knowledge' and can lead to teachers and pupils planning meaningful experiences that allow children to view themselves as lifelong learners (Rowley and Cooper, 2009, p. 14).

However, the impact of pupil voice within AFL is not always positive, as there are many associated risks within the process. Roberts (2012) and ATL (2013) stress that pupil voice or pupil participation has to be monitored regularly and sensitively in order for it to be effective, as often students aren't interested in having their voice heard as they feel it will not make a difference to their learning, especially if it goes against the views of the headteacher. Furthermore, ATL (2013) implies that there are negative impacts of pupil voice specifically within AFL, as it cannot be proven that the feedback given from pupils every lesson is accurate or constructive for the staff and pupils when planning future learning experiences. Nevertheless, a confident teacher should be able to overcome these challenges by identifying the aspects of their feedback which can enhance future learning but also capture the unplanned and unexpected responses they receive from children to develop their opportunities and understanding further (Barnes 2011, 2015).

In doing so, Barnes (2011, p. 41) portrays that the impact of the pupil's voice within AFL weighs more prominently towards being positive, rather than negative, in stating that 'children have taken the lead in successfully defining and achieving what they wanted to learn and make in environments where the 'focus of control' was passed to them'. This has become of great importance throughout the rapid changes within the 21st century, as it is crucial that children demonstrate the ability to learn, adapt their learning and use their own judgements to do so (Nottingham, 2013). Afterall, it is a child's own judgement and assessment within learning that identifies their capabilities and signals further area's for improvement (Doherty and Hughes, 2009).

Although it has been suggested that there are further barriers towards the effectiveness of pupil voice within AFL, such as a practitioner's ability to adapt their teaching to meet the needs of the learners based on their feedback, rather than simply shaping the learning opportunities that they create for the children, there are already methods for overcoming this challenge (Hattie, 2012). It has been suggested that if teachers alter their teaching style to the way in which the pupils feel best suits their approach to learning, then the pupils will develop their ability to self-regulate through their engagement and motivation to learn through new opportunities and experiences (Hattie, 2012). Additionally, this is emphasised by Cremin and Arthur (2014) who indicate that if practitioners can adapt both their teaching and the children's learning from the combination of pupil voice and pupil assessment, then the children's motivation will be heightened further through a sense of learning within a classroom environment that's supportive of their interests and needs.

Conclusion

To conclude, having researched the contrasting evidence of the impact of pupil voice on AFL, it is clear to see that within the 21st century, it is crucial that children are provided with the opportunity to have their voice heard as it provides practitioners with a more accurate view of the child and how they learn (Clark, 2017). Additionally, 'there is wide recognition that this is an essential element in raising attainment and in the provision of high-quality learning and teaching' (Rankine, 2009, p. 1).

Moreover, For Schools Education Services (2015) identify that nowadays, the most beneficial way for pupil voice to be implemented throughout schools is through AFL, as it provides a source of evidence in the effectiveness of teaching, as 'pupils are aware of factors which help or hinder their learning and lessons and can play an important role in identifying them'.

However, when combining pupil voice with AFL, it is crucial to be aware of the potential for confusion between meeting the learner's interests and talents, as well as meeting the skills within the learning objectives and success criteria (NFER, 2012). Nevertheless, if practitioners can overcome this barrier and support children in meeting and explaining how they have met the learning objectives, then 'the involvement of pupils in the learning process is generally a sign that AFL is working well. Good AFL classrooms are less teacher directed, pupils are more proactive and there is an emphasis on collaboration rather than competition' (NFER, 2012, p. 2). The author aims to further support this conclusion through the analysis of primary research

which was undertaken to support this dissertation by filling the gaps within the secondary research.

Chapter three: Methodology and research design

The author has conducted various research into the positive impact that pupil voice has on AFL, taking into consideration the correct ethical procedures. Additionally, this means that the researcher must abide by the BERA guidelines, which first and foremost states that the researcher adheres to the spirit and principles within the guidelines and that the researcher applies ‘them with integrity in their research activities so that their actions can be seen to be ethical, justifiable and sound’ (BERA, 2018, p. 1). The importance of complying to ethical procedures when undertaking research receives support from the Education Workforce Council (Date unknown) who stress that professionals must act with honesty and integrity and be sensitive towards the need for confidentiality.

In order to meet these guidelines, the researcher provided the elective school, referred to as school A throughout this dissertation, with a covering letter to explain what the staff and pupils would be taking part in and what research would be undertaken (appendix one). After being given permission to carry out the research, school A were asked to sign a consent form for photo, film and audio use and a participation consent form to sign to say they understand the terms in how their feedback and research will be used (appendices two and three). Furthermore, BERA (2018) recommends that researchers make their intentions clear and bring these guidelines to the attention of all participants. Therefore, the researcher completed an ethics form which school A could access, which met these requirements and aided the researcher in minimising the risk of breaking procedure (appendix four).

A variety of different methods were used to gather research in school A as it has been portrayed that this provides a broader understanding of the area that is being studied and can make it easier to draw accurate conclusions about the data (The Open University, date unknown). This is supported by Barnes (2011) who identified the importance of using different research methods within his own work as it allowed him to draw relevant conclusions about the teaching and learning within the classroom environment and how this can be used to influence or deflect one’s views on a certain topic or question.

Therefore, for the beginning of the school week, the researcher focused on gathering data from classroom observational notes and learning walks from around the school corridors. This aided

the researcher in recognising the best classrooms and practitioners for providing substantial evidence on the promotion of pupil voice and AFL throughout the school, thus setting a clear purpose of what data, and what method of data collection, would be most essential to gather within the two-week elective period. Subsequently, the learning walk was a vital part of this process, as experiencing pupil voice and AFL through the eyes of the learner painted an 'accurate picture of the quality of learners' day-to-day experiences' (McVey, 2017). However, the researcher was only provided with the opportunity to complete a learning walk with the year six children, so although they were able to go into great depth by answering questions about their opportunities in these area's as well as the advantages and disadvantages they have encountered, this caused a limitation in the data as it could not be compared to the pupil voice and AFL within the FP setting (appendix five).

To overcome this, the researcher decided to undertake two other forms of research. The first method of research that was chosen was one on one interviews with both teachers, including the headteacher, and pupils. Hargreaves (2017, p. 12) suggests that 'children learn through the process of talking about their own learning and its conditions'. Therefore, by interviewing the children, the researcher was able to gather accurate feedback about the area's which children feel impact their learning, specifically in regard to the area's of learning they enjoy and whether this affects the children's RAG ratings (appendix six and seven). However, recording the feedback correctly was a simple task when interviewing the learner's because they gave short but accurate answers. Whereas, recording the feedback correctly from the practitioners seemed problematic due to their lengthy and detailed responses. Therefore, there is possibility that there are limitations, such as interpretation or recording errors, within the teacher interviews due to the researcher having to make subjective judgements about information they misheard or did not have time to write down (Mathers, Fox and Hunn, 1998). Furthermore, to improve the accuracy of the teacher interviews, the researcher could audio record the interviews to provide an opportunity to listen back to the recording and correctly analyse the answers and feedback given.

The second other chosen research method was questionnaires or surveys to be completed by teachers and pupils. Firstly, teachers from different year groups were asked to complete a paper questionnaire about the opportunities that the children receive within pupil voice and AFL (appendix eight). Unfortunately, due to time constraints, not all of the questions were answered by the teachers within their questionnaire, especially within KS2, leaving gaps in certain aspects of the research. Nevertheless, the researcher believes that the answers that were

completed, combined with the teacher interviews, should provide enough essential research to inform an accurate conclusion to this research question.

Secondly, the children in year two of the FP and year six of KS2 were asked to take part in a kahoot survey about their opinions and attitudes towards the opportunities they receive for pupil voice and AFL throughout school (appendix nine). Although it can be suggested that the children may fabricate or exaggerate the truth due to the need for presenting themselves or the school in a positive way, the researcher is confident that the children answer the questions to the best of their ability (McLeod, 2018). However, as the kahoot survey was better understood by the year six pupils as opposed to those pupils in year two, the researcher improved the research by choosing a handful of year two pupils at random to complete a piece of work that demonstrates a clearer understanding of the children's ability to use AFL efficiently (appendix 10).

In conclusion, there are areas within the research that the author may change if they were to undertake the research again, such as, asking other schools to participate in the completion of the kahoot survey and teacher questionnaire. This would improve the research by ensuring the validity and accuracy of the feedback that is received and also fill any gaps that have been identified within the research. However, due to the variety of different research methods that the author has used throughout the two-week elective placement, there should be enough coverage of the opportunities for pupil voice and AFL throughout the whole of FP and KS2.

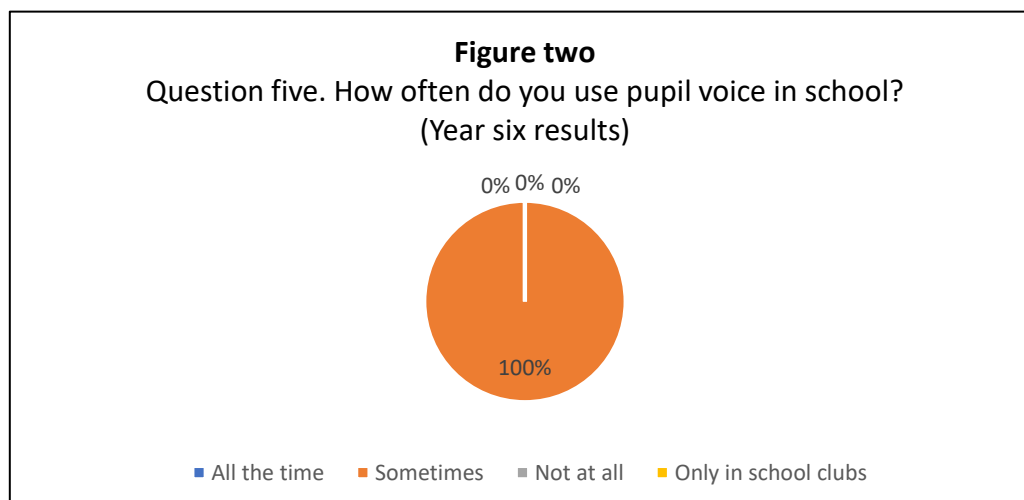
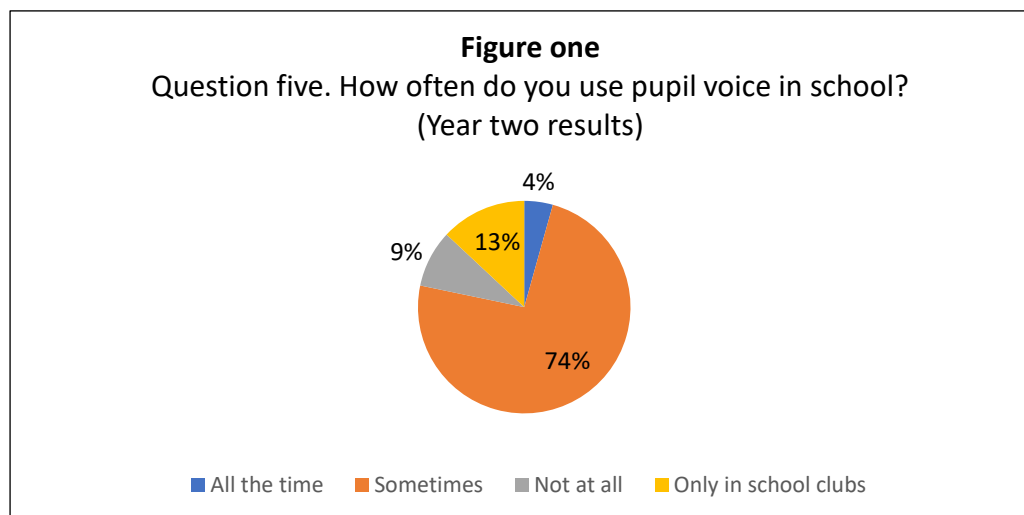
Chapter four: Results and discussion

Within this chapter, the author aims to explain and analyse the positive impact that pupil voice has on AFL by using the research and data that has been received from school A. Specifically, the author will focus certain aspects of the project on children's self-assessment as it is essential children can identify new goals within their learning (Black and Wiliam, 1998). In order to portray a relevant and accurate argument, the author will discuss research that has been gathered from both pupils and practitioners, thus interpreting the impact of pupil voice from both viewpoints.

To begin, the researcher set to establish how often pupil voice and AFL were used throughout school A in order to provide an understanding of how they have impacted children's learning and thus providing a good starting point for the author's research. Additionally, the researcher wants to prove the suggestion that value is added to all learning experiences if there are

meaningful processes put in place, such as pupil voice and AFL, to help pupils and practitioners grow (Flom and Boyer, 2013).

Therefore, by undertaking observation notes and learning walks, it soon became clear that the children's voice is prominent within all of their learning experiences as the children in each year group had chosen their theme and topics for the term and had also made behaviour charts themselves which displayed the consequences they would receive for not completing their work to the best of their ability. This disagrees with the suggestion made by Barnes (2015) that pupil voice can provoke bad behaviour as instead, it encouraged good behaviour in the classroom. Further research was carried out through the use of a kahoot survey for the pupils to complete, in order to provide a more reliable and accurate source of evidence on the use of pupil voice within the school. Figures one and two show the statistics from year two and year six pupils for this question.



As the statistics show, an overwhelming 74% of year two pupils and 100% of year six pupils stated that they only use pupil voice sometimes, as opposed to all of the time. Although these are still very positive statistics in the amount of opportunities the children have to share their voice, it does contradict the opinion that pupils should have their voice heard in every decision that affects how they make meaning from their experiences (Hargreaves, 2017). Moreover, Warde (1960) reinforced the views of John Dewey who also believed that if pupils are not given the opportunity to have their voice heard about all of their learning experiences, then these experiences will be hindered by those who try to take direct control over the learning.

However, Warde (1960) shares Dewey's notion on how to overcome this barrier, by stating that:

'By choosing what their group would like to do, planning their work, helping one another do it, trying out various ways and means of performing the tasks, involved and discovering what will forward the project, comparing and appraising the results, the youngsters would best develop their latent powers, their skill, understanding, self-reliance and cooperative habits'.

Additionally, a teacher from school A supported this statement, in adding that the opportunities for pupil voice that the children did receive, acted as a motivator for children's self-assessment, as they wanted to complete their work to the best of their ability and also demonstrate their understanding by accurately identifying the areas of their learning that went well and those that needed improving (appendix 11). Overall, although further research is required, this gave the researcher a clear overview of the usefulness and impact of pupil voice within self-assessment. This was an aspect of the children's learning which is promoted through various different strategies which will be explained in further detail throughout this project, and also supported the view that pupil voice and AFL help children develop the ability to become reflective practitioners, as well as demonstrating to both participants what is best for the children's learning (Cheminais, 2008; Gershon, 2013).

Moreover, the Department for Education (2007) promoted their findings from an AFL project and discovered that pupil voice needs to be at the centre of all children's learning if they are to be engaged in assessing their own learning at every level. Throughout this project, the researcher found that this was also the case in school A, as both the headteacher and deputy headteacher emphasised the positive impact that pupil voice has on a child's motivation to assess their own learning. Firstly, in an interview with the headteacher, she stated that 'children should become responsible for the curriculum as they feel a sense of belonging when they share

their voice' (appendix 12). The headteacher went on even further to suggest that it was the importance of the children's voices, and their need to be able to feedback about what they have learnt that led to the introduction of AFL, which by combining the two together, provides children with vital opportunities to become their own teacher's and gather answers for themselves.

Note: 'Assess' has been referred to in these questions as 'RAG ratings' as the younger pupils knew assessment for learning through this term.

This information was used to form the questions that the children were asked within the kahoot survey, starting with asking the children 'What is your favourite Assessment for Learning (AFL) strategy?'. The results show that 13 out of 24 year two pupils chose Mr. Marker, as this has been identified as the most beneficial AFL strategy for young learner's as they can visualise their mistakes as opposed to reading them. It was then further shown in question two of the results that 41.6% of these children assess their learning every lesson and another 41.6% of children assess their learning every day (see tables one and two).

Table one	
Question one; What is your favourite Assessment for Learning Strategy? (Year 2).	
Answer options:	Results:
Mr. Marker	13 (54.16%)
Flipped Learning	5 (20.83%)
Learning Pit	2 (8.33%)
Skills slips/RAG	4 (16.66%)

Table two	
Question two; How often do you RAG rate your own learning? (Year 2)	
Answer options:	Results:
Every lesson	10 (41.6%)
Every day	10 (41.6%)
Every week	4 (16.66%)

Note: The children in year six completed the survey in pairs (13 results = 26 pupils).

Nevertheless, the importance of pupil voice within self-assessment became more evident in the results that were received from the year six pupils, as it was clear that the purpose of the

assessment was to allow children to develop their learning in area's they are interested in (Wiliam, 2009). This is evident because over half of the children (53.85%) voted for flipped learning as their favourite AFL strategy in question one, which is when the children are given a brand new topic to research at home, a topic they have chosen at the beginning of the year, and they then decide where they would RAG rate their own understanding of the topic. Furthermore, in question two, a relatively high 69.23% of children said that they assess their learning every lesson (see tables three and four).

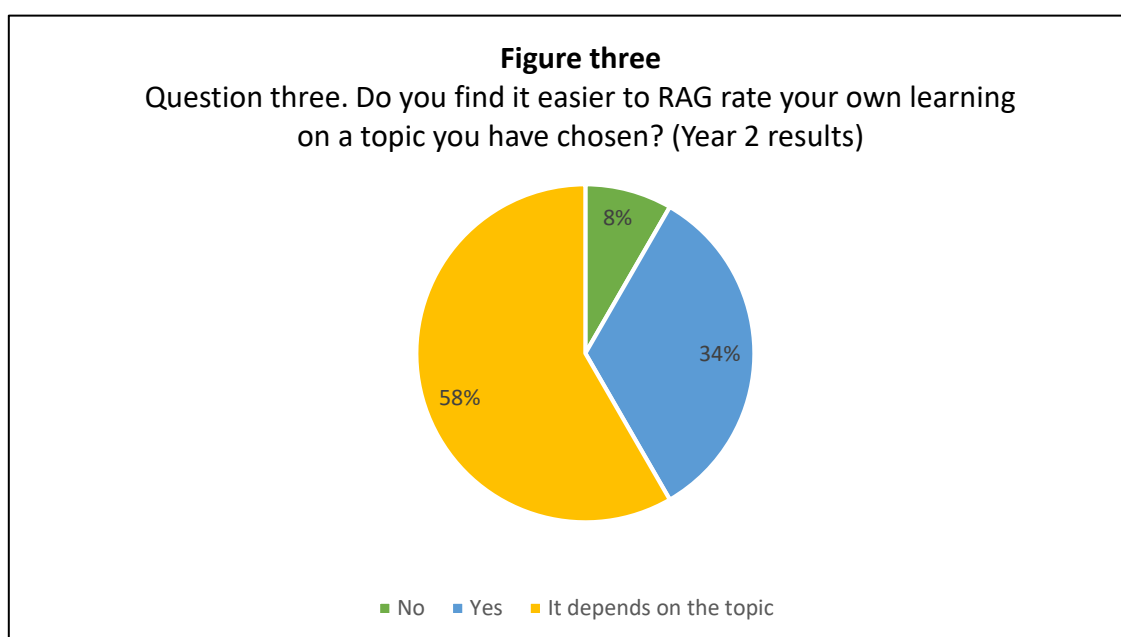
Table three	
Question one; What is your favourite Assessment for Learning Strategy? (Year 6).	
Answer options:	Results:
Mr. Marker	1 (7.69%)
Flipped Learning	7 (53.84%)
Learning Pit	3 (23.07%)
Skills slips/RAG	2 (15.38%)

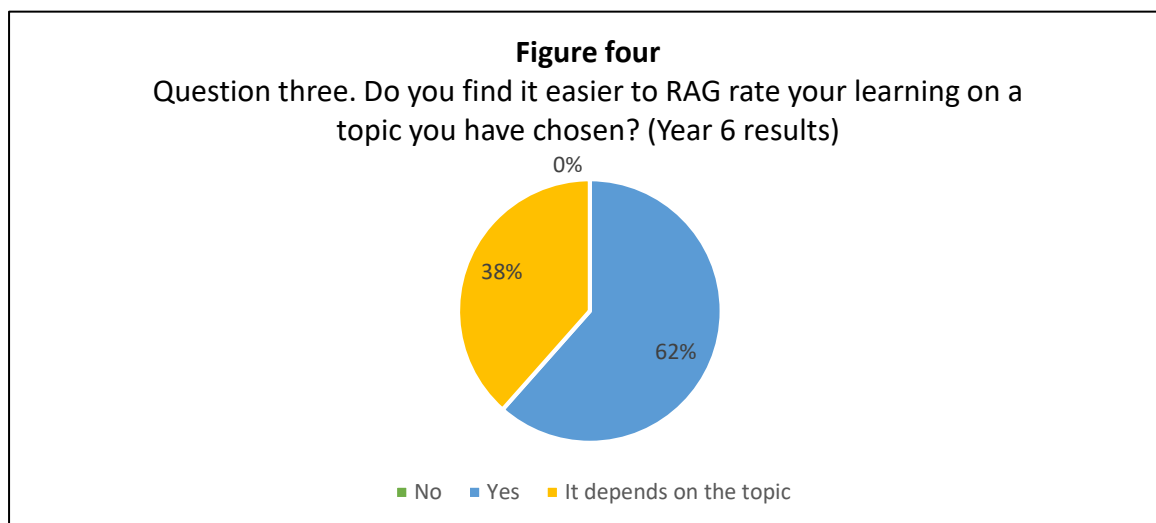
Table four	
Question two; How often do you RAG rate your own learning? (Year 6)	
Answer options:	Results:
Every lesson	9 (69.23%)
Every day	3 (23.07%)
Every week	1 (7.69%)

However, as the results show, pupil voice seems to have a more positive and prominent impact on self-assessment in KS2 rather than FP, as although the children do RAG rate their own learning on the topics they have chosen, Mr. Marker is used by the teacher's not by the pupils. Whereas, flipped learning is a self-assessment strategy that has been established through the use of pupil voice. Roulstone (2017) portrays that reflection can be easier with older pupils as often children are unable to reflect on their ability, especially at a younger age, and they will therefore fall back on answering with no, yes or I'm not sure. This was also evident in the questionnaire that was completed by a year one teacher, who suggested that one of the limitations of AFL is the child's mindset on that day, as if they do not have a growth mindset on that day then they will not confidently assess their own learning (appendix 13).

Nevertheless, according to the staff members in both FP and KS2, the benefits of AFL quite clearly overlook the limitations, especially in relation to pupil voice. This was evident in the practitioner's responses to question 10 of the questionnaire, which asked; 'In your opinion, does pupil voice influence how a child assesses their own learning?'. Firstly, the deputy head completed the questionnaire to provide the researcher with a whole school response and stated that 'I have no evidence to back it up but pupils who pursue something they are interested in are generally more engaged' (appendix 14). Similarly, the responses received from FP and KS2 practitioners clarified this statement by indicating that yes, pupil voice has become a crucial aspect in children assessing their own learning because choosing the topic themselves has helped them grow into very independent and confident reflective practitioners who take risks and enjoy reflecting on their own activities (see question 10 of appendices 13, 14, 15, 16 and 17). Jones (2005) supports this research by portraying that having their voice heard through self-assessment provides opportunities for children to identify what they want to achieve from their learning and how they would like to achieve it.

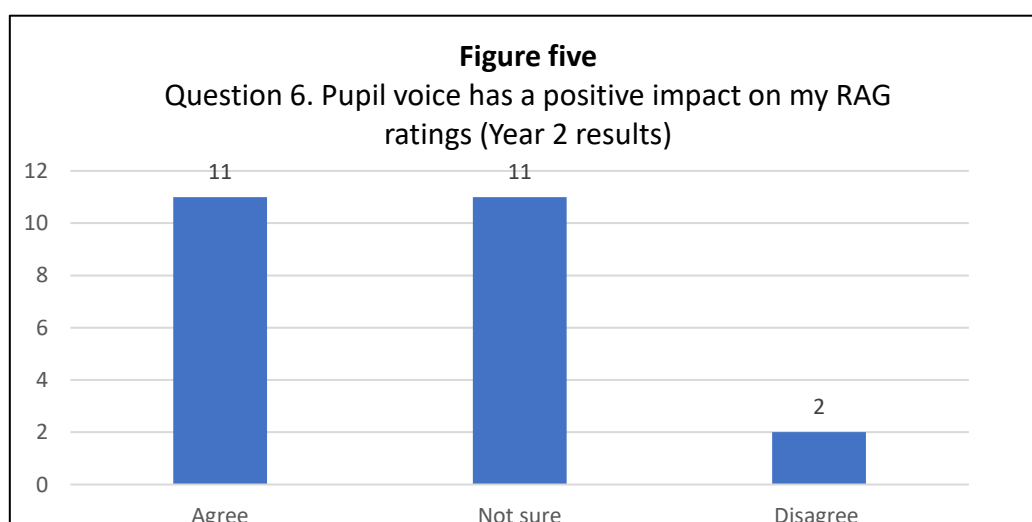
Furthermore, the author set to establish the reliability and validity of these responses as it has been identified that it is crucial that all research must be valid in order to measure any evidence that is gathered correctly (Ofqual, 2017). Therefore, the researcher decided to ask the children a few similar questions about the impact that pupil voice has on their learning, in order to compare and contrast the results. One of the questions the children were asked in the kahoot survey was 'Do you find it easier to RAG rate your own learning on a topic you have chosen?'. Figures three and four show the statistics from year two and year six pupils for this question.

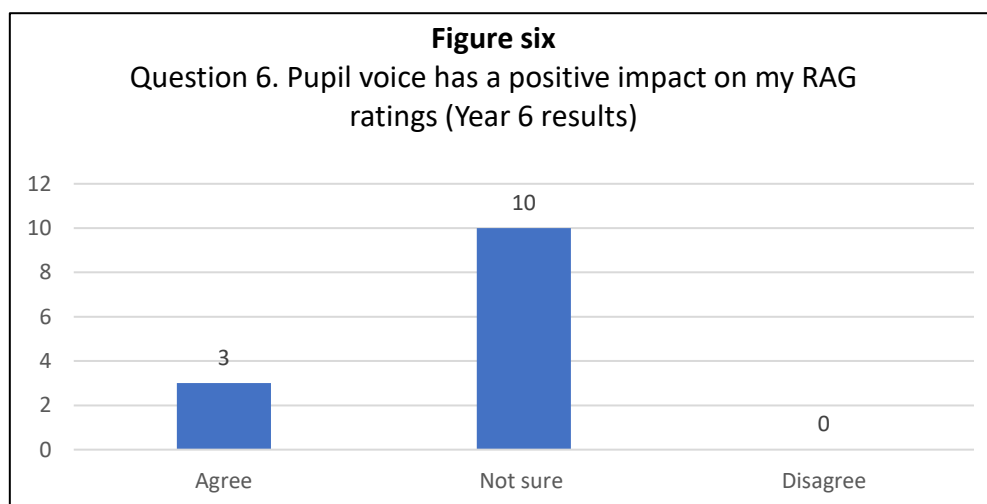




As the results show, an extremely low percentage of pupils in year two and an overwhelming 0% of year six pupils said no to this question, therefore suggesting that pupil voice does have a positive impact on how children assess their own learning, even if the impact varies from child to child. For example, apart from the 8% in year two, all of the other children in year two and year six have said that they do find it easier to RAG rate their learning when they've chosen the topic, although for some children it does depend on what topic that is. From the results however, it can once again be suggested that pupil voice has more of a positive impact on AFL is KS2, as 62% of the children answered yes to this question, opposed to the 34% that answered yes from the FP.

Moreover, the children were then asked to answer honestly to the following statement 'Pupil voice has a positive impact on my RAG ratings'. Figures five and six show the statistics for this question.





Unfortunately, limitations did occur within the results to this question from the year six pupils, as the children were advised by their teacher to answer 'not sure' as she was unsure whether the children could give an accurate answer to the question. However, within the year six data, none of the children disagreed with the statement and those who did answer independently said they agreed. Additionally, in year two, only 2 out of 24 children disagreed with the statement and the other 22 children split directly down the middle by either agreeing with the statement or stating that they were not sure. Therefore, although many of the children in FP agreed that pupil voice has a positive impact on their RAG ratings, based on this question alone, it cannot be clearly identified that pupil voice has a positive impact on how children assess their own learning. However, by analysing all of the data it is clear to see that pupil voice has a positive impact on AFL throughout the whole school as it become an 'essential part of inclusion and personalisation', although the impact is a lot more prominent and frequent in KS2 as opposed to the FP (Cheminais, 2008, p.1).

Chapter five: Conclusion

The main aim of this research project was to analyse primary and secondary data about whether pupil voice has a positive impact on a child's own Assessment for Learning (AFL). Additionally, the author aimed to analyse whether the impact of pupil voice within AFL was similar or different in the FP and KS2.

Providing the depth of the research that was undertaken, it is evident that pupil voice does have a positive impact on how children assess their own learning. This supports the view that children are generally more motivated and engaged to assess their strengths and weaknesses when they have been involved in their learning from the offset (Clarke, 2014). However, the

data highlighted that the impact of pupil voice is more effective in KS2 as opposed to the FP because the AFL strategies that are used most often are used by the teacher rather than the student. Therefore, moving forward, it is crucial that FP practitioners remember that young people have ‘limited experiences of life and the world’ when they first attend school and it is therefore their job to ensure children get the opportunity to explore all the things of interest to them and begin their AFL journey by sharing what they enjoyed and did not enjoy (Gershon, 2013, p. 193).

Although Gadsby (2012) and Gershon (2013) identify effective AFL strategies and how they can be used to promote reflective learning and pupil voice, a suggestion for further study would be to look in depth at the self-assessment opportunities that children in the FP get to experience. This is a recommendation which could be met by the Welsh Government and Graham Donaldson, who as previously mentioned, do highlight the importance of both pupil voice and AFL but have not placed enough emphasis on these aspects of learning within their curriculums. More specifically, as they are becoming buzz words in the 21st century, a huge push should be demonstrated by Donaldson in the new curriculum (Cheminais, 2008).

In conclusion, the author feels they have developed their professional learning by improving their communication skills through displaying the ability to work professionally alongside students, parents, teachers and senior leaders (appendix 18). Additionally, the author has developed their ability to analyse and evaluate data efficiently, whilst adhering to the BERA guidelines on confidentiality.

All of the research has been undertaken by a third-year undergraduate student who displayed a known interest towards pupil voice and AFL throughout their years of study. Therefore, as it has been identified that further research into the impact of pupil voice within AFL in the FP would be essential for future teaching and learning.

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