

Appendix 1

|                                                   |
|---------------------------------------------------|
| <div>CONSENT FORM</div> <div>PROJECT TITLE:</div> |
|---------------------------------------------------|

Name of Researcher:

Please initial box

- 1.I confirm that I have read and understand the information sheet dated 10/04/2024 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 at any time without giving a reason.
4. I understand that the information given by my child will be used in a university assignment.
5. I understand that my child’s name will not appear at any time.
6. I agree that my child can take part in the above study.

Child’s name

Parent signature

Date

When completed, please return to  by the 22<sup>nd</sup> of April 2024.

Thank you.

### INFORMATION SHEET

**PROJECT TITLE: How does the implementation of Small-Focused Group Teaching affect student learning in a Year Six classroom?**

Dear Parent / Guardian,

My name is [REDACTED] and I am studying for a PGCE qualification at Yr Athrofa, University of Wales Trinity Saint David. I am currently a student teacher [REDACTED] and teach in your child's class.

I would like to invite your child to participate in my research project. The title of the project is 'How does the implementation of small-focused group teaching affect student learning in a Year Six classroom?' And I aim to utilise observations, questionnaires, and group interviews to gather information. The group interviews will be audio-recorded and will not feature any images or personal identifying details. Through your child's participation, I hope to ascertain whether the use of small groups is more beneficial to the children in their learning journey than traditional whole-class teaching.

All names will be kept strictly confidential and will only be known by the current class teacher and me. Your child's participation in this study is entirely voluntary, so you or your child can withdraw from it at any stage. Your child will also be asked to give their assent before the beginning of the study.

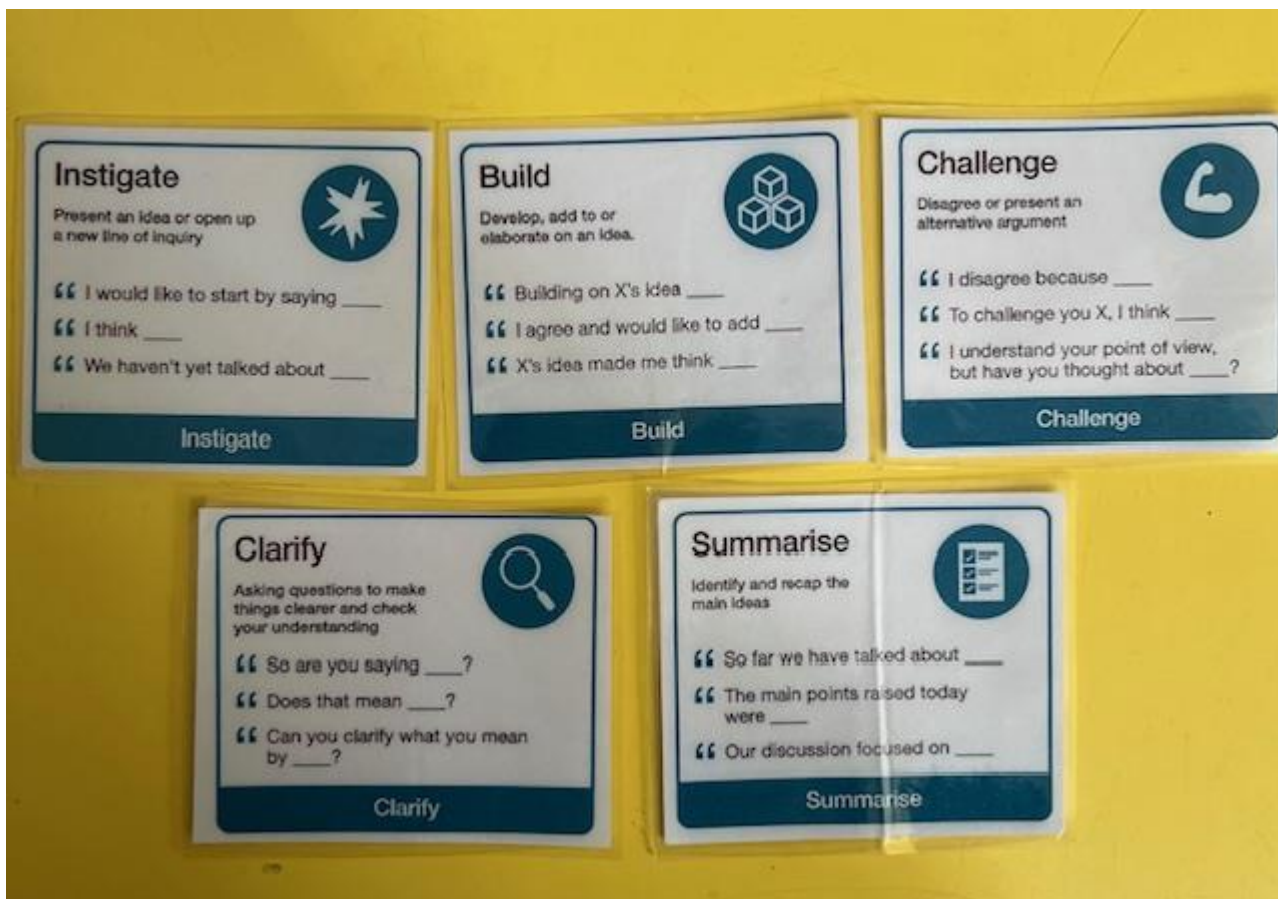
After carefully and precisely analysing the data obtained from the lesson observation and group interview, I would be happy to provide you with a copy of the findings at your request. The research results will be discussed in a university assignment that will contribute to my PGCE course. The results of this study will be stored on OneDrive, and all raw data will be destroyed once the assessment has been marked.

Thank you in advance for your time. If any questions do arise, feel free to contact me at your convenience.

Yours sincerely,

[REDACTED]

## Appendix 2



## Appendix 3

### 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](mailto: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:                            | [REDACTED]               |                             |                                     |                               |
| 2 | Tick all boxes that apply:            | Member of staff:         | <input type="checkbox"/>    | Honorary research fellow:           | <input type="checkbox"/>      |
|   | Undergraduate Student                 | <input type="checkbox"/> | Taught Postgraduate Student | <input checked="" type="checkbox"/> | Postgraduate Research Student |
| 3 | Institute/Academic Discipline/Centre: | Y Athrofa                |                             |                                     |                               |
| 4 | Campus:                               | Swansea Bay Campus       |                             |                                     |                               |
| 5 | E-mail address:                       | [REDACTED]               |                             |                                     |                               |
| 6 | Contact Telephone Number:             |                          |                             |                                     |                               |

| <b>For students:</b> |                                 |                            |
|----------------------|---------------------------------|----------------------------|
| 7                    | Student Number:                 | ■■■■■                      |
| 8                    | Programme of Study:             | PGCE Primary with QTS      |
| 9                    | Director of Studies/Supervisor: | Stephen Hadley/Sonny Singh |

## SECTION B: Approval for Research Activity

|   |                                                                                                                                                                                                              |                                                |                                     |             |                          |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-------------------------------------|-------------|--------------------------|
| 1 | Has the research activity received approval in principle?<br>(please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual) | YES                                            | <input checked="" type="checkbox"/> | NO          | <input type="checkbox"/> |
|   |                                                                                                                                                                                                              |                                                |                                     | <b>Date</b> |                          |
| 2 | If Yes, please indicate source of approval (and date where known):<br><b>Approval in principle must be obtained from the relevant source prior to seeking ethical approval</b>                               | Research Degrees Committee                     | <input type="checkbox"/>            |             |                          |
|   |                                                                                                                                                                                                              | Institute Research Committee                   | <input type="checkbox"/>            |             |                          |
|   |                                                                                                                                                                                                              | Other (write in)<br>Stephen Hadley/Sonny Singh | <input checked="" type="checkbox"/> |             |                          |

## 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 | <b>UWTSD Research Ethics &amp; Integrity Code of Practice</b>                                                                                                                                                                                                                                                                                                                                                                            |  |  |  | <input checked="" type="checkbox"/> |
| 2 | <b>UWTSD Research Data Management Policy</b>                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  | <input checked="" type="checkbox"/> |
| 3 | <i>BERA: Ethical Guidelines for Educational Research, fourth edition (2018)</i>                                                                                                                                                                                                                                                                                                                                                          |  |  |  | <input checked="" type="checkbox"/> |

## 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 | <input type="checkbox"/>            | NO | <input checked="" type="checkbox"/> |
| 5 | Are you in receipt of a KESS scholarship?                                                        |                                     | YES | <input type="checkbox"/>            | NO | <input checked="" type="checkbox"/> |
| 6 | Are you specifically employed to undertake this research in either a paid or voluntary capacity? | Voluntary                           | YES | <input type="checkbox"/>            | NO | <input checked="" type="checkbox"/> |
| 7 |                                                                                                  | Employed                            | YES | <input type="checkbox"/>            | NO | <input checked="" type="checkbox"/> |
| 8 | Is the research being undertaken within an existing UWTSD Athrofa                                | If YES then the permission question | YES | <input checked="" type="checkbox"/> | NO | <input type="checkbox"/>            |

|   |                                                                                         |                                                               |     |                          |    |                                     |
|---|-----------------------------------------------------------------------------------------|---------------------------------------------------------------|-----|--------------------------|----|-------------------------------------|
|   | 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)<br>If NO the application cannot continue | YES | <input type="checkbox"/> | NO | <input checked="" type="checkbox"/> |

#### Where research activity is carried out in collaboration with an external organisation

|    |                                                                                                                                                 |     |                          |    |                                     |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------------------------|----|-------------------------------------|
| 10 | Does this organisation have its own ethics approval system?                                                                                     | YES | <input type="checkbox"/> | NO | <input checked="" type="checkbox"/> |
|    | 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:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | How does the implementation of Small-Focused Group Teaching affect student learning in a Year Six classroom? |                    |            |  |
| 2 | Proposed start date:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 14/03/2024                                                                                                   | Proposed end date: | 31/07/2024 |  |
|   | <b>Introduction to the Research (maximum 300 words per section)</b><br><b>Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below:</b><br><i>Purpose of Research Activity</i><br><i>Proposed Research Question</i><br><i>Aims of Research Activity</i><br><i>Objectives of Research Activity</i><br><br>Demonstrate, briefly, how <b><u>Existing Research</u></b> has informed the proposed activity and explain<br><i>What the research activity will add to the body of knowledge</i><br><i>How it addresses an area of importance.</i>                                                                                                                                                                                                                                 |                                                                                                              |                    |            |  |
| 3 | <b>Purpose of Research Activity</b><br>This research project is designed to analyse the impact of small-focused group teaching on student learning in a Year Six classroom. Its primary purpose is to assess the effectiveness of small, focused group teaching compared to traditional whole-class teaching, explicitly focusing on understanding student engagement, examining individual achievement, and analysing teacher-student interactions. The research aims to understand how small-focused group teaching influences student learning outcomes comprehensively. Additionally, the project seeks to capture valuable insights into students' perspectives on their learning experiences, identifying preferences, comfort levels, and instances of impactful learning.<br><br>(this box should expand as you type) |                                                                                                              |                    |            |  |
| 4 | <b>Research Question</b><br>How does the implementation of Small-Focused Group Teaching effect student learning in a Year Six classroom?<br><br>(this box should expand as you type)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                              |                    |            |  |
| 5 | <b>Aims of Research Activity</b><br><br>1. How does student engagement differ between small focus groups and whole class teaching in a Year Six classroom?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                              |                    |            |  |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | <ol style="list-style-type: none"> <li>2. What impact does small, focused group teaching have on individual student achievement compared to whole-class teaching?</li> <li>3. Are teacher-student interactions and relationships between small, focused groups and whole-class teaching different?</li> <li>4. How do students perceive their learning experiences in small focus groups versus whole-class settings?</li> </ol> <p>(this box should expand as you type)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 6 | <p><b>Objectives of Research Activity</b></p> <p>Examine Student Engagement: Investigate and analyse differences in student engagement between small focus groups and whole-class teaching sessions, identifying factors influencing engagement levels.</p> <p>Evaluate Individual Achievement: Use pre- and post-assessments to measure and compare individual student achievement resulting from small-focused group teaching and whole-class teaching.</p> <p>Analyse Teacher-Student Interactions: Explore variations in teacher-student interactions and relationships during small, focused group sessions and whole-class teaching, aiming to understand the nuances of these interactions.</p> <p>Capture Student Perspectives: Gather and analyse students' perspectives on their learning experiences in small focus groups and whole-class settings, focusing on preferences, comfort levels, and instances of impactful learning.</p> <p>Identify Preferred Learning Environments: Investigate whether students prefer small focus groups or whole-class settings and explore their preferences.</p> <p>(this box should expand as you type)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|   | <p><b>Proposed methods (maximum 600 words)</b></p> <p>Provide a brief summary of all the methods that <b>may</b> 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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 7 | <p>This research project explores the impact of small-focused group teaching on student learning in a Year Six classroom. The following methods will be employed to collect the necessary data.</p> <p>Participants: Year Six classes with similar demographics will be selected for participation in the study. Students will be randomly assigned to small focus groups or whole-class teaching sessions.</p> <p>Intervention: Lesson plans will be designed to cover the same content for both small focus groups and whole-class teaching. These interventions will be implemented over a set period, such as several weeks, with alternating sessions between the two teaching methods.</p> <p>Data Collection Methods:</p> <p>Observation: For this educational research project, I will be conducting observations. There are several aspects to consider when planning this methodology. Firstly, I need to determine the specific type of observation that will be utilised. In this instance, I will employ a Nonparticipant observation approach, meaning I won't actively participate in the classroom activities under investigation. Instead, I'll position myself at the back of the classroom to minimise any potential disruption to the natural classroom environment. An observation schedule will be developed to ensure the integrity of the study. This schedule will serve as a shared reference point for my class mentor, helping us maintain consistency in our teaching strategies. Additionally, having a set criterion outlined in the schedule will mitigate observer bias, providing clear guidelines on what to observe and how to evaluate those observations (Efron &amp; Ravid, 2019).</p> |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | <p><b>Assessment:</b><br/>Pre- and post-assessments will be administered to measure individual student achievement. These assessments will cover the content taught during small focus groups and whole-class sessions, allowing for comparing student performance over time.</p> <p><b>Surveys/Interviews:</b><br/>Surveys or interviews will be conducted to gather student perspectives on their learning experiences. Questions will address feelings, engagement levels, preferences, and examples of impactful learning situations. This qualitative data will provide insight into students' perceptions and preferences for different teaching approaches.<br/>In this research project, I will conduct focus group interviews, which will involve recording audio conversations with between 4 and 8 specific case study pupils. To facilitate this, I'll be employing the semi-structured interview technique. This approach allows for a balance between flexibility and structure in the interview process. By forming a rapport with the participants, I aim to create an environment where they feel at ease sharing their thoughts and experiences. The semi-structured format also enables me to have a predetermined set of questions, ensuring that the conversation stays focused on the research objectives while allowing participants to expand on their answers as they see fit. I will guide the discussion, ensuring that responses remain relevant to the research questions. Additionally, this approach provides an opportunity to address any misunderstandings or confusion that may arise during the interview, thereby maintaining the accuracy and integrity of the data collected (Cohen et al., 2011).</p> <p><b>Data Analysis:</b><br/><b>Quantitative Analysis:</b><br/>Pre- and post-assessment results will be compared to evaluate changes in student achievement between small focus groups and whole-class teaching.</p> <p><b>Qualitative Analysis:</b> Observation data will be analysed to assess student engagement and teacher-student interaction variations. Qualitative analysis techniques, such as thematic analysis, will be used to identify recurring themes and patterns in the data. Similarly, survey/interview responses will be analysed to understand student perspectives on their learning experiences.</p> <p><b>Expected Outcomes:</b> Identification of differences in student engagement between small focus groups and whole-class teaching.<br/>Determination of the impact of teaching methods on individual student achievement.<br/>Exploration of variations in teacher-student interactions and relationships.<br/>Understanding of student perceptions and preferences for different teaching approaches.</p> <p>(this box should expand as you type)</p> |
|   | <p><b>Location of research activity</b><br/>Identify all locations where research activity will take place.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 8 | <p>A South Wales Primary School</p> <p>(this box should expand as you type)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|   | <p><b>Research activity outside of the UK</b><br/>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 9 | <p>(this box should expand as you type)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

|    |                                                                                                                                                                                                                                                                                                             |            |                                     |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------------------------------|
| 10 | Use of documentation not in the public domain: Are any documents <b>NOT</b> publicly available?                                                                                                                                                                                                             | <b>NO</b>  | <input checked="" type="checkbox"/> |
|    |                                                                                                                                                                                                                                                                                                             | <b>YES</b> | <input type="checkbox"/>            |
| 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.<br><br><i>(this box should expand as you type)</i> |            |                                     |

|    | <b>Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?</b>                                                                                                                                                                                                                                                                                                                                                                     | <b>YES</b>                          | <b>NO</b>                           |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|
| 12 | A prosperous Wales                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 13 | A resilient Wales                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 14 | A healthier Wales                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 15 | A more equal Wales                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 16 | A Wales of cohesive communities                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 17 | A Wales of vibrant culture and thriving Welsh language                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 18 | A globally responsible Wales                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 19 | If YES to any of the above, please give details:<br><br>The aim of a more equal Wales is to create a society that enables people to fulfil their potential no matter what their background or circumstances (including their socio-economic circumstances). The same can be said for this research project in a classroom context. We are looking to see if small groups within a classroom allow the students to meet their full potential.<br><br><i>(this box should expand as you type)</i> |                                     |                                     |

## SECTION F: Scope of Research Activity

|    | <b>Will the research activity include:</b>                                                                                                      | <b>YES</b>                          | <b>NO</b>                           |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|
| 1  | Use of a questionnaire or similar research instrument?                                                                                          | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 2  | Use of interviews?                                                                                                                              | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 3  | Use of focus groups?                                                                                                                            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 4  | Use of participant diaries?                                                                                                                     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 5  | Use of video or audio recording?                                                                                                                | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 6  | Use of computer-generated log files?                                                                                                            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 7  | Participant observation with their knowledge?                                                                                                   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 8  | Participant observation without their knowledge?                                                                                                | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 9  | Access to personal or confidential information without the participants' specific consent?                                                      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 10 | Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive? | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 11 | Performance of any acts which may cause embarrassment or affect self-esteem?                                                                    | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

|    |                                                                                                                            |                                     |                                     |
|----|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|
| 12 | Investigation of participants involved in illegal activities?                                                              | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 13 | Use of procedures that involve deception?                                                                                  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 14 | Administration of any substance, agent or placebo?                                                                         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 15 | Working with live vertebrate animals?                                                                                      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 16 | Procedures that may have a negative impact on the environment?                                                             | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 17 | Other primary data collection methods. Please indicate the type of data collection method(s) below.                        | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
|    | Details of any other primary data collection method:<br>Focus group interviews<br><br>(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?                                                                               | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 2 | Adults (over the age of 18 and competent to give consent)?                                                         | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 3 | Vulnerable adults?                                                                                                 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 4 | Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)           | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 5 | Prisoners?                                                                                                         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 6 | Young offenders?                                                                                                   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 7 | Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper? | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 8 | People engaged in illegal activities?                                                                              | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 9 | Others. Please indicate the participants below, and specifically any group who may be unable to give consent.      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
|   | Details of any other participant groups:<br><br>(this box should expand as you type)                               |                                     |                                     |

|    | Participant numbers and source<br>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?                                                                                                                              | Participants will be selected from a year 6 class of 27 students. All students to participate in any lesson, 6 will be selected for the focus group interview. The class teacher will also be present and provide input when necessary. |

|    |                                         |                                                                                                                                                                                                                                                                                |
|----|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |                                         | <i>(this box should expand as you type)</i>                                                                                                                                                                                                                                    |
| 11 | Who will the participants be?           | <p>Year 6 students.</p> <p>For the focus group, there will be a mix of abilities students,</p> <p>Two high-ability learners</p> <p>Two middle-ability learners</p> <p>Two lower-ability learners</p> <p>1 class teacher</p> <p><i>(this box should expand as you type)</i></p> |
| 12 | How will you identify the participants? | <p>The children will be selected based on their current ability in the classroom with a recommendation from the class teacher and from general observations.</p> <p><i>(this box should expand as you type)</i></p>                                                            |

|    | 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?                          | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 | Will you tell participants that their participation is voluntary?                                                                                   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 | Will you obtain written consent for participation?                                                                                                  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16 | Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17 | If the research is observational, will you ask participants for their consent to being observed?                                                    | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18 | Will you tell participants that they may withdraw from the research at any time and for any reason?                                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19 | With questionnaires, will you give participants the option of omitting questions they do not want to answer?                                        | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21 | Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?                           | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22 | If NO to any of above questions, please give an explanation                                                                                         |                                     |                          |                          |
|    | <i>(this box should expand as you type)</i>                                                                                                         |                                     |                          |                          |

|    | Information for participants:                                                                                                                      | YES                      | NO                                  | N/A                      |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|--------------------------|
| 24 | Will participants be paid?                                                                                                                         | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 25 | Is specialist electrical or other equipment to be used with participants?                                                                          | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 26 | Are there any financial or other interests to the investigator or University arising from this study?                                              | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 27 | Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 28 | If YES to any question, please provide full details                                                                                                |                          |                                     |                          |
|    | <i>(this box should expand as you type)</i>                                                                                                        |                          |                                     |                          |

## SECTION H: Anticipated Risks

|                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |     |                          |    |                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------------------------|----|-------------------------------------|
| <p><b>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.</b></p> <p>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.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |     |                          |    |                                     |
| 1                                                                                                                                                                                                                                                                                                                                                          | <p><b>Full risk assessment completed and appended?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <table border="1"> <tr> <td>Yes</td> <td><input type="checkbox"/></td> </tr> <tr> <td>No</td> <td><input checked="" type="checkbox"/></td> </tr> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Yes | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> |
| Yes                                                                                                                                                                                                                                                                                                                                                        | <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |     |                          |    |                                     |
| No                                                                                                                                                                                                                                                                                                                                                         | <input checked="" type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |     |                          |    |                                     |
| 2                                                                                                                                                                                                                                                                                                                                                          | <p><b>Risks to participants</b><br/>For example: sector-specific health &amp; safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information</p>                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |     |                          |    |                                     |
|                                                                                                                                                                                                                                                                                                                                                            | <p>Risk to participants:</p> <ol style="list-style-type: none"> <li>1. Affecting pupils' self-esteem through not being chosen as a participant of the research</li> <li>2. Pupils may feel under pressure to give a 'correct' answer to the questions</li> <li>3. Safeguarding issues that could arise during the research</li> <li>4. Anonymity</li> </ol> <p><i>(this box should expand as you type)</i></p>                                                                                                                                                                       | <p>How you will mitigate the risk to participants:</p> <ol style="list-style-type: none"> <li>1. All potential participants are given consent forms and pupils within groups will be selected at random. All pupils will be involved within the lesson.</li> <li>2. Pupils are told that there is no consequence for anything that they say, it will be made clear that I want open and honest answers and will not affect their education in anyway and no consequences will be given.</li> <li>3. If any safeguarding issues arise during the research, I will inform the safeguarding officer in the school straight away.</li> <li>4. Pupils will be made aware that all data will be anonymised and held confidentially, no pupil will be able to be identified from the research.</li> </ol> <p><i>(this box should expand as you type)</i></p> |     |                          |    |                                     |
| 3                                                                                                                                                                                                                                                                                                                                                          | <p>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</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |     |                          |    |                                     |
|                                                                                                                                                                                                                                                                                                                                                            | <p><i>(this box should expand as you type)</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |     |                          |    |                                     |
| 4                                                                                                                                                                                                                                                                                                                                                          | <p><b>Risks to the investigator</b><br/>For example: personal health &amp; safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest</p>                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |     |                          |    |                                     |
|                                                                                                                                                                                                                                                                                                                                                            | <p>Risk to the investigator:</p> <ol style="list-style-type: none"> <li>1. Allegations while conducting interviews</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>How you will mitigate the risk to the investigator:</p> <ol style="list-style-type: none"> <li>1. Ensure access to a suitable space that secures the confidentiality of the of the participant contributions, whilst also being visible to other colleagues.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |     |                          |    |                                     |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | <p>2. Accusations of fabrication or falsification of data</p> <p>3. Concerns of coercion</p> <p>4. Participants may wish to withdraw</p> <p>5. Risks relating to the possibility of unexpected negative emotions of the interviewees owing to, for example, an uncomfortable interview place, the anxiety for unintentional disclosure in reference to the participants or for any unintentional inappropriateness of conduct violating any possible document.</p> <p><i>(this box should expand as you type)</i></p> | <p>2. Clarify with participants regarding access to transcripts of interviews or field notes. Ensure debriefing with participants to include recapping on and clarifying where necessary the contributions that they have made. Work with gatekeepers to promote a comprehensive understanding of the nature of the research project.</p> <p>3. It will be made explicit that participants are free to disengage and that in that event, this will not impact on assessment or outcomes of their programme of study.</p> <p>4. All potential participants are given consent forms and pupils within groups will be selected at random. All pupils will be involved within the lesson. Pupils are told that there is no consequence for anything that they say, it will be made clear that I want open and honest answers and will not affect their education in anyway and no consequences will be given. If any safeguarding issues arise during the research, I will inform the safeguarding officer in the school straight away. Pupils will be made aware that all data will be anonymised and held confidentially, no pupil will be able to be identified from the research.</p> <p>5. All potential participants are given consent forms, and pupils within groups are selected at random. All pupils will be involved in the lesson. Pupils are told that there is no consequence for anything that they say, it will be made clear that I want open and honest answers and will not affect their education in anyway and no consequences will be given. If any safeguarding issues arise during the research, I will inform the school's safeguarding officer immediately. Pupils will be made aware that all data will be anonymised and held confidentially, no pupil will be able to be identified from the research.</p> <p><i>(this box should expand as you type)</i></p> |
| 5 | <b>University/institutional risks</b><br>For example: adverse publicity, financial loss, data protection                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|   | Risk to the University:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | How you will mitigate the risk to the University:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

|   |                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | <ol style="list-style-type: none"> <li>1. The need to uphold the good name of the university.</li> <li>2. Not falsifying any data which could impact the representation and standards of the university.</li> <li>3. Not behaving in a way that could impact the relationship between the school and the university.</li> </ol> <p><i>(this box should expand as you type)</i></p> | <p>Ensure adherence to the UWTSD code of ethics, research standards, and commonly agreed standards of good practice.</p> <p>Ensure compliance with data storage regulations university guidelines and security procedures.</p> <p>Ensure that research methodology is robust and that methods are appropriate.</p> <p>Adhere to the UWTSD code of conduct (and the EWC code of conduct if you are a teacher).</p> <p>Establish clarity regarding procedures for reporting disclosures in fieldwork settings.</p> <p>Work with partners to promote a comprehensive understanding regarding the nature of the research to avoid misunderstandings and manage expectations.</p> <p><i>(this box should expand as you type)</i></p> |
| 6 | <b>Environmental risks</b><br>For example: accidental spillage of pollutants, damage to local ecosystems                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|   | Risk to the environment: N/A<br><br><p><i>(this box should expand as you type)</i></p>                                                                                                                                                                                                                                                                                             | How you will mitigate the risk to environment:<br><br><p><i>(this box should expand as you type)</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

|   |                                                                                                                                                                                                                   |                                     |                          |                          |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|--------------------------|
|   | <b>Disclosure and Barring Service</b>                                                                                                                                                                             |                                     |                          |                          |
|   | 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.                                   | <b>YES</b>                          | <b>NO</b>                | <b>N/A</b>               |
| 7 | Does your research require you to hold a current DBS Certificate?                                                                                                                                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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. | <b>001835387031</b>                 |                          |                          |

## SECTION I: Feedback, Consent and Confidentiality

|   |                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Feedback</b><br>What de-briefing and feedback will be provided to participants, how will this be done and when?                                                                                                                                                                                                                                                                                                     |
|   | Routine class teacher feedback will be provided to all pupils after the lesson as appropriate. The participants may have access to the research on request.<br><br><p><i>(this box should expand as you type)</i></p>                                                                                                                                                                                                  |
| 2 | <b>Informed consent</b><br>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. |
|   | Written consent will be sought from parents, caregivers, or guardians for their child's participation in the research. A consent form, devoid of technical language, will be provided to parents for their review and signature. They will also be encouraged to reach out with any questions they may have about the research. Additionally, consent from the school will be secured through the school mentor.       |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | <p>Verbal assent will be obtained from the pupils before the research begins. They will be clearly briefed on the purpose of the study using age-appropriate and understandable language, and they will have the opportunity to ask questions. Throughout the research process, regular verbal check-ins will ensure ongoing assent from the participants.</p> <p>The ethical guidelines outlined by the British Educational Research Association (BERA) and the United Nations Convention on the Rights of the Child (UNCRC) will be strictly adhered to.</p> <p><i>(this box should expand as you type)</i></p> |
| 3 | <p><b>Confidentiality / Anonymity</b></p> <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                       |
|   | <p>All data including school names and pupil names will be anonymised (E.g. School A, Pupils A, B, C)</p> <p>All data will be held confidentially.</p> <p>No pupils will be identifiable from the research.</p> <p>The BERA Ethical guidelines will be followed.</p> <p><i>(this box should expand as you type)</i></p>                                                                                                                                                                                                                                                                                           |

## SECTION J: Data Protection and Storage

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                          |                          |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
|   | 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 | <p><b>“Personal data”</b> 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.</p> | X                        | <input type="checkbox"/> |
|   | If YES, provide a description of the data and explain why this data needs to be collected:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                          |                          |
| 2 | <p>Audio recordings of discussions will be needed to reflect on the answers given. It will allow for a more holistic environment during the interview without the barrier of the researcher taking notes.</p> <p><i>(this box should expand as you type)</i></p>                                                                                                                                                                                                                                                                                                                 |                          |                          |
|   | Does it involve special category data (as defined by the GDPR)?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | YES                      | NO                       |
| 3 | <p><b>“Special category data”</b> means sensitive personal data consisting of information as to the data subjects’ –</p> <p>(a) racial or ethnic origin,</p> <p>(b) political opinions,</p> <p>(c) religious beliefs or other beliefs of a similar nature,</p> <p>(d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992),</p> <p>(e) physical or mental health or condition,</p> <p>(f) sexual life,</p> <p>(g) genetics,</p> <p>(h) biometric data (as used for ID purposes),</p>                                | <input type="checkbox"/> | X                        |
|   | 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)?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 6  | University computers?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 7  | Private company computers?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 8  | Home or other personal computers?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 9  | Laptop computers/ CDs/ Portable disk-drives/ memory sticks?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 10 | “Cloud” storage or websites?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 11 | Other – specify:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 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:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                     |                                     |
|    | <p>All data will be kept in a password-protected personal computer. All participants will be given a unique identifier to ensure confidentiality, and this list will be kept securely in the password-protected folder. If any cloud storage is needed, the University Office 365 system will be used, which will be encrypted, and the data in the cloud will be anonymised. The data will be stored until receipt of the dissertation result and then deleted. Participants will have the right to ask to see what data is held relating to them and these data will be deleted immediately if the participant requests this, in which case the data will not be used in the project.</p> <p>(this box should expand as you type)</p> |                                     |                                     |

|    | Data Protection                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                     |                                     |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|
|    | Will the research activity involve any of the following activities:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | YES                                 | NO                                  |
| 13 | Electronic transfer of data in any form?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 14 | Sharing of data with others at the University outside of the immediate research team?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 15 | Sharing of data with other organisations?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 16 | Export of data outside the UK or importing of data from outside the UK?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 17 | Use of personal addresses, postcodes, faxes, emails or telephone numbers?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 18 | Publication of data that might allow identification of individuals?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 19 | Use of data management system?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 20 | Data archiving?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 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):                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                     |                                     |
|    | <p>Each participant’s electronic consent form and data from interviews, class observation and questionnaire will be stored securely in a password-protected personal computer or the University Office 365 system, which will be encrypted. All personal identification information will be removed or anonymised during transcription.</p> <p>Signed informed consent forms in paper form will be kept in a locked file cabinet and unavailable to anyone except the researcher. Upon receiving the feedback and mark for this work, the signed informed consent forms will be destroyed, and audio and/or video-taped data will be deleted.</p> |                                     |                                     |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |     |                                     |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------------------------------------|
|    | <i>(this box should expand as you type)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |                                     |
| 22 | List all who will have access to the data generated by the research activity:                                                                                                                                                                                                                                                                                                                                                                                                                                                    |     |                                     |
|    | The researcher<br>Class teacher<br>University module lead<br><br><i>(this box should expand as you type)</i>                                                                                                                                                                                                                                                                                                                                                                                                                     |     |                                     |
| 23 | List who will have control of, and act as custodian(s) for, data generated by the research activity:                                                                                                                                                                                                                                                                                                                                                                                                                             |     |                                     |
|    | Me the researcher<br><br><i>(this box should expand as you type)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |     |                                     |
| 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.                                                                                                                                                                                                                                                                                                            |     |                                     |
|    | Any physical copies of pupil work or data will be kept in a locked compartment, with access limited to me alone. Data will be retained until the completion of the relevant research assignment, after which it will be securely destroyed.<br><br>Additionally, all data will be archived on the university's OneDrive platform, following UWTSD data management guidelines. Access to this archived data will be password-protected to ensure confidentiality and security.<br><br><i>(this box should expand as you type)</i> |     |                                     |
| 25 | Please indicate if your data will be stored in the UWTSD Research Data Repository (see <a href="https://researchdata.uwtsd.ac.uk/">https://researchdata.uwtsd.ac.uk/</a> ). If so please explain. <i>(Most relevant to academic staff)</i>                                                                                                                                                                                                                                                                                       |     |                                     |
|    | No, this does not contribute to the repository.<br><br><i>(this box should expand as you type)</i>                                                                                                                                                                                                                                                                                                                                                                                                                               |     |                                     |
| 26 | Confirm that you have read the UWTSD guidance on data management (see <a href="https://www.uwtsd.ac.uk/library/research-data-management/">https://www.uwtsd.ac.uk/library/research-data-management/</a> )                                                                                                                                                                                                                                                                                                                        | YES | <input checked="" type="checkbox"/> |
| 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 | <input checked="" type="checkbox"/> |

## 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: <a href="https://www.uwtsd.ac.uk/research/research-ethics/">https://www.uwtsd.ac.uk/research/research-ethics/</a> |                                                                                   |                  |
| 1 | Signature of applicant:                                                                                                                                                                                                                                                                                                                          |  | Date: 15/03/2024 |

### For STUDENT Submissions:

|   |                                 |                |                  |
|---|---------------------------------|----------------|------------------|
| 2 | Director of Studies/Supervisor: | Stephen Hadley | Date: 21/03/2024 |
| 3 | Signature:                      |                |                  |

### 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:

|                                     |                                                                                                                                                                                                                                                            |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> | I have read the guidance notes supplied before completing the form.                                                                                                                                                                                        |
| <input checked="" type="checkbox"/> | I have completed <b>ALL RELEVANT</b> sections of the form in full.                                                                                                                                                                                         |
| <input checked="" type="checkbox"/> | I confirm that the research activity has received approval in principle                                                                                                                                                                                    |
| <input type="checkbox"/>            | I have attached a copy of final/interim approval from external organisation ( <b>where appropriate</b> )                                                                                                                                                   |
| <input type="checkbox"/>            | I have attached a full risk assessment (where appropriate) <b>ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT</b>                                                                                                                                    |
| <input checked="" type="checkbox"/> | 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.                                                                                      |
| <input checked="" type="checkbox"/> | 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](mailto: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.

## Appendix 4

Checklist Observer: Researcher

First Lesson Observation-Time Scale: 11:30 am-12:30 am

Context:

Maths Lesson taught as a whole class refresher on a previously taught topic.

25 Children were present.

6 children were observed as part of the research study.

| X if observed                            | Child 1 | Child 2 | Child 3 | Child 4 | Child 5 | Child 6 |
|------------------------------------------|---------|---------|---------|---------|---------|---------|
| Low Activity                             |         |         |         |         |         | X       |
| Frequent Interruptions in Activity       |         |         |         |         | X       |         |
| Mostly Consistent Activity               |         |         | X       | X       |         |         |
| Continuous Activity with Intense Moments |         |         |         |         |         |         |
| Consistently Intense Activity            | X       | X       |         |         |         |         |

Second Lesson Observation-Time Scale: 11:30 am-12:30 am

Context:

Maths Lesson taught in small groups, continued refresher on previously taught topic divided into different activities.

26 Children present.

6 children were observed as part of the research study.

| X if observed                            | Child 1 | Child 2 | Child 3 | Child 4 | Child 5 | Child 6 |
|------------------------------------------|---------|---------|---------|---------|---------|---------|
| Low Activity                             |         |         |         |         |         |         |
| Frequent Interruptions in Activity       |         |         |         |         |         |         |
| Mostly Consistent Activity               |         |         |         |         | X       |         |
| Continuous Activity with Intense Moments |         |         | X       | X       |         | X       |
| Consistently Intense Activity            | X       | X       |         |         |         |         |

**Low Activity**

At this level, the child is disengaged and lacks energy. They may appear passive, staring into space with little to no cognitive engagement. This could indicate a lack of activity, but in some cases, it might suggest deep internal thought.

**Frequent Interruptions in Activity**

The child participates in an activity, but during about half of the observation period, they seem to lose focus, staring into space or exhibiting other signs of disengagement. Though there are brief moments of concentration, these interruptions prevent them from maintaining steady involvement in the activity.

**Mostly Consistent Activity**

The child engages in a task with some consistency but at a basic level. While they focus on the activity, there's a noticeable lack of energy and deeper engagement. They can be easily distracted, suggesting their concentration is not deeply rooted.

**Continuous Activity with Intense Moments**

The child maintains steady activity, with occasional bursts of intense focus and energy. These intense moments indicate a higher level of involvement and are sustained despite environmental distractions. However, interruptions might still occur, but the child generally returns to a focused state.

**Consistently Intense Activity**

The child demonstrates a high level of consistent and intense activity, indicating significant engagement. Throughout most of the observation period, they show critical signs of involvement, such as focus, creativity, energy, and persistence. Although there might be brief lapses, the overall level of involvement remains high.

## Appendix 5

Transcription of a Semi-structured Interview, 26<sup>th</sup> April 2024. Points beginning \* were spoken by the researcher. The interview started with the question, “Do you prefer being taught in small groups or as a whole class?”

- \* Before We Begin, I would like to remind you that you do not have to participate in today's discussion. You are allowed to leave, and there will be no consequences and you will not be in trouble if you decide you do not want to continue. You can also stop at any point during the discussion, just let me know, and I will stop recording, and you can leave. Please try your best not to use each other's names when talking, if you would like to speak please raise your thumb as we do during our other Oracy tasks and you will get your turn. Is everyone happy to continue?
- (Unanimous agreement)
- \*Okay, so here is the question I would like you to discuss: Do you prefer being taught in small groups or as a whole class? Off you go.
- I would like to start by saying I like working in small groups and that because like there could be some children who are different levels than other children
- I agree and I would like to add that um the entire class is harder because everyone would disagree and agree with you so you don't really know whose idea is better or yeah
- If we work in a whole class there are going to be people who are way smarter than the others so if you work in a small group there might be someone who is smarter than you they always going to help if you work in a small group a few people may go faster than other few people whereas if you work in one group everyone will go the same speed.
- I think maybe say we are writing something in language we could do it a whole class but if we doing maths topic then maybe small groups will be better .
- You don't have to have small groups you could have half the class working on one thing say we did something like maths one side could be doing something different and one side could also be doing something different.
- So far we have talked about how maybe we could split into small groups or a whole class, I disagree because like If a teacher its sometimes better for you to work as a whole class because you know what you are going to be writing about, like if its in language you know what you are going to be writing about.
- We haven't yet talked about the size of the groups that would be different for different subjects and stuff
- I disagree because I think small groups would be best for children who aren't as gift-full in reading and writing if you had a big group the teacher may not get around to everyone in

the whole class, if you have a small group she can go around one table and tell everyone what they are doing.

- So are you saying that there should be like a smaller group so that the teacher can around and talk to everyone easier
- Also it's like I think it would be better if the teachers could help people if they didn't understand the question, like people on your table can help you if you didn't understand the question.
- We haven't yet talked about the suitable size off what a small group is
- I would like to start by saying that a suitable small group would be like 5-6 children per group
- I agree and I would like to add maybe you could do like four instead maybe like five and six is too big for a group maybe
- I get what you are saying but you have got to think about how big the class is like twenty-six you've got to have like five or six, because if someone had a class of like lower down grade and they had fifteen in a class maybe they would only do like 5
- I disagree because I think it should be down to the children, some children may want to work in like 15 size group and some may want to work in 2 partners
- So does that mean people get to choose what size group they are in you know like if they wanted to work with a friend group they would work with that big of a friend group
- I think they wouldn't be able to work with all of their friends but maybe going on with his idea they can choose how many are in a group they could work in partners but say they wanted to work in a group of six they could work in a group of six
- I understand your point but have you thought about like if they all worked as friends they could get annoying for the teacher?
- So are you saying like you know like you can choose to work as partners but what if its like maths or language it would be really annoying it would be loads of groups which means your going to have to plan loads of tasks.
- Maybe for topic it could be groups of two but maths and language it could be groups of 5-6 because you have to think like you just said of the teachers point of view it would be quite hard to plan what like over 15 tasks.
- I agree and I would like to add even though like if there are lots of little groups you could do rotations and that wouldn't use too much times for the teachers and they could plan other task for another week because some of the tasks might be like really long and you cant finish it in one day

- Can you clarify by what you mean if the children get to choose who they get to work with then they won't have to work with children that they don't get along with which means it would be very hard to do work with
- That is a very good point but it could get silly \*\*inaudible\*\* responsibility of picking someone that you know you can work well with
- I agree because if I have your whole entire friend group it might get a bit silly so if you have two people out of your friend group and two people from another friend group and then you would probably get along
- So if you had a group of six you could pick one or two friends to be in that group
- \* so similar to how you organise your topic groups then, okay excellent.
- So are you saying that you should work with your friends or people who you don't really work with, so people who you don't really classify as your friend but you could actually work with.
- Yeah, I'm saying that only because, like, if my friend group mixed with ##### (name redacted for confidentiality) friend group, maybe you could have like a big friend group. #
- \* okay so you have had a really good discussion so what I would like you to do now is come together to form your collective agreement to how you would answer do you prefer working in small groups or working as a whole class and why?#
- I think from what I have heard that we all think we should work in small groups and then we should have a little selection on one or two people that we think we would like to work with .
- \* does anyone have anything they would like to add? No? that's okay. Okay, how do you feel when you are learning in a small group
- I feel fine, as long as I have one friend. Normally I would like sit by them have a little chat but still do my work.
- I prefer working in a small group because it is easier and there should be like one friend \*\*inaudible\*\* It would be easier because you could sit by a friend and get work done and it would be easier.
- I agree it's better to work with one friend so you actually like your not unhappy about what group you are in and maybe your friend can help you lots
- I think I feel more kinda I feel like when I am in a big group you have to do it all yourself, you have to work it all out yourself but If you are in a small group there is always someone to help.
- Because in a big group there will be a portion of people who will do work and a portion of people who won't, and those people will get the other people in trouble so I think working in a small group will be better for those people.

- I think I'd be more comfortable in a small group because I know a teacher is going to come around and help if I need a bit more help, because like if we are working in like a whole class sometimes the teacher doesn't get around to everyone and then you feel like you have to do all the work by yourself.
- \*drawing on that then, one of the questions I do have is how do you think the interaction between you and the teacher is different between small group and whole class teaching, I know we touched on that a little but can you give a little but more information on how you think your interaction with your teacher is different?
- Like in smaller groups the teacher is basically just talking to you but in bigger groups if you have the same question as somebody the teacher is telling the answer to them as well.
- I think its different the teachers do different things in smaller groups and bigger groups because theres an entire class the teacher just has to say it and then everyone hears it and in smaller groups the teacher has to maybe go round to like everyone.
- I think the interaction is quite a bit different because say you were stuck on one question maybe the teacher wont get a chance to answer your question in a big group because maybe there might be a lot more people with hands up than there would be in a small group so I feel like in a small group your always going to get your question answered whereas in a big group you may not
- I think in a big group you have to rely on your friends a bit too much to help you but when you are in a more small group you don't have to
- I think its like kind of better in a smaller group because you know the teacher is going to come and help because if we are all on the same question in that smaller group then the teacher can help everybody in that group. If its in a big group they are kind of like talking to everyone. Because like if I was on question one and somebody was on question three, then I'm not going to get my answer because they are helping somebody else.
- \*okay excellent, one last question for you then, can you share an example of a time where you feel like you actually did learn something from a whole class teaching example.
- I would say when we are doing like all the information on the board the teacher writes all the information on the board and then talks through everything and it's like understandable and then in a smaller group they might be you know just rely on your friends too much and not really listen to much, were as in a bigger group you... ..
- \* so think that.. is what you are saying is when it's an introduction to something and the teacher is giving you all of the information you do feel like you learn a bit in a whole group, yeah? Excellent!

- Sometimes, its easier getting information around in a small group because then the teacher has time for questions for everyone.
- Sometimes we do things like find out something about a country or an animal and usually at the end we discuss our facts and the teacher puts it on the board and you learn lots about from yourself and then other people.
- I think in maths we learn a lot in big groups like at the start when we are doing like a poster for our new subject or maybe even mental maths, I think a lot of people have learnt their times table like really well.
- I think it would be kind of good in both groups like the introduction in a big group would make sense but then like you break up into smaller groups but like also when you are in a small group the teacher can go to that table and tell you what you are doing wrong, because if you are in a big group she doesn't know what you are doing wrong, so can go up and be like oh you are doing this wrong try that again and go up to another table.
- I think like if you are doing maths and you are on like a question because you have like a whole table that might be on the same question then you can work like all together then in like a small group you only have only one table and not that much people who know and they may not want to work with you whereas in a big group you know you can depend on people to help you.
- \* so am I right in thinking that a lot of you think that the introduction to a topic works well a whole class when you are just gathering information and learning but when it comes to you actually doing an activity based on what you have learnt you prefer that to be in smaller groups?
- Unanimous - yes.
- \*Okay, thank you very much!!

--end--

## Appendix 6

### ECAD7004 Research Project Plan

**Research question:** Exploring the use of Small-Focused Group Teaching in Student Learning in a Year Six Classroom

How does the implementation of Small-Focused Group Teaching affect student learning in a Year Six classroom?

**Objective:** This study aims to assess and compare the effectiveness of small, focused group teaching and whole-class teaching in enhancing student learning outcomes in a Year Six classroom.

**Research Questions for myself:**

5. How does student engagement differ between small focus groups and whole class teaching in a Year Six classroom?
6. What impact does small, focused group teaching have on individual student achievement compared to whole-class teaching?
7. Are teacher-student interactions and relationships between small, focused groups and whole-class teaching varied?
8. How do students perceive their learning experiences in small focus groups versus whole-class settings?

**Potential Research Questions for the Children:**

How do you feel when you are learning in a small focus group?

What about whole-class teaching makes you feel engaged or disengaged?

Do you think you learn better in small groups or the whole class? Why?

Can you share an example of when you felt you learned a lot during small-focus group teaching or whole-class teaching?

How is the interaction between you and your teacher different in small focus groups compared to the whole class?

Do you feel more comfortable asking questions or seeking help in a small focus group or in the whole class?

What do you enjoy about learning in a small focus group?

If you had the choice, would you prefer learning in small focus groups or in the whole class? Why?

Are there certain subjects or topics where you think small focus groups work better than whole-class teaching, or vice versa?

**Methodology:**

- **Participants:**

Select one or more Year Six classes with similar demographics.

Randomly assign students to small focus groups and whole class teaching sessions.

- **Intervention:**

Design lesson plans for small focus group and whole class teaching to cover the same content.

Implement the interventions over a set period (e.g., several weeks) with alternating sessions.

- **Data Collection:**

Use observation protocols to record student engagement and teacher-student interactions.

Administer pre-and post-assessments to measure individual student achievement.

Distribute surveys or conduct interviews to gather student perspectives.

- **Data Analysis:**

Compare pre- and post-assessment results to evaluate changes in student achievement.

Analyse observation data to assess engagement and interactions.

Examine survey/interview responses for student perspectives on the learning experiences.

**Expected Outcomes:**

- Identify differences in student engagement between small, focused groups and whole-class teaching.
- Determine the impact of teaching methods on individual student achievement.
- Explore variations in teacher-student interactions and relationships.
- Understand student perceptions and preferences for different teaching approaches.

**Conclusion:** Summarise the findings and discuss their implications for effective teaching strategies in Year Six classrooms. Based on the research outcomes, consider recommendations for teachers and school administrators.

**Limitations and Future Research:**

Acknowledge any study limitations, such as the specific context or sample size. Suggest areas for future research, such as investigating the long-term effects of different teaching methods or exploring the role of teacher training in implementing small, focused group teaching.

## **Appendix 7**

**Exert from focus group discussion transcript to attain pupil assent to participate in the study.**

- \* Before We Begin, I would like to remind you that you do not have to participate in todays discussion. You are allowed to leave, and there will be no consequences and you will not be in trouble if you decide you do not want to continue. You can also stop at any point during the discussion, just let me know, and I will stop recording, and you can leave. Please try your best not to use each other's names when talking, if you would like to speak please raise your thumb as we do during our other Oracy tasks and you will get your turn. Is everyone happy to continue?
- (Unanimous agreement)