
Appendices

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Ethics Form

RESEARCH STUDENTS

This form is to be completed by the student within **SIX** months for full-time students and **TWELVE** months for part time students, after the commencement of the research degree or following progression to Part Two of your course.

Once complete, submit this form via the **MyTSD Doctoral College Portal** at (<https://mytsd.uwtsd.ac.uk>).

This document is also available in Welsh.

RESEARCH STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

1	Full Name:	Alice John			
2	Tick all boxes that apply:	Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student
3	Institute/Academic Discipline/Centre:	Initial Teacher Education, Yr Athrofa			
4	Campus:	Carmarthen			
5	E-mail address:	2103838@student.uwtsd.ac.uk			

6	Contact Telephone Number:	07548664291
For students:		
7	Student Number:	2103838
8	Programme of Study:	BA Primary Education with QTS
9	Director of Studies/Supervisor:	Dr Sioned V Hughes

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☐
					Date
2	If Yes, please indicate source of approval (and date where known): Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Research Degrees Committee	☐		
		Institute Research Committee	☐		
		Other (write in) ECAD5010 Module lead: Dr Sioned V Hughes	☒	25.04.23	

SECTION C: Internal and External Ethical Guidance Materials

	Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed.
1	<u>UWTSD Research Ethics & Integrity Code of Practice</u> ☒
2	UWTSD Research Data Management Policy ☒
3	BERA Guidelines (2018) EWC Professional Code of Conduct ☒

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	N/A
2	Contact person name	N/A
3	Contact person e-mail address	N/A
4	Is your research externally funded?	YES ☐ NO ☐
5	Are you in receipt of a KESS scholarship?	YES ☐ NO ☐

6	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☐
7		Employed	YES	☐	NO	☐
8	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)?	If YES then the permission question below does not need to be answered.	YES	☒	NO	☐
9	Has permission to undertake the research has been provided by the partner organisation?	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☐

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

10	Does this organisation have its own ethics approval system?	YES	☐	NO	☐
If Yes, please attach a copy of any final approval (or interim approval) from the organisation (this may be a copy of an email if appropriate).					

SECTION E: Details of Research Activity

1	Indicative title:	Do staff and learners in year 5 value the use of peer assessment when working towards progression in their learning?			
2	Proposed start date:	02.05.23	Proposed end date:	15.05.23	
Introduction to the Research (maximum 300 words per section) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below: <i>Purpose of Research Activity</i> <i>Proposed Research Question</i> <i>Aims of Research Activity</i> <i>Objectives of Research Activity</i> Demonstrate, briefly, how <u>Existing Research</u> has informed the proposed activity and explain <i>What the research activity will add to the body of knowledge</i> <i>How it addresses an area of importance.</i>					
3	Purpose of Research Activity The purpose of this research activity is to gain a better and clearer understanding of how peer assessment works in a year 5 class as a strategy for Assessment for learning within a school setting. I will also be developing stronger research literacy skills and to explore research methods and tools in practise. (this box should expand as you type)				

4	Research Question Do staff and learners in year 5 value the use of peer assessment when working towards progression in their learning? (this box should expand as you type)
5	Aims of Research Activity The aims of this research activity is to develop a deeper understanding of research and to develop a further understanding of research literacy skills. To explore the role of peer assessment and the views of teachers and year 5 learners (this box should expand as you type)
6	Objectives of Research Activity I will be gaining a deeper understanding of how Assessment for Learning is used within a classroom by adopting the mosaic approach. The mosaic approach will allow me to gain the opinions and viewpoint of the learners from a primary source, through pupil voice. I will be using the mosaic approach with mixed methods to collect and record qualitative and quantitative data. (this box should expand as you type)
	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods here, but should instead describe how you intend to collect the data necessary for you to complete your project.
7	During my research, I will aim to collect research data through the mosaic approach whereby I will be accessing data through the primary source of pupil voice. My research will be based on a semi structured model whereby I will be collecting data through both interviews and questionnaires. The interviews I will be leading will take place within a school setting, with learners grouped into focus groups of 5-6 members at any one time. These learners will be asked a structured set of questions, where they may be asked to elaborate further on their comments and discussions. I will conduct these focus group interviews as informally as possible in the school setting, and I will inform the learners that I will be taking notes and recording voices during the session. If they should feel uncomfortable with this they will be told that they can leave at any time. These learners will not be forced to take part in interviews and will be made aware that they can leave during any time. I will continuously check throughout the interview if all participants are happy to continue, but I will not record any names or personal details of the participant. I will also collect research data from a questionnaire which will be posted online for all teaching staff to input their experiences and observations on peer assessment. (this box should expand as you type)
	Location of research activity Identify all locations where research activity will take place.
8	This research task will take place in a large urban school situated within a Welsh city centre. At present, there are approximately 400 full time students on record with approximately 38 part time students. 55.7% of the pupils on role are currently living in the top 30% most deprived areas in Wales, as defined by the Welsh Index of Multiple Deprivation, 2019. Furthermore, 22.9% of the whole school population are

	recorded as living in the top 20% of the most deprived areas in Wales and 5.3% are living in the top 10% of most deprived areas. The three year average for Free School meal children is at 25.9% for the years 2019 – 2021, with 22.1% of the children on role are classified as children who use English as an Additional Language whereas 12.2% of children have Additional Learning Needs. (this box should expand as you type)
	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the research then please state this.
9	N/A (this box should expand as you type)

10	Use of documentation not in the public domain: Are any documents NOT publicly available?	NO	☒
		YES	☐
11	If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with the current data protection law of the country in question and that of England and Wales. (this box should expand as you type)		

	Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?	YES	NO
12	A prosperous Wales	☐	☒
13	A resilient Wales	☐	☒
14	A healthier Wales	☐	☒
15	A more equal Wales	☐	☒
16	A Wales of cohesive communities	☐	☒
17	A Wales of vibrant culture and thriving Welsh language	☐	☒
18	A globally responsible Wales	☐	☒
19	If YES to any of the above, please give details:		
	(this box should expand as you type)		

SECTION F: Scope of Research Activity

	Will the research activity include:	YES	NO
1	Use of a questionnaire or similar research instrument?	☒	☐
2	Use of interviews?	☒	☐
3	Use of focus groups?	☒	☐
4	Use of participant diaries?	☐	☒
5	Use of video or audio recording?	☐	☒
6	Use of computer-generated log files?	☐	☒
7	Participant observation with their knowledge?	☐	☒
8	Participant observation without their knowledge?	☐	☒
9	Access to personal or confidential information without the participants' specific consent?	☐	☒
10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
12	Investigation of participants involved in illegal activities?	☐	☒
13	Use of procedures that involve deception?	☐	☒
14	Administration of any substance, agent or placebo?	☐	☒
15	Working with live vertebrate animals?	☐	☒
16	Procedures that may have a negative impact on the environment?	☐	☒
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.	☐	☒
	Details of any other primary data collection method: (this box should expand as you type)		

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

If there are no participants then do not complete this section, but go directly to section H.

Who are the intended participants:		YES	NO
1	Students or staff at the University?	☐	☒
2	Adults (over the age of 18 and competent to give consent)?	☒	☐
3	Vulnerable adults?	☐	☒
4	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☒	☐
5	Prisoners?	☐	☒
6	Young offenders?	☐	☒
7	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
8	People engaged in illegal activities?	☐	☒
9	Others. Please indicate the participants below, and specifically any group who may be unable to give consent.	☐	☒
Details of any other participant groups: (this box should expand as you type)			

Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?		
10	How many participants are expected?	Approximately 30 learners and approximately 20 members of staff. (this box should expand as you type)
11	Who will the participants be?	All questionnaires will be filled out by teaching staff, whereas the interview process will include focus groups made up of around 5-6 learners . (this box should expand as you type)
12	How will you identify the participants?	The participants will be selected based on mixed abilities over all areas of learning and experiences. They will also be selected to cover a range of social and religious backgrounds and well as genders. (this box should expand as you type)

Information for participants:		YES	NO	N/A
13	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐

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

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

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.			
1	Full risk assessment completed and appended?	Yes	☐
		No	☒

2	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information	
	Risk to participants: Participants may feel pressure to please a senior during the interview (power dynamic). They may also feel a sense of being left out if they do not opt to join in.	<i>How you will mitigate the risk to participants:</i> I will be consistently making the learners aware that they have the choice of taking part or withdrawing at any point. They will be encouraged to do as they feel is best for them and I will make sure they well content with their choice.
3	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities	
	N/A <i>(this box should expand as you type)</i>	
4	Risks to the investigator For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest	
	Risk to the investigator: Risk of accusation of fabrication or falsification of data. <i>(this box should expand as you type)</i>	<i>How you will mitigate the risk to the investigator:</i> I will follow the UWTSD and BERA (2018) ethical guidelines when conducting primary research in a school. <i>(this box should expand as you type)</i>
5	University/institutional risks For example: adverse publicity, financial loss, data protection	
	Risk to the University: Not behaving in a way that could impact the relationship between school and university. <i>(this box should expand as you type)</i>	<i>How you will mitigate the risk to the University:</i> I will behave in a professional manner, at all times. I will also collect my data on a password protected file and all data will be confidential and anonymous. <i>(this box should expand as you type)</i>
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: N/A <i>(this box should expand as you type)</i>	<i>How you will mitigate the risk to environment:</i> N/A <i>(this box should expand as you type)</i>

Disclosure and Barring Service				
	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
7	Does your research require you to hold a current DBS Certificate?	☒	☐	☐
8	If YES, please give the certificate number. If the certificate number is not available please write "Pending"; in this case any ethical approval will be subject to providing the appropriate certificate number.			

SECTION I: Feedback, Consent and Confidentiality

1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when?
	N/A <i>(this box should expand as you type)</i>
2	Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.
	I have engaged in conversation with my lecturer and professional tutor prior to the research day and lecturer, providing the reasons and rationale behind the research. However, I will verbally ask the head-teacher/teacher identified to participate whether they wish to participate. I will also ask for their ongoing consent during the research. <i>(this box should expand as you type)</i>
3	Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
	I will ensure throughout the research that no names of the participants will be recorded, and I will not disclose any names during the data collection or findings. <i>(this box should expand as you type)</i>

SECTION J: Data Protection and Storage **NO NEED TO COMPLETE SECTION J**

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
1	"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.	☐	☐
	If YES, provide a description of the data and explain why this data needs to be collected:		

2	(this box should expand as you type)		
	Does it involve special category data (as defined by the GDPR)?	YES	NO
3	“Special category data” means sensitive personal data consisting of information as to the data subjects’ – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),	☐	☐
	If YES, provide a description of the special category data and explain why this data needs to be collected:		
4	(this box should expand as you type)		

	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	YES	NO
5	Manual files (i.e. in paper form)?	☐	☐
6	University computers?	☐	☐
7	Private company computers?	☐	☐
8	Home or other personal computers?	☐	☐
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☐
10	“Cloud” storage or websites?	☐	☐
11	Other – specify:	☐	☐
12	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation:		
	(this box should expand as you type)		

	Data Protection		
	Will the research activity involve any of the following activities:	YES	NO
13	Electronic transfer of data in any form?	☐	☐
14	Sharing of data with others at the University outside of the immediate research team?	☐	☐
15	Sharing of data with other organisations?	☐	☐
16	Export of data outside the UK or importing of data from outside the UK?	☐	☐

17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☐
18	Publication of data that might allow identification of individuals?	☐	☐
19	Use of data management system?	☐	☒
20	Data archiving?	☐	☐
21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate):		
	N/A <i>(this box should expand as you type)</i>		
22	List all who will have access to the data generated by the research activity:		
	<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:		
	<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.		
	<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 https://researchdata.uwtsd.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		
	N/A <i>(this box should expand as you type)</i>		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☐
27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☐

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/			
1	Signature of applicant:	A.John	Date: 25/04/2023

For STUDENT Submissions:

2	Director of Studies/Supervisor:	Dr Sioned V Hughes	Date: 26.04.23
3	Signature:	<i>S. V. Hughes</i>	

For STAFF Submissions:

4	Academic Director/ Assistant Dean:		Date:
5	Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (where appropriate) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.

RESEARCH STUDENTS ONLY

Once complete, submit this form via the **MyTSD Doctoral College Portal** at (<https://mytsd.uwtsd.ac.uk>).

RESEARCH STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

Learners' Interview Questions

1. Have you heard your teacher using the phrase 'peer assessment'?
2. Can you tell me what you think peer assessment is?
3. Does your teacher allow you to mark your peers work in the classroom? How do they do this? Describe how you do this? Do you share with you friends or the person next to you/swapping on your table? How was it? Do you enjoy peer assessment? Why?
4. Which methods of peer assessment does your teacher use in lessons? Do you enjoy them and why?
5. Do you feel peer assessment helps you progress your learning? Why?
6. Would you change how your teacher gets you to peer assess your friends work?
7. How do you know you are doing it right?
8. How do you feel when someone else marks your work?

Learners' Interview Responses

<u>Question 1</u>	<i>Have you heard your teacher using the phrase 'peer assessment'?</i>
<i>Group A</i>	I think so yes. Maybe. Once or twice.
<i>Group B</i>	No I don't think so
<i>Group C</i>	I think I've heard the words but I'm not sure what it means.
<i>Group D</i>	No, I have never heard those words ever.
<i>Group E</i>	No, I don't know what that is.

<u>Question 2</u>	<i>Can you tell me what you think peer assessment is?</i>
<i>Group A</i>	I think I remember doing it when you were our teacher. Something about marking work, like a teacher's job?
<i>Group B</i>	I have no idea.
<i>Group C</i>	I think it's like an assessment on other people.
<i>Group D</i>	(No response) – learners had no idea what peer assessment is.
<i>Group E</i>	(No response) – learners couldn't take a guess at what that means.

<u>Question 3</u>	<i>Does your teacher allow you to mark your peers work in the classroom? How do they do this? Describe how you do this? Do you share with you friends or the person next to you/swapping on your table? How was it? Do you enjoy peer assessment? Why?</i>
<i>Group A</i>	Yes, we did it in maths last week. We use a green pen, and we tick it if its right and a little dot if it's wrong. We don't write the right answer next to it we just leave it, the person whose book it must copy the right spelling off the board. We swap books with the person your paired up with. I hate peer assessment because I always get them wrong, and I don't like other people knowing that I'm not smart because they make fun. It depends on what work we are marking because we do it in spelling and sometimes, they mark it wrong. If we do get an answer wrong, sir just puts correction fluid on it, and we will write the right answer. Sometimes my partner will ask me to rub out their wrong answer and write the right answer because they don't want to get a question wrong. It sometimes can be embarrassing so I would rather mark it myself. I don't like it either because sometimes I might not be able to read their handwriting and I might mark their work wrong.
<i>Group B</i>	Yes, we do RRI – reflect, respond, and improve. We must write a comment responding to sirs marking. We swap with our partner and use a green pen to write in the books. The last time we did it was before Christmas, and we swapped the books randomly and it worked better because we look at work from people we would never normally swap with. I enjoy it when we're marking art because I can laugh at their work if it looks silly. I don't enjoy it when we do spelling because I can't spell, and people laugh at me and call me stupid. I really don't like it because its not fun and there is lots of writing. I don't mind it because I can get new ideas on my work or if I don't understand the maths, I can look at how other people do it. I like it because it makes me feel like a teacher.
<i>Group C</i>	Sometimes but we haven't done it in ages. We use 2 stars and a wish, but we did that ages ago and we haven't done it since. We do it in spelling where sir puts the answers on the board, and we tick it or dot it if its wrong. Yes and that's in green pens, we swap with the people on our table. Sometimes it can be difficult because someone might struggle reading my handwriting. I like swapping with the people on the table because it's easy but I would like to try swapping with random people, like we could use the randomiser on Dojo. I like it being random but I would want to know who marked it after it was marked, maybe people could put their initials on the comments after so if I needed more information I can ask, but it needs to be specific about that exact piece of work. I really enjoy it because its fun to look through other people's books and see how they got to that answer.
<i>Group D</i>	No Sir doesn't do anything like that. We mark each other's spellings when we do a test, and we swap books with our thinking partner. We haven't done that in ages, so we just mark our own now. All learners preferred self-assessment. It's not marking but when we write stories, I like swapping books and reading other people's work to see what they've written and get some ideas.
<i>Group E</i>	Yes sometimes, we swap books in spelling and do a tick or a dot in green pens. I don't write my initials down because I don't want them to know who marked it. I like it because I get to feel like a teacher. I just enjoy marking other people's work because I can learn how to make mine better.

<u>Question 4</u>	<i>Which methods of peer assessment does your teacher use in lessons? Do you enjoy them and why?</i>
<i>Group A</i>	We use a green pen sometimes in spelling. I remember once we did this thing in art where we must write down 2 good things about their drawing and 1 thing they can do better on. Sometimes I didn't know what to write about how they can improve it, so it was pressure. I feel like you would have to be really judge and I don't like sounding mean to people. I didn't like that I wrote my initials down on it and then if they got offended by my comments then they would stop talking to me. I didn't like hearing people not be nice about my work because I sort of get it, but my art is how I like it so tough. It can be insulting sometimes so they need to be careful how they say it. I like writing it down I wouldn't like to say it to their face.
<i>Group B</i>	We've done 2 stars and a wish before, but I don't like doing that, I just want sir to mark it and me write my initials next to it. I don't want to do too much thinking. I don't like other children telling me I've done something wrong, it's my work that's how I like it. I don't mind it because it gives me ideas on how I can make it better, and the next lesson I'll try and use my targets to improve. I don't like doing 2 stars and a wish because sometimes it makes me feel insecure and makes me doubt myself.
<i>Group C</i>	We swap books and use a green pen for spelling. We sometimes go to hwb or teams and mark each other's work online. It's hard work doing that because you have to be careful not to delete their work. We did verbal feedback when sir put up an example on the board, I liked that because I know what I need to do better the next time and how I can get better. I only like hearing the things I can do better with positive language.
<i>Group D</i>	Spelling we use a green pen and tick the right answers and dot the wrong ones. Miss thinks it will hurt peoples feelings if we do a cross. Some people write the right answer next to a dot, but some people leave it because it doesn't matter.
<i>Group E</i>	We don't do loads of marking of other people's books. We use green pens and that's it.

<u>Question 5</u>	<i>Do you feel peer assessment helps you progress your learning? Why?</i>
<i>Group A</i>	No way I feel like it makes me more insecure because I feel like every time, we do it people find out all my wrong answers. Maths scares me because I don't feel like I get better I feel like people just laugh when I get them wrong. I think it does help because at least I know if I've gone wrong then I can ask sir to go through it with me and I can learn for the next time.
<i>Group B</i>	No, it only teaches you that its ok to discriminate against the person you don't like. If someone doesn't like me and they're marking my work, they can pick on me. I don't think it does because the person who is marking my book can have the wrong answer, so they mark my work wrong but its right. I don't correct my wrong answers because sir doesn't check them.

<i>Group C</i>	Yes, because we know what we need to do to improve and get better. It also depends on what the targets are because sometimes they can be mean and not about your work. I think its better if the teacher looks over the comments first because the teacher needs to say yes to the target.
<i>Group D</i>	No because people in the class just laugh at people's work. Sometimes it can be, but you have to use positive language and always be nice about their work. At least when they are nice to me, I have a target to work towards and I can get better.
<i>Group E</i>	Sometimes, but only when you give them targets because they can't get better if you don't tell them what's wrong with their work.

<u>Question 6</u>	<i>Would you change how your teacher gets you to peer assess your friend's work?</i>
<i>Group A</i>	Yes, I don't like it when he calls on me because that is way too much pressure. I want them to use positive words only and not to be insulting. Maybe a word bank of positive words that we all choose from to not hurt people's feelings. I would rather use 3 stars and 0 wishes because it would boost my mood, sir can help me with the answers I didn't get right. I would like to mix the books up rather than give them to your partner because different people might have different opinions on how you can improve. As long as they put their initials on, so I know who said it then I like that.
<i>Group B</i>	Yes, I would prefer for the teacher to mark it as I trust their marking more and they can help me if I've got it wrong because they know what they're doing. I would like to speak the feedback rather than write it down, but not in front of the whole class. I would prefer to have a 30 second chat with the person to know how I can improve. Maybe we could use whiteboards and pass them to the person whose work you marked.
<i>Group C</i>	Tiny Tasks – little tasks after your work are marked to improve any work. I would prefer sir to talk through these with me rather than write it in my book because it makes me look dumb.
<i>Group D</i>	I would rather write 2 stars and a wish down rather than speak it aloud because sometimes they can feel attacked if you say it. I would rather put my initials down because if they do not understand what I've written they can ask me.
<i>Group E</i>	I would change it to be really mean to them because that means they have to improve. If I don't tell them the truth, then they will never know, and they'll never get better. I prefer to mark my own work because I can change the answers in maths if I've got it wrong.

<u>Question 7</u>	<i>How do you know you are doing it right?</i>
<i>Group A</i>	Sir puts up the right spellings on the board or calls out the right answers in maths. We don't really do peer assessment for literacy or any other subjects. We all prefer self-assessment depending on what subjects we are marking.
<i>Group B</i>	I use my brain, and a calculator for maths. We can check google for our writing work. Sir sometimes puts the answers up on the board, but he doesn't explain how he got to the answer so sometimes its more confusing that way. See 3 before me – this sometimes helps if sir cant help right now but I get confused easily.
<i>Group C</i>	Sir sometimes puts the right answers on the board, he goes through the question to make sure your workings are right.
<i>Group D</i>	Because sir puts it on the board, and you have to make sure its all right when you write it down. We get told to practise at home to make sure we are doing it right.
<i>Group E</i>	I've done that before when I've marked a correct answer wrong. But sir normally writes the right answer on the board for spelling. We can ask a teacher if we don't know what we are doing.

<u>Question 8</u>	<i>How do you feel when someone else marks your work?</i>
<i>Group A</i>	I don't mind it because I can always improve somewhere. Sometimes I'm worried in case they have bad handwriting, and they mess up my book.
<i>Group B</i>	I feel offended if they say I'm wrong. I don't like it when someone else marks my book, but I don't mind marking other's books. I really like it because the people who mark my work are really nice markers and they're not that horrible. We never really do it but on the few times we have its not bad. I enjoy it because it's cool. I would be sad if they weren't nice about my work. All would prefer to self-assess their own work.
<i>Group C</i>	Relieved because I always think I've got the wrong answers but if I get them right, I like that feeling. It's not the end of the world if I get it wrong but I don't like it. If its maths and spelling, I can work on that and get it in my memory but with art it's hard because I can't draw.
<i>Group D</i>	It depends on what they are commenting on because sometimes it can sound really offensive. A little thing I don't mind because I can change that but if they say they don't like any of it then that's not nice.
<i>Group E</i>	I don't like it as it makes me feel sad. But if its good feedback I would be really happy and shake their hand and say thank you. I don't know, it's just schoolwork I don't really care if I get it wrong.

Blank Staff Questionnaire

Yr Athrofa - BA2 Assessment for Learning Research Study

I am researching into how Peer Assessment is used in classrooms and how staff use it to progress the development of the learners.

My research will be based around the following question:

Do staff and learners in Year 5 value the use of peer assessment when working towards progression in their learning?

The questionnaire contains questions relating to Assessment for Learning in the primary school. The questionnaire should take between 5 and 10 minutes to complete. Participation is completely voluntary, and you can withdraw at any time. You will complete the questionnaire anonymously and all information will be kept confidential and in accordance with the Data Protection Act (2018).

Thank you very much for taking part in our research.

* Required

1. Which progression step are you currently teaching in? * 

Enter your answer

2. How long have you taught in that progression step? * 

Enter your answer

3. How important do you find AfL in ensuring pupil progression? (1 - Not important, 5 - Very important) * 

1

2

3

4

5

4. Which methods of AfL do you use in your classroom? * 

☐ Sharing Success Criteria with the Learners

☐ Self and Peer Assessment

☐ Quality of Questions/Quality of Talk

☐ Use and Quality of Feedback

☐ Other

5. Which of the above strategies do you find works best for your class? Please explain your response in detail. * 

Enter your answer

6. Can you describe the ways in which you facilitate peer assessment in your lessons? * 

Enter your answer

7. How do you incorporate peer assessment in your everyday teaching? Please describe which methods work best for your class. * 

Enter your answer

8. To what extent do you find peer assessment effective for the progression of your learners? Please explain your response in detail. * 

Enter your answer

9. How do you monitor pupil progress when using peer assessment? * 

Enter your answer

10. Have you experienced any challenges when facilitating peer assessment within your lessons? Please explain your response in detail. * 

Enter your answer

11. Do your learners consistently engage with your peer assessment methods? * 

Enter your answer

12. How do you support learners who find it difficult to engage with peer assessment? * 

Enter your answer

13. If you would like to add any additional information which you feel is beneficial for this study, please do so below. 

Enter your answer

Submit

Staff Questionnaire Responses

1. Which progression step are you currently teaching in?

1 Responses

ID ↑	Name	Responses
1	anonymous	3

2. How long have you taught in that progression step?

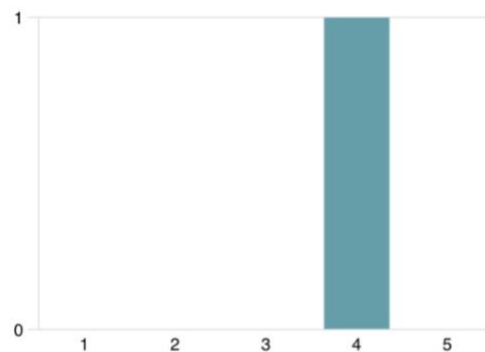
1 Responses

ID ↑	Name	Responses
1	anonymous	9

3. How important do you find AfL in ensuring pupil progression? (1 - Not important, 5 - Very important)

[More Details](#)

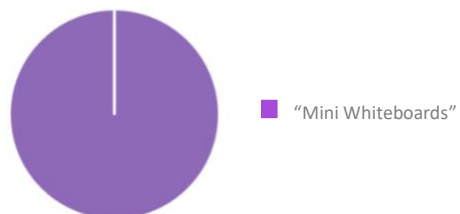
4.00
Average Rating



4. Which methods of AfL do you use in your classroom?

[More Details](#)

- Sharing Success Criteria with the... 0
- Self and Peer Assessment 0
- Quality of Questions/Quality of T... 0
- Use and Quality of Feedback 0
- Other 1



5. Which of the above strategies do you find works best for your class? Please explain your response in detail.

1 Responses

ID ↑	Name	Responses
1	anonymous	I personally find the use of mini whiteboards really effective at gauging the children's understanding during a lesson introduction/plenary. I am then able to adapt my teaching/levels of support to suit the specific needs of children.

6. Can you describe the ways in which you facilitate peer assessment in your lessons?

1 Responses

ID ↑	Name	Responses
1	anonymous	The vast majority of peer assessment that I use within the classroom is verbal. My reasoning for this being that it provides immediate feedback and it can be less formal than children providing written feedback. Some children also find that their books are personal to them and specific pupils have previously expressed they don't like the idea of their peers recording in them.

7. How to you incorporate peer assessment in your everyday teaching? Please describe which methods work best for your class.

1 Responses

ID ↑	Name	Responses
1	anonymous	In my classroom peer assessment is generally children identifying positives that they spot in each other's work. It is helpful for them to use the success criteria when providing feedback.

8. To what extent do you find peer assessment effective for the progression of your learners? Please explain your response in detail.

1 Responses

ID ↑	Name	Responses
1	anonymous	I personally use peer assessment less for providing constructive criticism. Some children have previously expressed they don't like being judged by a peer. Pupil abilities also have to be fully considered e.g. it could be difficult for a lower ability pupil to explain how a more able pupil should improve a piece of work

9. How do you monitor pupil progress when using peer assessment?

1 Responses

ID ↑	Name	Responses
1	anonymous	I feel this is a real challenge of peer assessment. I would generally still review a piece of work after a peer has assessed it.

10. Have you experienced any challenges when facilitating peer assessment within your lessons? Please explain your response in detail.

1 Responses

ID ↑	Name	Responses
1	anonymous	Issues referred to early regarding ability pairings. I feel it is important that a child trusts the child who is assessing their work. This way they are more likely to engage with feedback and feel less vulnerable/judged over the process.

11. Do your learners consistently engage with your peer assessment methods?

1 Responses

ID ↑	Name	Responses
1	anonymous	I really feel like it depends on the child and also the age of the child. In my opinion the more independent/mature the learner the more they are able to engage with this.

12. How do you support learners who find it difficult to engage with peer assessment?

1 Responses

ID ↑	Name	Responses
1	anonymous	Success criteria. If there is a bank of outcomes for the children to review and then identify whether or not the peer has achieved - this makes the process more manageable.

13. If you would like to add any additional information which you feel is beneficial for this study, please do so below.

1 Responses

ID ↓	Name	Responses
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Consent form**ECAD5010 Consent Form**

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

To be completed by the school:

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

- Take photographs (Tick accordingly)
- Interview
- Take video
- Observe
- Quote school policy documents
- Questionnaires

Name of Head teacher _____ Signed _____

Name of school _____

To be completed by the student teacher:

If I am granted such permission, I agree to abide by the ethics embodied within the EWC Code of Conduct and BERA Ethical Guidelines (2018) and will not distribute any such material to audiences beyond the University authorities without their permission.

Name of student teacher: _____ Signed: _____

Student teacher UWTSD e-mail address: _____

Programme (BA Education QTS/ Primary): _____

Date: _____