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Enhancing Literacy skills: Exploring the effectiveness of extended challenges for more able and talented pupils.

How effective are extended challenges in improving literacy skills in the context of more able and talented (MAT) pupils?

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Word Count: 4,942

Submission Date: 7th May 2024

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Aim

This project is being carried out to explore the effectiveness of extended challenges that aim to improve literacy skills specifically for more able and talented (MAT) pupils. It aims to understand how extended challenges can be tailored to engage and challenge pupils. The research addresses current interests of the school in which it is being conducted as well as the interests of the researcher who believes that MAT pupils should be given further opportunities to thrive with the appropriate resources and challenges. This relates to the overarching values and dispositions of the Professional Standards for Teaching and Leadership (Welsh Government, 2019) which acknowledges the need for teachers to consistently emphasise the central importance of literacy and support learners in gaining skills across all areas of learning whilst taking every opportunity to extend their skills and competence.

MAT pupils have been shown to struggle with decoding words and have difficulty blending sounds and recognising common sight words. Difficulties displayed in phonics and phonetic awareness often translate to spelling and formation challenges, MAT children may struggle to form sentences that are grammatically correct, use punctuation effectively and express their ideas clearly in their writing. Frustration with the challenges of reading and writing can lead to a lack of motivation and engagement with literacy tasks. Reading in the early years sparks creativity, curiosity and stimulates children's imaginations, Hasbrouck (2023) suggested that children who developed literacy foundations early were more likely to excel in reading, writing, and overall academic achievements throughout their life.

According to Estyn (2017) school A is based in the Vale of Glamorgan with 471 pupils on roll. The school identifies 31% of pupils as having additional learning needs (ALN) and very few pupils as having English as an additional language. The class in which this research is based is a Reception class of 25 pupils. The question being asked for this research is 'How effective are extended challenges in improving literacy skills in the context of more able and talented (MAT) pupils?'

Literature Review

More able pupils are defined as those who have the potential for high attainment, they demonstrate high levels of performance and are more able in comparison to their peers in their year group (NACE, 2021). The Department for Education (2008) however defined talented pupils as those with particular abilities in sport, design or creative and performing arts. In most schools, there is little distinction made between the terms 'more able' and

'talented', they both share equal meaning. The term 'MAT' as a whole is defined by a labelling theory much like the theory of Howard Gardner (2001) who suggested that humans have significant intellectual capacities. This multiple intelligence (MI) theory offers a framework for understanding pupil potential beyond traditional labels, it encourages teachers and teaching staff to consider the strengths of a child and tailor the learning to their individual needs. Potential drawbacks of this theory involve teachers focusing too heavily on developing intelligences that are valued within their curriculum, which then neglects others that are just as important for pupil development. The consequences of this include pupils feeling as though their strengths are not valued, disengagement and a sense that learning styles are not being catered to. An alternative perspective to this theory is one of Carol Dweck (2017), who focuses on the growth mindset. This is a concept that emphasises the belief that the intelligence and abilities of a child can be developed through effort and perseverance, contrasting with a fixed mindset which views intelligence as a trait one is born with. With a growth mindset, individuals believe that their intelligence can be developed over time with dedication and learning, challenges are seen as opportunities to grow and setbacks are seen as 'temporary roadblocks'. Pupils that have a growth mindset were seen to be more likely to be intrinsically motivated to learn, they found enjoyment in the learning process rather than achieving high results; these pupils were more likely to persevere through challenges and viewed their mistakes as opportunities to improve rather than failures (Boylan, et al, 2018). Whereas growth mindset can develop a foundation for pupils to believe that they can improve, MI provides a roadmap to identify areas for that improvement. When completed together, these theories can create an approach to education that empowers pupils to reach their full potential: labelling pupils as MAT is not about being elite, but rather about challenging learners to progress.

This research is focusing on challenging pupils who are MAT in their literacy skills. Aziz et al (2021) claimed that MAT pupils may become bored in a classroom that lacks challenge which can then lead to disruptive behaviours and underachievement. The article went on to state that there is a need for provisions for positive progress in learning as MAT pupils learn and grasp concepts at a faster pace than their peers and traditional curriculum and teaching methods may not be stimulating enough to keep them engaged and challenged. The stigma of teachers alongside negative peer attitudes may also hinder the progress of MAT pupils in literacy, which emphasises the need for tailored educational interventions. Reis and Renzulli (2011) stated that personality, environment, school, and home factors interact with potential and the ability to translate it into demonstrated 'gifts and talents'. Reis and Renzulli would agree with Aziz in suggesting that there is a need for further challenge for MAT pupils; they identified that teachers were providing little to no differentiation for more able pupils and the reason for this came down to a lack of training, resources and materials to assist teachers.

This article suggests services that aim to challenge MAT pupils; instructional grouping practices and acceleration.

Instructional grouping refers to the practice of separating pupils into smaller groups within a classroom for specific learning purposes, rather than having one large class of mixed abilities the pupils are placed into temporary groups based on their performance ability in that subject area. Slavin (2008) carried out research on this strategy and concluded that evidence for its effectiveness in boosting pupil achievement was context-dependent and an essential aspect of its implementation would be to ensure high quality differentiation and ongoing monitoring to ensure positive outcomes. However, more recent research conducted by Lechuga and Doroudi (2023) explored the use of algorithms for grouping pupils in classrooms and whilst they acknowledge the importance of personalised learning, it is also suggested that grouping methods can be beneficial for tailoring instruction to the different and various needs of pupils. Whilst there is research to support the use of instructional grouping, including policy imperatives that promote it as an effective pedagogic tool (Welsh Government, 2023), it has also been argued as a 'symbolically violent process', McGillicuddy and Devine (2020) suggest that the use of instructional grouping impacts learner identity along with their perceptions of their ability to learn.

Acceleration refers to pupils moving through the curriculum at a faster pace than typical, this could include early entrance into the next year group. Colangelo (2004) considered it to be 'appropriate educational planning' and described it as optimising the curriculum to align with the students' individual learning needs and motivational state. Steenbergen-Hu and Moon (2010) carried out research that identified the effects of acceleration on high-ability learners, using meta-analysis techniques they concluded that acceleration influences high-ability learners in positive ways, specifically on academic achievement. Pupils who were accelerated were more likely to outperform those who were not and developed higher levels of self-concept, self-esteem, self-confidence and social relationships. Bernstein, et al, (2021) however believed that the academic acceleration of children was more likely to harm their psychological well-being, this research paper went on to suggest that accelerating pupils early on led to deficits in psychological wellbeing later on in life; however there was little evidence to support this idea. Although, Pekrun, et al, (2019) did conclude that pupils in low achieving groups had better emotional well-being compared to that of high achieving groups and stated that by putting more able learners in separate groups practitioners were impacting their emotional development negatively. Gladwell (2013) expressed similar opinions to Pekrun when implying that when put in high achieving groups, MAT pupils found it more difficult to succeed and harder to experience positive emotions usually fuelled by achievement motivation.

Explanation of case study

Miles, et al. (2014) refer to case study research as “a phenomenon of some sort in a bounded context”, indicating that a case study is an extensive review of a contemporary phenomenon within real life contexts: case study research is appropriate where the context is relevant to the phenomenon, in this project for example, investigating further challenge would be the phenomenon, and carrying out the investigation with a group of MAT pupils would be the context. Yin (2018) suggested that the boundaries between the phenomenon and the context were not always clear and therefore there is a need for multiple data sources for evidence. Case study research refers to the in depth analysis of a specific person, group or situation: it focuses solely on a subject, analysing the various aspects of it in detail. Case study research will often examine the subject in its natural environment to gather a realistic perspective of its patterns, causes and individual characteristics and this type of research uses multiple sources to gather information including interviews, documents, observations or statistics (Schoch, 2020). Crowe, et al. (2011) questioned the use of case studies and explored their uses as well as their pitfalls, it was identified that the case study approach is conducive to capturing information on more explanatory questions, such as how an intervention is being implemented and why. It was also noted that the case study approach can offer further insights into the gaps that exist in research or why certain strategies are implemented over others. As with all research, the case study approach is not without its limitations, Crowe, et al. (2011) commented that case study research has been criticised for its lack of scientific rigour as well as for providing little basis for generalisation. In addressing these concerns, Crowe explained that through theoretical sampling, respondent validation and transparency, readers could judge the trustworthiness of the study more positively. Glette and Wiig (2022) expanded on these criticisms, quoting the research of Yin (2014), it was suggested that the claim that case study research lacked scientific rigour stemmed from the lack of systematic methodological texts that guide the researcher. In regards to generalisability, Yin (2014) argued that while generalisation in case study research was possible, it was not the same as generalisation in statistics. Flyvbjerg (2006) claimed that studies that could not be generalised carried individual value, the generalisability that arose was due to a misperception of theoretical knowledge being more valuable than practical knowledge.

The participants in this case study will be a group of five more able and talented literacy pupils of Reception age (five/six years old). Due to the specific nature of this case study (studying how to provide further challenge for MAT pupils in literacy), purposive sampling was employed. Participants were selected based on their knowledge and skills in literacy,

involvement in the phenomenon as well as consideration of the expected involvement of parents, to ensure that the sample provides rich and insightful data. As this research has selected participants based on the judgement of teachers, it could be argued that there is a risk of introducing researcher bias. To mitigate this limitation it would be appropriate to explain that these children have been carefully selected based on their literacy abilities observed by teachers as well as through assessments. Due to the limited sample size of five participants, it is important to acknowledge that the study may not fully capture the diverse experiences and perspectives present within the broader population of MAT literacy pupils. This could potentially lead to a less comprehensive understanding of the phenomenon under investigation. Further studies that involve a larger and more diverse sample could provide a more comprehensive understanding of how to effectively challenge MAT pupils in their literacy.

Research Methods

To gain an extensive insight into how to effectively challenge MAT pupils in literacy, this research has utilised a combination of questionnaires and an intervention. Questionnaires were given to teachers to gain an understanding of how they plan to challenge their MAT pupils; to parents to develop an awareness of how they seek to support their MAT children; and lastly to children, to identify the types of literacy challenges and reading materials that they enjoy. This study involved a targeted intervention aimed at enhancing MAT pupils' skills in letter formation, punctuation usage, sentence structure and handwriting fluency. The intervention consisted of three sessions per week over a three week period with active participation from both parents and their children. This research incorporated parental involvement as a strategy to encourage children's engagement with literacy materials at home.

Questionnaires are a structured technique for collecting primary data, they involve a series of questions relating to a specific subject and are given to selected respondents to provide answers. Beiske (2002) commented that when a questionnaire is well-designed, it will motivate respondents to provide accurate and complete answers, which should provide reliable and relevant data. A growing body of research would suggest that questionnaires serve as a useful tool in allowing larger populations to be assessed; however whilst they are a valuable resource it would be appropriate to acknowledge the need to account for potential limitations such as lost questionnaires, non-responders and inaccurate answers. This will ensure that the final sample accurately reflects the target population and minimises the risk of biased data (Jones, et al. 2013).

Intervention research can also be referred to as experimental research, it involves trialling strategies to determine which are likely to improve outcomes and make a difference. Intervention studies allow the researcher to draw conclusions about cause and effect relationships between an intervention and an outcome. Melnyk & Morrison-Beedy (2012) identified the three factors that determine the successful completion of intervention research, these included impact, significance and innovation. Impact was described as the likeliness of whether or not the study will generate significant and lasting influence within the field; the discussion around significance involved questioning whether the study addresses an essential problem or a critical barrier to progression; and lastly innovation questioned whether the research employed novel concepts, approaches or methods and whether it challenged existing opinions, methodologies or technologies. Aransiola (2019) claims that intervention studies are crucial in assessing the effectiveness of interventions and informing evidence-based practice, they identify potential mediators and moderators, explore long-term effects and conduct sensitivity analyses. Chandrasekaran, et al. (2020) considered the point that intervention based research focuses on applying theoretical knowledge to real-world situations. However, there is also a disconnect between the theoretical frameworks used by academics and the practical realities faced by practitioners.

For this research project questionnaires were first carried out with the participants to clarify what their interests were in literacy based activities (Appendix 1). Questionnaires were also given to the parents of the participants to query how they support or seek to support their children who are MAT in their literacy development (Appendix 2). Another questionnaire was given to teaching staff to gain an understanding of how they support their MAT pupils and the interventions that may already be in place to improve the literacy skills of these pupils (Appendix 3). The questionnaires were all given to respondents before the intervention took place to gauge initial perceptions and perspectives on the participants' literacy development. The questionnaires were all open-ended for the researcher to be able to explore this topic in depth and understand processes. With the participants, the questions were asked by the researcher and then scribed to document each child's answer, in some circumstances the researcher would provide a probing question or provide options of answers for the children to choose. Weller, et al. (2018) suggested that the effectiveness of questionnaires in gathering valuable data might be less dependent on the number of participants interviewed and more reliant on the use of probing and prompting techniques during the interview process.

An intervention was conducted three times per week over a three week period, totalling nine sessions. The intervention primarily focused on the participants' engagement with letter formation, punctuation usage, sentence construction and handwriting fluency during literacy

activities. Detailed notes were taken during each session, capturing specific behaviours, interactions, and the overall learning environment. For the second session of each week, the participants' parents were invited to join the intervention session. Parents play a crucial role in shaping their children's attitudes towards literacy and providing consistent practice opportunities outside of the formal intervention setting. Foster (2022) suggested that parent's understanding of literacy was crucial in influencing their child's reading habits, it supports cognitive development, improves language skills, improves concentration, focus, creativity and imagination as well as builds a strong bond that helps to establish trust, essential for the child's wellbeing. During this intervention, parents were provided with the resources used to support their child's writing and reading and were given all details of the intervention strategies and techniques that were being used. Parents were equipped with specific literacy activities and materials to practise with their children at home and regular communication with the researcher and the parents was available to provide ongoing support.

The age of the participants (five/six years old) influenced the choice of research methods, due to their development stage it was necessary to use shorter intervention periods, simpler interview questions and more engaging activities during data collection. Their cognitive and motor development influenced the types of intervention and assessments that were appropriate for them as young children are still developing their cognitive skills including attention, memory, problem-solving and language processing (Institute of Medicine and National Research Council, 2015). Attendance rates during the intervention sessions may also affect the sample size and limit the generalisability of the findings, even with offers of flexible scheduling during the final week of the intervention some participants were unable to attend due to illness. This may cause potential bias as there will be missing data points for certain participants which can lead to skewed results, particularly when those who missed the session were more likely to have experienced certain outcomes.

Data Presentation and Analysis Method

This research project will use narrative analysis to interpret the data collected, narrative analysis is a qualitative method that focuses on interpreting the stories and experiences that are shared. This method has been selected as the research aims to understand the experiences of MAT pupils in their literacy development as well as the parents' perspectives and teacher's strategies of how to support further challenges. Narrative analysis has been identified as capturing the nuances and complexities of individual experiences, it allows the researcher to understand the context, emotions and motivations behind participants' experiences. In focusing on individual narratives, the researcher is able to appreciate the

uniqueness of each experience and avoid homogenising their experiences into a single category (Wright, 2015).

Wong and Breheny (2018) highlighted the strengths of narrative analysis in understanding individual experiences, although claiming that applying a narrative approach to interviews can be challenging, they also concluded that it provided a broader perspective of experiences. Yuzhen, et al. (2023) suggested that narrative analysis shared the concept of knowledge transmission, a theory that looks to communicate 'unquantifiable qualities of knowledge' such as experiences and life stories. Both articles highlight the strengths of narrative analysis as enriching findings and engaging a wider audience; they demonstrate the strong theoretical foundation and widespread acceptance of narrative analysis as a valuable research method.

While a widespread acceptance of using narrative analysis is prevalent, there are critiques and limitations that should be considered. Riessman (2002) implies that narrative analysis relies on the researchers interpretation of the experiences and views that the participants share meaning that the researchers own background, theoretical framework and personal biases could influence how they identify themes and construct meaning from the narratives: different researchers will interpret the same narratives differently which could lead to varying conclusions and therefore highlighting the subjective nature of the analysis. To conduct more vigorous and trustworthy narrative analysis it could be suggested that researchers employ strategies such as reflexivity whereby researchers actively reflect on their own biases and assumptions as well as triangulation where the researcher combines narrative analysis with another qualitative research method (Holley and Colyar, 2009).

To ensure trustworthiness during this research project it would be vital to address key criteria including credibility, transferability, dependability and confirmability. With regards to credibility the researcher has ensured to spend a sufficient amount of time with the participants as well as the parents to build a rapport and develop a deeper understanding of their needs and experiences. The researcher has continued the data collection until no new themes have emerged, ensuring transferability and has outlined the research design and data collection methods to allow readers to understand the approach that has been taken, ensuring dependability. In relation to confirmability, the researcher will need to acknowledge own biases and discuss interpretations and emerging themes with colleagues to identify potential biases, ensuring a balanced analysis.

Ethical Considerations

In accordance with BERA (2018) and the Education Workforce Council (EWC) (2024) guidelines this research project will ensure that all participants remain anonymous and that confidentiality is to be considered a high priority. The personal data of participants will not be collected or stored and respondents to the questionnaires will remain anonymous: it will not be possible to identify any particular person from their responses to the questionnaires. The school will also not be identified and any identifying features of the school will be removed from the raw data, the school will be referred to as School X in notes and data analysis. The notes collected during the intervention and for questionnaires will use pseudonyms to prevent identification and participants or their parents can withdraw from the project verbally at any point throughout the intervention. All data will then be stored confidentially and destroyed as appropriate.

For this research project consent forms were provided to the parents of the intended participants along with a detailed explanation of what the purpose of the research was and its aims and objectives. Parents were fully informed of their child's involvement in the research and were made fully aware that their involvement and any communications between them and the researcher would also remain anonymous and kept confidential. The consent process was conducted in a sensitive and age appropriate manner and both pupils and their parents were given ample opportunities to ask questions and raise any concerns before providing their consent.

As noted in the ethics approval form (appendix 5), this research project would aim to minimise any potential harm to the pupils; this included avoiding sensitive topics that may cause distress, ensuring that the research activities were not overly time-consuming and providing support resources where needed. Tasks were adapted to accommodate particular children and the researcher observed any signs of frustration or overwhelm and ensured flexibility to accommodate these pupils appropriately and allow them extra time, additional resources or freedom to stop if they chose.

In following these ethical principles, this research project respects the rights and well-being of the pupils and parents involved and adheres to best practice in research ethics.

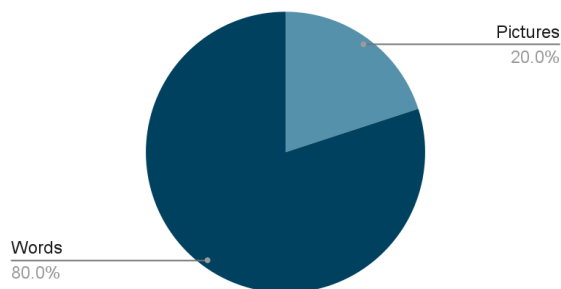
Results / Analysis of results / Discussion

This research project aimed to explore the effectiveness of extended challenges on the learning and development of MAT pupils in literacy sessions. As part of this project, an intervention was carried out to identify the types of challenging activities that the pupils enjoyed as well as focus on improving handwriting, sentence structure and punctuation. Pre-intervention questionnaires were given to pupils, parents and teachers for the

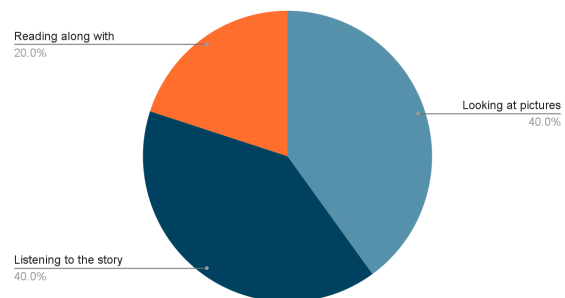
researcher to develop an awareness of pupils' interests, thoughts and feelings around literacy, to understand how parents seek to support their MAT children and how teachers aim to challenge their MAT pupils. The three week intervention featured a progressive exploration of different story types, with each session building upon the previous one to enhance the pupil's literacy skills. Week one: pupils orally told their stories, which the researcher scribed. Week two: parents participated, writing key elements (e.g. 'mum and dad') and supporting their child with pencil grip, storytelling and sounding out words (using sound mats). Week three: the researcher discussed sentence structure and guided the children to transform their one-word answers into sentences.

Participant questionnaire responses (appendix 1)

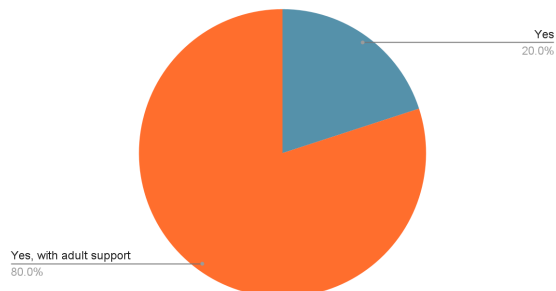
Question 1



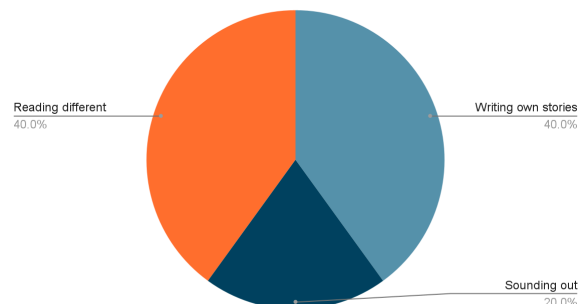
Question 2



Question 4



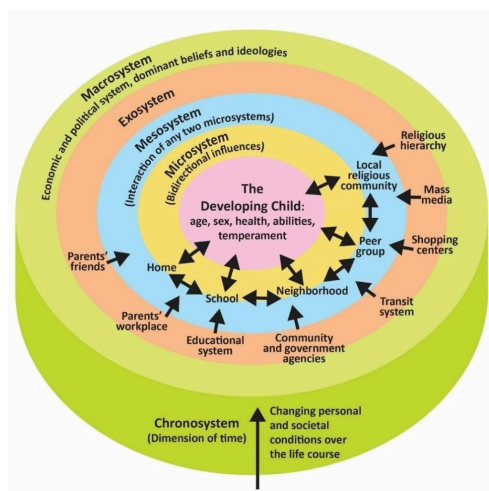
Question 6



Responses from the participant questionnaire highlighted that MAT pupils were very engaged and motivated to learn during their literacy sessions, the pupils were enthusiastic to discuss their interests and showed great motivation in telling their own stories and being able to write their own stories. When asked if they preferred to read books with more pictures or more words, the general response was that they preferred books with more words, two of the five pupils preferred books with more pictures. Strouse, et al. (2018) suggested that picture books aimed to build a shared interaction between adults and children, this research goes on to suggest that the different types of picture books do actually shape the

interactions that take place between two people. Michaels (2021) expands on this, commenting that 'good' picture books should peak curiosity and teach subtle lessons to the children reading them. Pupils preferred pictures and listening to stories when reading, only one pupil enjoyed reading independently. Most wanted to try reading trickier words with adult support, while one pupil preferred independent practice. For literacy activities, most pupils chose writing or reading new books/stories, with one pupil opting to sound out new letters and words.

Parent Questionnaire Responses (appendix 2):



Urie Bronfenbrenner's Ecological Systems

Bronfenbrenner's ecological theory of human development highlights the interrelationships that exist between individuals and their families. Bronfenbrenner believes that various layers of a child's environment interact with and influence their development, this framework helps to explain how parental engagement plays such a crucial role in the literacy development of children. As the family is the primary microsystem for a child, the parents directly influence their child's literacy development through engaging in shared reading, storytelling and writing activities, providing encouragement, support and a sense of value towards literacy skills and through demonstrating their own enjoyment of reading and writing (Sengonul, 2022).

An analysis of the parental questionnaires conducted for this research project revealed a high degree of engagement from the parents of the participating MAT pupils in their children's literacy development. This engagement manifested in active participation during each session, with parents readily utilising the provided resources and actively seeking advice and guidance on how to best support their child's literacy journey. Although none of the parents had previously spoken to their child's teacher regarding differentiated instruction for their literacy skills, all of the parents claimed to be interested in collaborating on

strategies to challenge their child's literacy skills further and attend after school programmes to further their development.

Responses from the teacher questionnaires allowed the researcher to gain an understanding that through an effective learning environment that provides a diverse range of experiences to cater to individual needs, teachers were able to challenge and extend the learning for MAT pupils. This involved tailoring activities to pupil's interests, allowing them to take ownership of their learning journey, and recognising that some pupils may progress at a slower pace. By offering various learning styles and materials, following pupil's curiosity and providing ample time for exploration, teachers were able to create learning spaces where all pupils feel empowered and supported in their learning process.

The data collected during this research project suggests that the implemented literacy intervention yielded positive outcomes for the participating MAT pupils. Specifically, observations indicated improvements in handwriting, sentence structure and letter formation. However, it is noteworthy that some pupils exhibited signs of frustration and overwhelm, particularly during this second session where independent writing took place, often with their parents present. This observation might suggest that the pupils felt more comfortable expressing these emotions in the presence of their parents.

Conclusions

The employment of questionnaires within this research project provided valuable insights into the participants' perspectives on literacy development. The data gathered offered information regarding the parents' and teachers' perspectives on the challenges and strategies for supporting the literacy skills of MAT pupils. However, it is crucial to acknowledge the inherent limitations associated with this methodology. The relatively small sample size potentially restricts the generalisability of the findings. Additionally, the potential for observational bias during data collection and the possibility of leading questions influencing responses within the questionnaire interviews require consideration.

Despite these limitations, the findings from this project hold potential for broader applicability to a wider population or context. Specifically, the insights gained could be applied to support the literacy development of more able pupils within low-ability groups.

This research project can contribute to various aspects of the professional teaching standards by providing evidence for effective practices in literacy development, highlighting the importance of catering to diverse learners, emphasising the value of parental collaboration and demonstrating the use of scaffolding techniques.

Recommendations

Based on the research findings, it could be recommended that similar literacy interventions be implemented for MAT pupils. This would further emphasise the importance of parental involvement strategies observed in this project. Additionally, the intervention should incorporate scaffolding techniques to provide targeted support during independent writing tasks. Given the observed instances of frustration and overwhelm experienced by some pupils during independent writing, future interventions should be designed to provide additional emotional support. This could involve incorporating strategies like positive reinforcement, acknowledging their efforts and creating safer, more encouraging environments for independent practice. To build upon these findings, further research with a larger sample size could explore the long-term impact of the intervention on MAT pupils' literacy development. Investigating the effectiveness of similar interventions within different context, such as with different age groups or socioeconomic backgrounds could provide valuable insights into the generalisability of the intervention's benefits.

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Appendices

1. Participant Questionnaire

Participant Questionnaire

1. Do you like to read books with lots of pictures or words?
2. When you read with someone, what's your favourite part? (looking at pictures, listening to the story, talking about the characters)
3. What kind of stories do you like to hear the most? (funny, exciting, with animals, etc.)
4. Sometimes we can read books that make us think a little harder. Would you like to try reading a book with some tricky words and see if you can figure them out together?
5. Have you ever done an activity at school that felt challenging but fun at the same time? Tell me about it!
6. If you could choose a special activity to do with books or reading, what would it be?
7. Can you tell me about a time when you learned something new from a book?
8. What's the coolest thing you've ever read about in a book?
9. If you could write a story yourself, what would it be about?

2. Parent Questionnaire

Parent Questionnaire**Understanding the child's interests**

1. What are some topics your child finds particularly interesting? This can help tailor reading and writing activities to their passions.
2. Does your child prefer fiction or non-fiction? Knowing their preference can guide book selection and writing prompts.
3. Does your child enjoy reading independently or aloud? This can help you suggest activities that suit their preferred style.

Current literacy practices

1. How does your child typically engage with reading materials at home? Are there specific genres or formats they gravitate towards?
2. Does your child enjoy writing stories, poems, or other creative content? Knowing their existing habits can help build on those strengths.
3. Have you noticed any areas where your child might want more challenge in their reading or writing? Perhaps they excel at comprehension but struggle with vocabulary development.

Collaboration and Support

1. Have you spoken to your child's teacher about differentiated instruction for their literacy skills? The teacher might have suggestions for in-class challenges.
2. Are there any after-school programs or resources you've considered to further develop your child's literacy skills? There might be workshops or clubs that cater to advanced learners.
3. Would you be interested in collaborating on strategies to challenge your child's literacy skills at home?

3. Teacher Questionnaire

Teacher questionnaire

1. How do you identify and assess the needs of more able pupils in literacy?
2. What specific strategies do you use to challenge and extend the learning of these pupils? (e.g., differentiation, open-ended tasks, tiered assignments)
3. Do you use a variety of resources and activities to cater to different learning styles and interests?
4. How do you monitor the progress of more able pupils and adapt your teaching accordingly?
5. Do you use questioning techniques to encourage higher-order thinking skills? (e.g., analysis, evaluation, synthesis)
6. Do you provide opportunities for pupils to explore their own areas of interest within literacy?
7. How do you encourage pupils to take risks and experiment with their writing?
8. Do you offer opportunities for pupils to collaborate with others on challenging tasks?
9. How do you differentiate the curriculum to meet the needs of more able pupils without isolating them from their peers?
10. How do you provide opportunities for pupils to work ahead of the curriculum?

4. Ethics Form

APPLICATION FOR ETHICAL APPROVAL

RESEARCH STUDENTS

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

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

This document is also available in Welsh.

RESEARCH STAFF ONLY

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

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

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

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

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

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

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

This form must be completed and approved prior to undertaking any research activity.

Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

1	Full Name:	Jessica Trew			
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:	UWTSD			
4	Campus:	Swansea			
5	E-mail address:	2306654@student.uwtsd.ac.uk			
6	Contact Telephone Number:				

For students:		
7	Student Number:	2306654
8	Programme of Study:	PGCE 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? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	X	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) Stephen Hadley	X		14/03/24

SECTION C: Internal and External Ethical Guidance Materials

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

SECTION D: External Collaborative Research Activity

If there are external collaborators then you should gain consent from the contact persons to share their personal data with the university. If there are no external collaborators then leave this section blank and continue to section E.

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

6	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☐
7		Employed	YES	☐	NO	☐
8	Is the research being undertaken within an existing UWTSD Athrofa 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:	Enhancing Literacy skills: Exploring the effectiveness of extended challenges for more able and talented pupils.		
2	Proposed start date:	14/03/24	Proposed end date:	31/07/24
	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 This research project is exploring the effects of extended academic challenges on the learning and development of more able and talented (MAT) pupils in Literacy lessons. The project will examine the potential benefits of extended challenges such as improved critical thinking and problem solving as well as enhanced motivation and engagement. The project will also consider potential drawbacks such as identifying feelings of frustration or overwhelm. (this box should expand as you type)			
4	Research Question How effective are extended challenges in improving literacy skills in the context of more able and talented (MAT) pupils?			

	(this box should expand as you type)
5	Aims of Research Activity The aim of this research project is to investigate the effectiveness of extended challenges in improving literacy skills specifically for more able and talented pupils. The project will aim to understand how extended challenges can be tailored to engage and challenge MAT pupils in their literacy development and identify the effectiveness of this. This could involve measuring various aspects of literacy skills such as reading comprehension, vocabulary development, writing fluency and critical analysis. It may also involve identifying signs of frustration or overwhelm when carrying out these challenges. (this box should expand as you type)
6	Objectives of Research Activity The objectives of this project include; - to measure the impact of extended challenges on literacy skills which involves looking at reading comprehension, vocabulary acquisition, writing fluency and critical analysis skills. - to identify preferred types of extended challenges for MAT pupils by exploring project-based learning and analysing complex texts. - to investigate the potential impact of extended challenges on pupil motivation and engagement with literacy tasks. These objectives aim to create a comprehensive picture of how extended challenges affect pupil's literacy skills as well as their overall wellbeing. In achieving these objectives, the research will provide valuable insights for educators on how to best utilise extended challenges to maximise the literacy development of more able and talented pupils. (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	Two main research methods will be used for this study. Firstly, a questionnaire will be carried out with the pupils to inquire about the types of tasks that they enjoy taking part in for their Literacy lessons. This will be done face to face with the pupils using age appropriate resources. The answers may determine the types of tasks they have already done with their teacher and how much engagement they had with creating them. Another questionnaire will be sent to the class teachers to gain an understanding of the types of Literacy tasks that the pupils already do and which tasks are found to be effective or ineffective in improving literacy skills. The questionnaire will use mixed methods to produce quantitative and qualitative responses. Questionnaires for the pupils will be offered to those determined to be of 'higher-ability' and to the class teachers and the LSA's for the teacher questionnaire, this is because all of these staff members contribute to delivering Literacy sessions with different groups of pupils. Secondly, specific tasks will be created and implemented to determine how MAT pupils respond to different challenges. Observations will be carried out to identify the emotions displayed by the pupils as well as their interaction with the tasks. Literacy interventions will be implemented to gain an understanding of how the different challenges are improving literacy development (for example, in reading comprehension or vocabulary acquisition). (this box should expand as you type)
	Location of research activity

	Identify all locations where research activity will take place.
8	Questionnaires and observations will be carried out at my placement school. (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	X
		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	☐	X
13	A resilient Wales	☐	X
14	A healthier Wales	X	☐
15	A more equal Wales	X	☐
16	A Wales of cohesive communities	☐	X
17	A Wales of vibrant culture and thriving Welsh language	☐	X
18	A globally responsible Wales	☐	X
19	If YES to any of the above, please give details:		
	The pupils participating in this project will be challenged appropriately, with considerations in place for their wellbeing. The pupil's will have choice in their tasks to ensure that the researcher understands what will benefit their future. The extended challenges provided to pupils will aim to enable pupils to fulfil their potential regardless of their background or circumstances. Well-being of Future Generations (Wales) Act 2015.		

	(this box should expand as you type)
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SECTION F: Scope of Research Activity

	Will the research activity include:	YES	NO
1	Use of a questionnaire or similar research instrument?	X	☐
2	Use of interviews?	X	☐
3	Use of focus groups?	X	☐
4	Use of participant diaries?	☐	X
5	Use of video or audio recording?	X	☐
6	Use of computer-generated log files?	☐	X
7	Participant observation with their knowledge?	X	☐
8	Participant observation without their knowledge?	☐	X
9	Access to personal or confidential information without the participants' specific consent?	☐	X
10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	X
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	X
12	Investigation of participants involved in illegal activities?	☐	X
13	Use of procedures that involve deception?	☐	X
14	Administration of any substance, agent or placebo?	☐	X
15	Working with live vertebrate animals?	☐	X
16	Procedures that may have a negative impact on the environment?	☐	X
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.	☐	X
	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:		
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		YES	NO
1	Students or staff at the University?	☐	X
2	Adults (over the age of 18 and competent to give consent)?	☐	X
3	Vulnerable adults?	☐	X
4	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	X	☐
5	Prisoners?	☐	X
6	Young offenders?	☐	X
7	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	X
8	People engaged in illegal activities?	☐	X
9	Others. Please indicate the participants below, and specifically any group who may be unable to give consent.	☐	X
	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?	There will be a maximum of 11 participants in total: a pupil group of 6 participants and a maximum of 5 staff members including myself. (this box should expand as you type)
11	Who will the participants be?	The classroom teachers, the LSAs and 6 pupils from the Reception class at my placement school. (this box should expand as you type)
12	How will you identify the participants?	Identified through professional contacts and networks at the University of Wales Trinity St. David. (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?	X	☐	☐
14	Will you tell participants that their participation is voluntary?	☐	☐	X
15	Will you obtain written consent for participation?	X	☐	☐
16	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	X	☐	☐

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			
The interventions and observations that will take place will be done so during the pupil's existing literacy lessons where they will be appropriately encouraged to be involved, tasks will be flexible and adaptable to accommodate their needs and wishes. However, when participation is confirmed with parents, it will be confirmed with them that if they no longer wish for their child to be involved then they can withdraw them from the research at any time. Children will only be asked questions based on the task that has been set, questions are likely to be open-ended and voluntary to answer. <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: 1. Pupils may feel frustrated or overwhelmed.	How you will mitigate the risk to participants: 1. I will ensure to allow the tasks to be adapted so the children feel they have more freedom to carry it out. The	

	2. Anonymity - Ensuring that names, descriptions etc are omitted ensure participant anonymity. 3. Access to recording. Ensuring all recordings are deleted on completion of observation. <i>(this box should expand as you type)</i>	children can also choose to not complete the task if they wish. I will ensure to provide appropriate support should this become evident and reconsider/revise the approach being taken. 2. By taking the appropriate steps to remove names of pupils and staff members. 3. Ensuring that recordings are deleted on completion of the project. 4. Acting in accordance with guidelines set out in BERA - Ethical Guidelines for Educational Research, fourth edition (2018) https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018 and UWTSD Research Ethics & Integrity Code of Practice throughout the research <i>(this box should expand as you type)</i>
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: 1. Participants may wish to withdraw. 2. Disturbed relationships. 3. Coercion/Bias. <i>(this box should expand as you type)</i>	<i>How you will mitigate the risk to the investigator:</i> 1. In the case of withdrawal from the student group, discussions would be conducted with the remaining participants and new participants will be recruited, if necessary, who will be fully briefed, and whose informed consent will be sought. 2. Participation could disrupt existing relationships with the school. 3. Participants may feel pressured to give favourable responses due to their positions within the 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:	<i>How you will mitigate the risk to the University:</i> • By not falsifying data.

	1. The need to uphold the good name of the university. 2. Not falsifying any data which could impact the representation and standards of the university. 3. By not behaving in a way that could impact the relationship between participant/school and university. <i>(this box should expand as you type)</i>	• Taking the appropriate steps to remove raw data when it has been analysed. • Saving raw data on password protected laptops and backing it up to the University drive which has sufficient firewall protection. • By clearly explaining to the participants their rights in participating and withdrawing from the research. • Acting in accordance with guidelines set out in BERA Ethical Guidelines for Educational Research, fourth edition (2018) https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018 and UWTSD Research Ethics & Integrity Code of Practice. <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: No sufficient risk to the environment. <i>(this box should expand as you type)</i>	How you will mitigate the risk to environment: <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?	X	☐	☐
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.	PENDING		

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?
	The analysis will be available to participants on request. A copy of the research project will be shared with the university and my mentor/tutor. <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.
	Teaching staff will sign a prepared consent form. Parents of the involved pupils will sign a consent form.

	(this box should expand as you type)
3	Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
	Appropriate BERA (2018) and EWC guidelines will be followed. All participants will remain anonymous, and confidentiality will be a high priority. No personal data will be collected or stored for the questionnaire as respondents will remain anonymous. It will not therefore be possible to identify individual respondents from their questionnaire responses The participants and their school will not be identified, and any identifying features of the school will be removed from the raw data. The school will be referred to as school X in any further notes or data analysis. Interview notes/transcripts will use pseudonyms to prevent identification during data collection. Participants will be able to withdraw from the study verbally. All data will be stored confidentially and destroyed, as appropriate. (this box should expand as you type)

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	"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.	☐	X
	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),	☐	X

	If YES, provide a description of the special category data and explain why this data needs to be collected:
4	<i>(this box should expand as you type)</i>

	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)?	X	☐
6	University computers?	☐	X
7	Private company computers?	☐	X
8	Home or other personal computers?	☐	X
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	X	☐
10	"Cloud" storage or websites?	☐	X
11	Other – specify:	☐	X
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:		
	No personal data will be collected or stored for the questionnaire as respondents will remain anonymous. During the interviews any recorded responses will be transcribed using anonymous representation of respondents and the recording of the interviews will be securely stored for an appropriate time. No passwords will be shared, and no data will be shared with anyone. <i>(this box should expand as you type)</i>		

Data Protection			
	Will the research activity involve any of the following activities:	YES	NO
13	Electronic transfer of data in any form?	X	☐
14	Sharing of data with others at the University outside of the immediate research team?	☐	X
15	Sharing of data with other organisations?	☐	X
16	Export of data outside the UK or importing of data from outside the UK?	☐	X
17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	X
18	Publication of data that might allow identification of individuals?	☐	X
19	Use of data management system?	☐	X
20	Data archiving?	☐	X
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):		

	<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 will have access to the data which will also be shared with my university tutor as part of the assessment process. <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:		
	The researcher will have control of, and act as a custodian 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.		
	All data will be encrypted and kept on a password protected Laptop which will not be shared. Any USB sticks used to store or transfer data will be password protected. All data transfers will be encrypted and password protected. All participants will be given a unique identifier to ensure confidentiality and this list will be kept securely in the password protected folder. <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>		
	No, this does not contribute to the repository. <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	X
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	X

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:	JTrew	Date: 15/03/24

For STUDENT Submissions:

2	Director of Studies/Supervisor:		Date:
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:

☒	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.