

Appendix 1



Research School Day

BA2

02/05/23

Rationale

Research Day in School is an important element of the **ECAD5010 Module – *Researching the Learning – what, how and why am I teaching?*** The aim of the module is to **develop student teachers' research skills** by providing opportunities for them to create a questionnaire and interview questions and to trial these research methods in a school (i.e., PTE2 school).

The overarching research question is 'What are learners and staff perceptions of AfL?' For the assignment, the student teachers will have to choose a particular aspect of AfL (e.g. feedback, questioning) and then **design, trial and critically evaluate their research tools**.

Before the Research Day in School the student teachers will have already designed their research tools (questionnaire and interview questions) and submitted an ethics form.

During the Research Day in School the student teacher should be able to carry out the following tasks:

- Distribute and collect **questionnaires** (school staff and/or pupils)
- **Interview** a group of children (from PTE2 class) and possibly some of the staff

Following the 'Research Day in School', the student teachers will **critically evaluate these research tools**. Their focus will not be on the data they collected but on the research design, i.e. the effectiveness of their research tools.

EWC Code of Conduct:

An expectation of professionalism as outlined in the EWC's code of conduct is expected from all stakeholder participants throughout the Research Day.

[https://www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice-pdf.html](https://www ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice-pdf.html)

They are also expected to adhere to the **BERA Ethical Guidelines for Educational Research** (2018) <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018> and the **UWTSD UWTSD Research Ethics & Integrity Code of Practice**

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 Leia Lewis 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: Leia Minnie Lewis

Signed:

Student teacher UWTSD e-mail address:
2100447@student.uwtssd.ac.uk



Programme (BA Education QTS/ Primary):

Date: 01.05.2023

A letter for the school to distribute to parents/guardians

Classroom-based research with student teachers

Ethical Research

Student teachers may be required to undertake small-scale classroom-based research in order to complete assignments.

The following letter should be made known to parents/guardians so that informed consent or a request to withdraw from the research being undertaken is agreed.

This school is a partner with the professional learning partnership that sits within the Athrofa at University of Wales Trinity Saint David in Carmarthen and Swansea. This school offers placements to students who are learning to be teachers. When student teachers work within the school, they are always under the supervision of the class teacher. The purpose of this letter is to inform you that as part of the University-based assessment, the student teacher will be required to evaluate classroom practice. This sometimes takes the form of a written evaluation or assessment of children's work and can also involve asking staff and children about their views. This activity does not differ from usual classroom practice.

If you would like more information about the work taking place in your child's class, please don't hesitate to ask the class teacher. If, following this discussion, you decide you don't want your child to be involved in any classroom-based evaluation undertaken by the student teachers please inform the class teacher.

If you would like more information about the initial education and training of new teachers, please contact the Athrofa Professional Learning Partnership through its senior administrator, Christine Rees.

Thank you for taking time to read this information.

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:	Leia Minnie Lewis			
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:	2100447@student.uwtsd.ac.uk
6	Contact Telephone Number:	07828598945
For students:		
7	Student Number:	2100447
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 Julia Holloway	☒	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	UWTSD Research Ethics & Integrity Code of Practice	☒
2	UWTSD Research Data Management Policy	☒
3	[List any other relevant documents here] Code of Professional Conduct and Practice for Registrants with the Education Workforce Council (EWC) <i>BERA Guidelines (2018)</i>	☒

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:	What are the staff and Year 5 pupils' experiences with the use of success criteria's when sharing learning expectations in the classroom?		
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			

	E.g. - To gain a deeper understanding of the uses of assessment for learning within the classroom. - To trial different research tools in practice (this box should expand as you type)
4	Research Question What are the staff and Year 5 pupil's experiences with the use of success criteria's when sharing learning expectations in the classroom? (this box should expand as you type)
5	Aims of Research Activity <i>List the aims of the research activity here, e.g.</i> - To explore staff and learners' perceptions of AfL? - To gain a better understanding of teacher and pupil's experiences of using Success criterion - To further develop personal knowledge and understanding of AfL to improve professional practice (this box should expand as you type)
6	Objectives of Research Activity <i>List the objectives of the research activity here, e.g.</i> - To explore the AfL strategies and approaches used by staff to support and develop pupils' learning using a questionnaire. - To interview Pupils to capture their views about the usefulness of Success Criteria's - To critically reflect on the process of using different research tools to collect 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	<i>Describe your research tools here</i> Interviews – Pupils and teacher's will be involved in a semi-structured interview where they will be invited to respond to key questions. Do you have multiple Success Criteria's for one lesson to differentiate for the different abilities within the classroom? If so, how? What advice would you give a student teacher who would like to improve their use of Success Criteria's? Could you make your own criteria depending on what

	you are learning? <i>These interviews will be conducted in an informal setting, and I will make notes of and audio record their responses. The staff and pupils will not be forced to participate, they will be made aware that they do not have to answer any questions and that they can stop at any time. EXIT: Staff and pupils will be asked if they wish to be involved. I will ensure to provide pupils with traffic lights to show that they are happy to continue. This will also allow them to exit at any point without putting themselves in an uncomfortable position. I will check on the staff and children's feelings regularly. No names will be recorded.</i> Questionnaire: I will be creating a questionnaire that I will be distributing to teachers to gain insight to collect data to provide a basic idea as to their views. (this box should expand as you type)
	Location of research activity Identify all locations where research activity will take place.
8	<i>Describe your research school</i> <i>e.g.</i> <i>The research activity will take place in a small rural school.</i> (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:		
	Your research will address one of these aspects (this box should expand as you type)		

SECTION F: Scope of Research Activity**TICK ALL RELEVANT BOXES HERE**

	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**TICK ALL RELEVANT BOXES HERE**

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?	12 participants (this box should expand as you type)
11	Who will the participants be?	4 teachers including the head teacher. Approx. no. questionnaires 12, 8 Year 5 pupils aged 9-10 (this box should expand as you type)
12	How will you identify the participants?	I will be choosing pupils of different abilities in order to create a wider field of research. (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			
	(this box should expand as you type)			

	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			
	(this box should expand as you type)			

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: <i>Participants may feel under pressure to give the correct answer to the questions.</i> Staff may not use the chosen AFL method often and therefore may not have much insight to give on the subject. Staff may not want to respond to questionnaires or participate in interviews. <i>(this box should expand as you type)</i>	How you will mitigate the risk to participants: <i>Participant will be told that there is no consequence for anything they say. I will make it clear that I want open and honest answers. I will make it clear that the answers they give will affect their education in no way and there will be no repercussions for their actions and answers in regard to the research.</i> <i>Ensure participants are aware that they can stop participating at any times.</i> <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: • Risk of accusation of fabrication or falsification of data. • Possibility of being accused of favouritism by pupils who are not part of the focus group. • Possible conflict, possible bias when recording data due to the teacher's relationship with the pupils. • Investigator may not feel comfortable questioning staff responses. • Investigator may struggle to keep the interview on track (this box should expand as you type)	How you will mitigate the risk to the investigator: <i>I will follow the UWTSD and BERA ethical guidelines when conducting primary research in a school.</i> <i>I will ensure to conduct the interviews in an open area such as the corridor with unlocked doors and a CCTV camera.</i> <i>I will treat all pupils equally and show no preferential treatment.</i> (this box should expand as you type)	
5	University/institutional risks For example: adverse publicity, financial loss, data protection		
	Risk to the University: <i>Not behaving in a way that could impact the relationship between school and university. – As a representative of the university I must ensure to conduct myself in a professional manner so as not to risk the link between the school and the university.</i> <i>The need to maintain the reputation of the university.</i> (this box should expand as you type)	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)	
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems		
	Risk to the environment: (this box should expand as you type)	How you will mitigate the risk to environment: (this box should expand as you type)	

	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>I will converse with my professional tutor and lecturer and inform them of the research I will be undertaking, providing reason 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. Prior to beginning my research, I will ensure to contact the school and provide them with a brief of what they can expect if they are to participate in the research. In addition to this I will also ensure to provide them with a consent form.</i> <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>No names will be recorded. I will not disclose names...I will ensure that no individual data (raw scores, individual identifiable performance outcomes) are made available to schools/parents etc</i> <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	<i>(this box should expand as you type)</i>		
	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	<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)?	☐	☐
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:		Date: 25.04.2023

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.

Appendix 3

What are the staff and pupils' experiences with the use of success criteria?

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.

1. How often do you use Success Criteria as a method of AFL?

- ☐ Every Lesson
- ☐ Daily
- ☐ Sometimes

2. When providing pupils with a success criteria at which point of the lesson do you most often provide pupils with the Success Criteria?

- ☐ Beginning of the lesson introduction
- ☐ Middle of the lesson introduction
- ☐ End of the lesson introduction
- ☐ Other

3. Do you find this effective? If so, how?

Enter your answer

4. **If you do not already. Have you ever considered providing pupils with a success criteria at the beginning of the lesson in order to allow pupils to make connections between what they are learning and what it is that is expected of them. Why?**

Enter your answer

5. **When marking do you find that children benefit from the use of a success criteria? If so how?**

Enter your answer

6. **What advice would you give a student teacher who would like to improve their use of Success Criteria?**

Enter your answer

7. **Do you have multiple Success Criteria's for one lesson to differentiate for the different abilities within the classroom?**

- ☐ Yes
- ☐ No
- ☐ Sometimes

8. **If so, how do you determine when and how you differentiate?**

Enter your answer

9. **How do you determine how you write your Success Criteria?**

Enter your answer

10. In which lessons do you find Success Criteria to be most effective? Select all that apply.

- ☐ English
- ☐ Welsh
- ☐ Maths
- ☐ Humanities
- ☐ Creative Arts
- ☐ Science
- ☐ ICT

Appendix 4

1. Do you know what a Success Criteria is?
 - a. If you do, can you tell me what you think it is?
2. Do you know how to make your own criteria depending on what you are learning?
3. When you are given a Success Criteria by your teacher do you ever check your work against your criteria.
4. Why do you think your teacher gives you a success Criteria?
 - a. What affect do you think it has on your work?
5. When marking a friend's work do you find it easier to give them more helpful and relevant comments if you have a success criteria to compare it to?
6. Have you ever tried using a WAGOLL to make a success criteria with you teacher?
7. Did you find this helpful?/ If not would you like to try it? How do you think it would go and why?
8. Has Mrs Hyett ever provided you with a success criteria before explaining what you are going to be doing in the lesson?
9. How do you think it went/ would go?

Appendix 5

What are the staff and pupils' experiences with the use of success criteria?

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Responses

00:00

Average time to complete

Active

Status

Appendix 6

Focus Groups Transcriptions

Group 1:

3 Boys mixed abilities

Interviewer: "First question is, do you know what a success criteria is?"

Dean: "Yes"

Interviewer: Yes? "Can you tell me what it is?"

Dean: "It's like when you're writing a story or something you have to do it in order and you do those things and it makes your work good."

Interviewer: "Okay. If we were in a music lesson, what would you say the success criteria would be? How would you tell me if I hadn't played the recorder before how would you tell me what I had to do?"

Harris: "Don't blow too hard, make sure you cover the holes properly."

Interviewer: "When your teacher gives you a success criteria... Do they sometimes give you a success criteria in lessons?"

Harris: "Yes."

Dean: "Yeah"

Interviewer: "Do you know when you're writing, say you're writing a story. Do you go back to your success criteria and check while you're writing your story? Or do you do it at the end?"

Dean: Miss normally does it on the board.

Interviewer: Yeah?

Harris: So like, at the end people go check to see what they can do better.

Dean: we check sometimes at the start, in the middle and then and then when we stop and we're about to start we go through it and then we check through it.

Harris: sometimes we do I think, my friend thinks and my teacher thinks

interviewer: so you do peer assessment? Why do you think you get a success criteria from your teacher

Dean: to help you to understand what to do and to help you if you don't know what to do

Interviewer: do you think having a success criteria makes your work better or do you think it doesn't actually have any change at all or actually I don't like them and they don't help.

Harv: it helps yeah, so I know what to do better

interviewer: OK so you brought up marking friends work, do you find when you're marking your friends work that's a success criteria makes it a little bit easier to give more critical and helpful advice. Do you know what I mean by critical advice?

Dean: good advice?

Interviewer: have you ever heard of a WAGOLL?

Dean and Harris: no

Interviewer: OK so a WAGOLL is a piece of work you might have that says this is what a good one looks like so it's an example and you go through your then and then you might draft or create a success criteria based on that WAGOLL. For example if you to create your poem you may have someone else's poem in front of you as an example on you pick out the good bits.

Harris: I think miss has said that before

Interviewer: so now that you know what a WAGOLL is have you ever come back through a piece of work pick out or identify good bits so that you can put them in your own success criteria?

Dean: yes

Interviewer: how to do find that? Was it easy was it hard?

Dean: you just read through it and it tells you what you need to write.

Interviewer: when you're going through your lesson and miss explains what you're doing first, has your teacher ever provided you with your success criteria or right to the beginning and then gone through your lesson?

Harris: she normally does the success criteria last

Dean: she explains it and then does the success criteria last but she does it different sometimes

Interviewer: do you find this better when it's different all the time

Harris: I kind of like it at the beginning

interviewer: why?

Harris: because say we're doing a story and we get the success criteria at the beginning we can go through her story and see if there's anything good in her example.

Interviewer: thank you

Group 2:

Interviewer: do you know what a success criteria is?

Cariad and Billie: yes

Interviewer: can you tell me what it is?

Cariad: when you're planning stuff

interviewer: can anyone elaborate or say more?

Billie: so when you're planning things like an occasion

Interviewer: good so, depending on what you are learning would you know what sort of secrets criteria you'd need to write or what you need to include

Cariad: you may have to do tally charts?

Interviewer: OK, what if I was learning to play the recorder? I've never played the records before how would you teach me what would you do?

Vienna: you would start off easy and you would show them the fingers on the board like like we're doing now.

Interviewer: so maybe you would do a little list? Of everything I need to know and do? Are you happy with that?

Cariad, Billy and Vienna: yes

Interviewer: OK when your teacher gives you a success criteria as you're writing or completing your work do you ever go through and check it at the same time as you are writing it?

Cariad: yeah because you have to do I think you have to do maybe paragraphs sometimes and then when you actually do you success criteria, say you're doing wildlife with animals you need to see your doing paragraphs with the animals and check which animals you are doing and then you write them in the box to do a Tally chart.

Interviewer: why did you think you have a success criteria?

Vienna: so you can succeed in life or in a task. Can you say the question again please?

Interviewer: Why do you think your teacher gives you a success criteria?

Vienna: So you know...

Cariad: So you don't mess about?

Vienna: So later on in life and you need to pay your taxes and set up bank accounts you may have a list of things you need to do. And that would be a success criteria wouldn't it?

Interviewer: Yes that would be a kind of success criteria. Because you're doing a success criteria of everything that you need to do aren't you? What effect do you think of success criteria has on your work do you think it makes my work much better than normal it doesn't really have a difference or I don't like them?

Cariad: It shows that you're working hard

Vienna: It makes you're work more detailed and people will understand it more.

Interviewer: Does everyone know what a WAGOLL is?

Vienna: A what?

Interviewer: A WAGOLL

Vienna: No clue is it a dogs tail?

Interviewer: not quite, A WAGOLL is an acronym which means each letter stands for a word. So I WAGOLL means what a good one looks like. Sometimes when you are going to write a poem or a story or even draw a picture you might already have an example done for you.

Cariad: the Mona Lisa

Interviewer: like the Mona Lisa yes that is definitely WAGOLL it's definitely what a good one looks like. So you create your work based on something else and it's loosely based on what you already know are you happy with that?

Billie: yes

interviewer: show my next question is have you ever tried using a while go to make a success criteria?

Billie: Yes.

Interviewer: do you do this often sometimes never?

Vienna: I use it all the time so that I can use it to improve my work.

Cariad: Often.

Interviewer: before you start your lesson miss always does a little introduction...

Cariad: Tells us what to do.

Interviewer: Where they tell you what you going to learn about. If you have a success criteria in that lesson. Does your teacher give it at the beginning before they start explaining, in the middle or right at the end?

Vienna: I think they do it at the start and the middle because sometimes people forget what they have to do.

Cariad: I think they do it at the start.

Billie: In the middle because some people forget what they have to do because they don't listen.

Interviewer: So in the middle and the start just to refresh your brain? How do you think this went?

Billie: Good

Cariad: Great

Vienna: Really good

Interviewer: Thank you guys for all your help.

Group 3:

Interviewer: This is all anonymous so nobody know what any of you say. Do you know what a success criteria is?

Laurel: No

Interviewer: No give it a go. What do you think it is?

Hardy: It's where... I have no idea.

Interviewer: What do you think? Guess.

Hardy: Success Criteria is...

Laurel: It's where you ...

Hardy: Bullet points of stuff like full stops and stuff.

Interviewer: Yes, so it's bullet points or a list of things that make your work good. Do you agree?

Hardy: Yes

Interviewer: Okay, would you know how to make your own success criteria depending on what you are learning?

Hardy: Yes

Millie: Yes, if it was language.

Interviewer: Only if it was language?

Hardy: Yes only if it was language.

Interviewer: What if it was music?

Hardy: No

Interviewer: If I said I don't know how to play the recorder. Could you give me a success criteria that would help me?

Laurel: No because I don't know how to do it either,

Hardy: I can teach you how to.

Interviewer: Okay how would you do that?

Hardy: You put your fingers over the holes and blow. And don't blow too hard or too soft.

Interviewer: That's perfect. Is that not a success criteria though?

Hardy: It's not. I don't think it is.

Laurel: No

Hardy: Well it could be.

Interviewer: Is it bullet points of what you need to do?

Laurel: Yes

Interviewer: So is it a success Criteria?

Hardy: Yes, it is.

Interviewer: When you are given a success criteria by your teacher do you ever check your work against your criteria? Do you know what that means?

Laurel and Hardy: No

Interviewer: It means when you have a success criteria do you check your work against the things that are in your success criteria?

Hardy: Yeah, Yeah, Yeah. I do that.

Interviewer: Okay, do you check it at the beging in. the middle at the end?

Laurel: No we do it at the beginning. So we do what we know.

Hardy: No we have to look over your success criteria, and then if you've missed something out like full stops then you add them in at the end.

Interviewer: Why do you think your teacher gives you a success criteria?

Hardy: Pardon?

Interviewer: Why do you think your teacher gives you a success criteria?

Hardy: To add more to your work and make it look better.

Interviewer: How do you think it affects your work? Does it make it better?

Hardy: Because if you read it (the work) and there's no full stops the person reading will get really tired.

Interviewer: Okay, so does it make it better then?

Hardy: And if you add in speech marks you'll know a person is speaking.

Millie: It makes it tidier.

Interviewer: When marking your friend's work do you find it easier to give them more helpful and relevant comments if you have a success criteria to compare it to?

Hardy: Yeah

Interviewer: Why?

Hardy: You know if they've done everything right.

Interviewer: Does everyone know what a WAGOLL is?

Hardy: No, what's a WAGOLL?

Interviewer: A WAGOLL is 'What A Good One Looks Like' so it's an example of somebody else's work or something that was done for you.

Laurel: And then you copy it

Interviewer: Do you copy it?

Laurel: No

Hardy: You might take the good things out of it.

Interviewer: Do you ever used a WAGOLL to create a success criteria with your teacher?

Laurel: Yes, I have

Hardy: Probably, yeah

Interviewer: Did you find using an example to help you create a success criteria for your work helpful?

Millie: Yes

Interviewer: When you are doing your lesson before you start your task you have a little introduction where the teacher explains what you have to do.

Millie, Laurel and Hardy: Yes

Interviewer: If your teacher gives you a success criteria is it given at the beginning, in the middle of that. introduction or at the end? Or do they say it a few times?

Hardy: Probably at the end because she can just write it on the board so we can copy it.

Interviewer: Is everyone happy?

Millie: Yep

Interviewer: Thank you all for taking part.

Group 4:

Interviewer: Do you know what a success criteria is?

Jase: I know I just can't remember.

Ringo: Yes, it's what you need to do.

Jase: Oh I know it's what you have to do.

Interviewer: Do you know how to make your own criteria depending on what you're learning.

Jase: Yes

Ringo: Maybe

Interviewer: What would be my success criteria if I were learning to draw a smiley face?

Interviewer: What would be my success criteria?

Ringo: It has to have a smile and eyes and it has to be round.

Jase: Yes

Interviewer: Okay, and how would I do my smile?

Jase: You might draw around something, like a bottle and then you can draw around something smaller or you can draw by hand for the eyes. And depending on if it's happy or sad you can do a curved line up or down.

Interviewer: When you are given a success criteria by your teacher, do you ever check your work against your criteria?

Ringo: Yes

Jase: Yeah

Interviewer: When do you do this? It could be during, after or maybe both?

Ringo: After

Jase: Sometimes I do it during.

Ringo: Both

Jase: Yeah both

Interviewer: What do you think is most effective? Do you know what that means? What works best for you?

Ringo: During I think.

Jase: Yeah

Ringo: Because I just check it constantly. I do one thing and then check it.

Jase: I would do a paragraph and then check it and then do the next paragraph and do the same thing.

Interviewer: Why do you think we use success criteria's? Why do you think your teacher's give you a success criteria?

Jase: To make sure you understand what you're doing, and so that you do it right, so you don't have to do it again.

Interviewer: When marking a friend's work do you find it easier to give more helpful and relevant comments if you have a success criteria to compare it to? Do you understand what that means?

Jase and Ringo: Yes

Interviewer: Okay, what sort of things might you write if you had a success criteria?

Jase: You would have to check for full stops and if they have good handwriting, or if they've underlined headings if they were supposed to.

Interviewer: Do you know what a WAGOLL is?

Ringo: What's a WAGOLL?

Jase: I know, I just can't remember.

Interviewer: A WAGOLL is like an example. It's an acronym which means each letter is a beginning of a word. So WAGOLL stands for What A Good One Looks Like. Do you understand what a WAGOLL is now?

Ringo: Yes

Interviewer: To your knowledge have you ever tried to use a WAGOLL to make a success criteria with your teacher?

Jase: I think so yes, because that's how I remember that word.

Ringo: Maybe

Interviewer: Think back to a time where you may have sat with your teacher and created an example together and then made a success criteria before starting your own work. Did you find it easier or harder?

Jase: I think it would have been harder if we hadn't done the success criteria.

Interviewer: During your lesson at the beginning you have a little introduction where your teacher says what you are going to learn about before setting you your task.

Jase and Ringo: Yes

Interviewer: When you do this does your teacher give you your success criteria right at the beginning, in the middle, at the end of the introduction or maybe she says it a few times.

Jase: Right at the end and then she says it a few times.

Interviewer: How do you find that is it useful?

Ringo: Yes

Interviewer: Why?

Jase: Because it's right in front of me and when I am writing it reminds me to do those things.

Interviewer: Thank you both.