

Appendices

Appendix 1

Self-Assessment Observation schedule

<u>Child</u>	Do they refer to any criteria to comment on their work?	Do they use subject specific vocabulary to give them self-feedback?	Do they make the changes to their work immediately?
A			
B			
C			
D			
E			
F			

Peer Assessment observation schedule



<u>Child</u>	Do they refer to any criteria to comment on a <u>peers</u> work?	Do they use subject specific vocabulary to give feedback to someone else?	Does the feedback they give written down get spoken about with the person who has written it?
A			
B			
C			
D			
E			
F			

Appendix 2

APPLICATION FOR ETHICAL APPROVAL

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.

Delete the Guidance Notes at the end of the form BEFORE submitting your application

SECTION A: About You (Principal Researcher)

Full Name:		Cora Lewis			
Tick all boxes which apply:		Member of staff:	☐	Honorary research fellow:	☐
Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student	☐

Faculty/School/Centre:	Initial Teacher Education, Yr Athrofa
Campus:	Carmarthen
E-mail address:	1801006@student.uwtsd.ac.uk
Contact Telephone Number:	07817401826
<i>For students:</i>	
Student Number:	1801006
Programme of Study:	BA Primary Education with QTS
Director of Studies/Supervisor:	Dr. Sioned V. Hughes

SECTION B: Approval for Research Activity

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	
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	☐		
	Faculty Research Committee	☐		
	Other (write in) ECAD5010 Module Lead	☒	27.02.20	

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, 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.	
<u>UWTSD Research Ethics & Integrity Code of Practice</u>	☒
UWTSD Research Data Management Policy	☒
BERA https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2018	☒
	☐

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?	YES	☐	NO	☒	
If Yes, please provide the name of the external organisation and name and contact details for the main contact person and confirmation this person has consented to their personal data being shared as part of this collaboration.					
Institution					
Contact person name					
Contact person e-mail address					
Has this individual consented to sharing their details on this form?	YES	☐	NO	☐	
Are you in receipt of a KESS scholarship?	YES	☐	NO	☐	
Is your research externally funded	YES	☐	NO	☐	
Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☐
	Employed	YES	☐	NO	☐

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	☐
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

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				

SECTION E: Details of Research Activity

Indicative title:	How does self and peer assessment help a pupil improve their piece of work?		
Proposed start date:	02.03.20	Proposed end date:	01.04.20
Introduction to the Research (maximum 300 words) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the three 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>			
Purpose of Research Activity • To explore peer and self-assessment as an AFL strategy in a KS2 class. • To trial a range of research tools to gain data, on if self and peer assessment and if it helps the pupil. • To look at the engagement of learners during the use of self and peer assessment.			
Research Question How does self and peer assessment help a pupil improve their piece of work?			

Aims of Research Activity

- To explore whether the pupils are engaged in self and peer assessment.
- To understand if it helps a pupil improve their work.
- To critically evaluate the research tools in action.
- To deepen my understanding and knowledge of self and peer assessment and how beneficial it is in helping pupils to improve their work.
- To improve my professional practice in the understanding of the use of AFL and using research tools.

Objectives of Research Activity

- To explore self and peer assessment and if it helps a pupil to improve their work.
- Use a questionnaire to gain data from all the pupils in the class on their views of self and peer assessment.
- To interview the class teacher and teaching assistant in a semi-structured interview, to see if there is a difference in the view of does self and peer assessment help a pupil to improve their work.
- To observe 6 pupils of a range of abilities, chosen at random. Using an observation schedule.
- To use the research tools to collect data to analyse and critically reflect.

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.

Interview- With the teacher of the class, conducting a semi- structure interview. Some key questions are prepared. For example, what is your opinion on the use of self-assessment in the class to help children improve their work? But other questions may stem from answers given to the pre-determined questions. The interview will take place in an informal setting in a classroom within the school. I will be making notes and audio recording their responses. They will not be forced to participate, and I will make it clear they do not have to answer any questions they feel unconfutable answering. Also, they will be informed they are able to withdraw at any point during the interview. The interview will be anonymous with no names being recorded.

Questionnaire- The whole class are able to participate in my questionnaire. The questionnaire is online through Microsoft forms. I have used this platform as it is accessible for all learners as there is an audio descriptor if they struggle to read the questions. The questionnaire will take place in their classroom, with them each taking it in turns to fill out the questionnaire online using the devices in the classroom. The pupils will be informed that they do not have to participate, and it is a choice for them to do so. I will also inform them they don't

have to answer all questions within the questionnaire if they feel uncomfortable. The data will be analysed, but the questionnaire results will be completely anonymous.

Observations- I will be observing six pupils in a year 3 and 4 class. I will randomly choose these pupils through a random name generator, based on their ability groups. To get a fair range of observation. I will inform the whole class that I will be observing the lesson and will ensure they know they can opt out of being a part of the observation at any point. I will use a happy face and a sad face to indicate whether they want to participate in the observation or not. My observation will follow an observation schedule, where I will be looking at the six pupils who will remain anonymous and making notes based on the questions I have written down.

Location of research activity

Identify all locations where research activity will take place.

I will be conducting my research in church school in a small urban town in Wales. With approximately 300 pupils.

(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.

N/A

(this box should expand as you type)

Use of documentation not in the public domain: Are any documents NOT publicly available?	NO	☒
	YES	☐

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 prevailing data protection law of the country in question and England and Wales.

(this box should expand as you type)

SECTION F: Scope of Research Activity

Will the research activity include:	YES	NO
Use of a questionnaire or similar research instrument?	☒	☐
Use of interviews?	☒	☐
Use of diaries?	☐	☒
Participant observation with their knowledge?	☒	☐
Participant observation without their knowledge?	☐	☒
Use of video or audio recording?	☒	☐
Access to personal or confidential information without the participants' specific consent?	☐	☒
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
Investigation of participants involved in illegal activities?	☐	☒
Use of procedures that involve deception?	☐	☒
Administration of any substance, agent or placebo?	☐	☒
Working with live vertebrate animals?	☐	☒
Other primary data collection methods, please explain in this box For example, 'focus groups'. Please indicate the type of data collection method(s) in this box and tick the accompany box.	☐	☒
Details of any other primary data collection method: <i>(this box should expand as you type)</i>		

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

Who are the intended participants:	YES	NO
Students or staff at the University?	☐	☒

Adults (over the age of 18 and competent to give consent)?	☒	☐
Vulnerable adults?	☐	☒
Children and Young People under the age of 8? (Consent from Parent, Carer or Guardian will be required)	☒	☐
Prisoners?	☐	☒
Young offenders?	☐	☒
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
People engaged in illegal activities?	☐	☒
Others (please identify specifically any group who may be unable to give consent) please indicate here and tick the appropriate box.		
Other – please indicate here: (this box should expand as you type)	☐	☒

Participant numbers and source	
How will you identify participants and how will they be recruited?	
How many participants are expected?	Approximately 30 participants.
Who will the participants be?	1 teacher, 1 teaching assistant and 28 pupils.
How will you identify the participants?	I have identified my participants from my previous PTE2 experience. After speaking to the class teacher, I have been able to identify a range of ability learners to randomly choose 6 to observe.

Information for participants:	YES	NO	N/A
Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
Will you tell participants that their participation is voluntary?	☒	☐	☐
Will you obtain written consent for participation?	☐	☐	☒
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
If the research is observational, will you ask participants for their consent to being observed?	☒	☐	☐
Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐

With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☐	☐	☒
If NO to any of above questions, please give an explanation			
<i>(this box should expand as you type)</i>			

Information for participants:	YES	NO	N/A
Will participants be paid?	☐	☒	☐
Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
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.		
Full risk assessment completed and appended?	Yes	☐
	No	☒
Risks to participants For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information		
Risk to Participant: Pupils may feel pressure to give correct answers to the questions. Participants personal data could be misused.	<i>How will you mitigate the Risk to Participant</i> Pupils will be told that there is no right or wrong answer. I will tell them to be honest in what they are responding. I will ensure they know that this will not affect their work or education. I will ensure I do not use nay names and only refer to pupils as pupil A for example. For the teacher and TA I will refer to them as the class	

Investigator may encounter emotional distress.	Ensure that notes are kept on top of and they are secure and safe. For my use only.
Investigator may be unethical in their research.	Ensure that a professional approach is taken throughout the day. Follow the BERA guidelines and be familiar with these.
University/institutional risks For example: adverse publicity, financial loss, data protection	
Risk to University: Not behaving in a way that could impact the relationship between school and university. Confidential data being leaked.	<i>How will you mitigate the Risk to University:</i> I will behave in a professional manner, at all times. Ensure BERA guidelines are followed. Make sure that all data is secure and for my use only.

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
Does your research require you to hold a current DBS Certificate?	☒	☐	☐

SECTION I: Feedback, Consent and Confidentiality

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>
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 will ensure I have spoken to my class teacher, teaching assistant and senior mentor to inform them of the research I will be undertaking. I will give a rationale and reason behind my choosing of this specific research question. I will be asking the children verbally for their participation, through the use of happy and sad faces. I will ensure this is an individual exercise so that the children are making their own decision to participate. I will also ensure they know they can approach me at any point during the day to ask questions and discuss how they contributing to my research. It will be made clear that they have the option to opt out at any point.
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.
During the recording of my research I will not mention any names. I will be referring to participants as 'Child A' and Class Teacher and TA. I will ensure that all data is available to the school, participants and parents.

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://uwtsd.ac.uk/library/research-data-management/>).

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

Does it involve special category data (as defined by the GDPR)?	YES	NO
“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: <i>(this box should expand as you type)</i>		
Will the research activity involve storing personal data and/or special category data on one of the following:	YES	NO
Manual files (i.e. in paper form)?	☐	☐
University computers?	☐	☐
Private company computers?	☐	☐
Home or other personal computers?	☐	☐
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☐
“Cloud” storage or websites?	☐	☐
Other – specify:	☐	☐
For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation: <i>(this box should expand as you type)</i>		
All Data Storage		
Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	☐	☐
Sharing of data with others at the University?	☐	☐
Sharing of data with other organisations?	☐	☐
Export of data outside the European Union or importing of data from outside the UK?	☐	☐
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☐
Publication of data that might allow identification of individuals?	☐	☐

Signature of applicant:	C.Lewis	Date: 27.02.20
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For STUDENT Submissions:

Director of Studies/Supervisor:	Dr. Sioned V. Hughes	Date: 27.02.20
Signature:	<i>S.V.Hughes</i>	

For STAFF Submissions:

Head of School/Assistant Dean:		Date:
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 (and have NOT completed Section H of this form) (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 Head of School.
☒	I have deleted the guidance notes before submitting the PG2 for consideration

Appendix 3

Participant Identification Number:
1801006

FFURFLEN GANIATÂD CYFRANOGIAD	PARTICIPATION CONSENT FORM
Teitl Y Prosiect: / Project Title: How does self and peer assessment help a pupil to improve their pie	
Enw'r Ymchwilydd / Name of Researcher: Cora Lewis	

1	Cadarnhaf fy mod wedi deall y wybodaeth a roddwyd gan (enw'r ymchwilydd) ar gyfer ei chynnig ymchwil. Rwyf wedi cael y cyfle i ystyried y wybodaeth, gofyn cwestiynau, ac rwyf wedi cael ateb boddhaol i'r rhain.	I confirm that I understand the information given by Cora Lewis for her research proposal. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.	
2	Deallaf fy mod yn cymryd rhan o'm gwirfodd a bod croeso i mi dynnu'n ôl ar unrhyw adeg, heb roi rheswm.	I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.	
3	Deallaf y gellir defnyddio unrhyw wybodaeth a roddir gennyf mewn adroddiadau, erthyglau neu gyflwyniadau gan y tîm ymchwil.	I understand that any information given by me may be used in future reports, articles or presentations by the research team.	
4	Deallaf na fydd fy enw'n ymddangos mewn unrhyw adroddiadau, erthyglau neu gyflwyniadau.	I understand that my name will not appear in any reports, articles or presentations.	
5	Cytunaf i gymryd rhan yn yr astudiaeth uchod.	I agree to take part in the above study	

Enw'r Cyfranogwr Name of Participant		Llofnodwyd Signature
Ymchwilydd Researcher	Cora Lewis	Llofnodwyd Signature- C.Lewis

Cewch wrthod cymryd rhan yn yr astudiaeth hon. Cewch ddod â'ch cyfranogiad yn yr astudiaeth hon i ben unrhyw bryd. Os penderfynwch barhau'n ddienw, bydd sicrhau hynny'n flaenoriaeth a chymerir pob cam ymarferol i guddio pwy ydych. Os yw'n well gennych fod yn anhysbys, ni fydd unrhyw wybodaeth yn eich enwi ar dapiau sain na thrawsgrifiadau o'r cyfweiliad hwn nac o unrhyw un arall. Ni fydd neb yn clywed unrhyw dapiau sain nac yn gweld unrhyw drawsgrifiadau heb eich cydsyniad o flaen llaw. Bydd deunyddiau a grëir yn sgil y cyfweiliad hwn neu unrhyw gyfweiliad arall yn aros yn gyfrinachol.	You may decline to participate in this study. You may end your participation in this study at any time. If you decide to remain anonymous, maintaining your anonymity will be a priority and every practical precaution will be taken to disguise your identity. If you prefer anonymity, there will not be any identifying information on audiotapes or transcripts of this or any interview. No-one will hear any audiotapes or see any transcripts without your prior consent. All materials generated from this or any interview will remain confidential.
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Ar ôl llenwi'r ffurflen, dychwelwch hi yn yr amlen a ddarperir (lle bo'n berthnasol). Rhoddir un copi i'r cyfranogwr a chedwir y gwreiddiol yn ffeil y tîm ymchwilio yn:	When completed please return in the envelope provided (if applicable). One copy will be given to the participant and the original to be kept on the file of the research team at:
ENW A CHYFEIRIAD YR YMCHWILYDD	NAME & ADDRESS OF RESEARCHER Miss C B Lewis University of Wales Trinity Saint David Carmarthen

	SA31 3EP
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Appendix 4

Self-Assessment Observation schedule

<u>Child</u>	Do they refer to any criteria to comment on their work?	Do they use subject specific vocabulary to give them self- feedback?	Do they make the changes to their work immediately?
A	Yes – their learning objective	No just a tick box using the flying high system.	<u>No only in the future.</u>
B	Yes their learning objective	No just a tick box using the flying high system.	<u>No only in the future.</u>
C	Yes their learning objective	No just a tick box using the flying high system.	<u>No only in the future.</u>
D	Yes their learning objective	No just a tick box using the flying high system.	<u>No only in the future.</u>
E	Yes their learning objective	No just a tick box using the flying high system.	<u>No only in the future.</u>
F	Yes their learning objective	No just a tick box using the flying high system.	<u>No only in the future.</u>

Peer Assessment observation schedule

<u>Child</u>	Do they refer to any criteria to comment on a peers work?	Do they use subject specific vocabulary to give feedback to someone else?	Does the feedback they give written down get spoken about with the person who has written it?
A	Yes – their learning objective	For parts of it.	<u>No</u>
B	Sometimes refer to the LO	No	<u>No</u>
C	Yes using the LO	Sometimes	<u>No</u>
D	Use LO to make comments	Parts of it	<u>No</u>
E	Sometime refer to the LO	No	<u>No</u>
F	Some time refer to the LO	No	<u>No</u>

Appendix 5

Interview Questions for Teacher and TA. – Semi- structured interview.

TA

- 1.) What is your opinion on the use of self-assessment in the class to help children improve their work?
- 2.) What is your opinion on the use of peer-assessment in the class to help children improve their work?
- 3.) How often do you use self and peer assessment in the class?
- 4.) In what way do you think peer and self-assessment contribute to pupil progress?
- 5.) In your opinion are all pupils engaged in peer assessment?
- 6.) In what way do you consider peer assessment beneficial for the learners?
Do you think it helps them to improve their work?

Teacher

- 1.) What is your opinion on the use of self-assessment in the class to help children improve their work?
- 2.) What is your opinion on the use of peer-assessment in the class to help children improve their work?
- 3.) How often do you use self and peer assessment in the class?
- 4.) In what way do you think peer and self-assessment contribute to pupil progress?
- 5.) In your opinion are all pupils engaged in peer assessment?
- 6.) In what way do you consider peer assessment beneficial for the learners?
Do you think it helps them to improve their work?

Appendix 6

What is your opinion on the use of peer-assessment in the class to help children improve their work?

“Think peer is good, better at seeing someone else mistakes”

“If it is done properly and with purpose it is effective. Can be easily overused.”

Appendix 7

Questions

Responses 28

How does self and peer assessment help a pupil to improve their work?

1. What is your gender?

☐ Male

☐ Female

2. What year are you in?

☐ Year 4

☐ Year 5

3. When trying to improve your work would you rather mark it yourself or have a friend to mark it and give you advice? -Tick the box *

☐ I prefer to mark it myself

☐ I prefer it when a friend marks it

4. Can you give a reason for your answer to question 3? *

Enter your answer

5. Do you think it helps when a friend marks your work and gives you advice to improve? *

☐ Yes

☐ No

6. How often do you mark and comment on how to improve your own work? *

Every Lesson	Everyday	Once a week	Once a month	Never
☐	☐	☐	☐	☐

7. How often do you mark and comment on how to improve a friend's piece of work? *

Every lesson	Everyday	Once a week	Once a month	Never
☐	☐	☐	☐	☐

8. How confident do you feel in commenting on a friend's work? *

Very Confident	Confident	Not Confident at all
☐	☐	☐

9. How confident do you feel commenting on your own work? *

Very Confident	Confident	Not Confident at all
☐	☐	☐

10. How helpful do you find the system (Taking off and flying high)?

5 stars- very helpful

1 star- not very helpful at all. *



Appendix 8

3. When trying to improve your work would you rather mark it yourself or have a friend to mark it and give you advice? -Tick the box

[More Details](#)

- I prefer to mark it myself 10
- I prefer it when a friend marks it 18



Appendix 9

5. Do you think it helps when a friend marks your work and gives you advice to improve?

[More Details](#)



Appendix 10



4. Can you give a reason for your answer to question 3?

28 Responses

7	anonymous	I like other people who mark my things so they can see what I think
8	anonymous	Better than doing it yourself
9	anonymous	Because I don't really like other people looking at my work
10	anonymous	Other people might not understand my writing
11	anonymous	I prefer to mark my own work because sometimes if some one else marks my work, it can be a bit messy.
12	anonymous	I prefer a friend to mark my work because they always now if I get it rigght
13	anonymous	It helps you next time
14	anonymous	I like when my friends mark my work because I like to see what they think of it.

Appendix 11

