



ASSIGNMENT DETAILS AND FEEDBACK

SOUTH WEST WALES CENTRE FOR TEACHER EDUCATION

*Sections marked with * should be completed by module lead*

Student name:	Darren Jones	Student P number:	1701748
Programme: *	PGCE Primary		
Module: *	The Enquiring Teacher	Module Level (6 or 7):*	6
Module code: *	M7X2152	Contribution to Overall Module Assessment (%): *	100%
Module Lead:*	Catherine Morgan		
Assignment Title:*	Write a critical and analytical essay that discusses your practitioner research 'lesson study' in relation to a chosen field.	Assignment No (x of x):*	1/1
Start date:*	09/01/18	Submission deadline:*	16/04/18
Return date of provisional marks & written feedback:*			

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , edition, publisher: place of publication).		
Submission:	All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer. Note: the Turnitin version is the primary submission and acts as a receipt for the student. Late submission of the electronic version of the assignment will result in a late penalty. Penalties for late submission: Up to one week late, maximum grade D. Over one week late, Refer. Only the Extenuating Circumstances Panel may grant an extension.	Date:	16/04/18
Module lead to tick to indicate if a hard copy version of the assignment must be submitted.*			YES
			NO ☒

Learning Outcomes tested (from module syllabus)	Assessment Criteria: To achieve each outcome a student must demonstrate the ability to:
•Design and apply appropriate research methodologies demonstrating a critical understanding of the nature of educational research •Conduct a small scale research enquiry to improve an aspect of personal practice and learner outcomes, showing some originality and rigour in the application of appropriate research skills •Critically evaluate research evidence, showing sound judgement of complex data to support pedagogic decisions •Critically reflect upon the importance of ethical procedures within classroom based research, and apply these procedures appropriately	• Discuss the intended professional data collection justifying its suitability and purpose; • Support the study by referring to a range of relevant literature; • Integrate theory and practice with regard to the pedagogic context; • Undertake a critical evaluation of the study; • Discuss the ethical issues that should be considered during the study • Write a well-structured piece of work in a coherent writing style

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TASK DESCRIPTION

Write a critical and analytical essay that discusses your practitioner research 'lesson study' in relation to a chosen field.

This should be 6000 words in length.

Further details regarding the structure of the work will be available on Moodle.

You will also be required to submit an Ethics Form as part of the assessment of this module. This will be submitted on the 28th February.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the assessment criteria overleaf.

1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject)

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed a wide *range* of sources, which may be academic and/or governmental; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using in-text citations in the main body of your work and a reference list that is alphabetical at the end of your work. Please use the Harvard referencing system.

Your work must demonstrate the growing extent of your knowledge and understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

2. Intellectual Skills (Analysis)

Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. There should be no new information presented within your conclusion. Where relevant, alternative solutions and recommendations may be proposed.

3. Pedagogic and Professional Applications (Practical Application and Deployment)

You should be able to demonstrate how the subject-related concepts and ideas relate to pedagogic situations or a particular education context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, some of which may be innovative and creative. This is likely to involve, for instance, the use of pedagogic examples and cases, the application of a model within relevant educational context. You should show awareness of the limitations of concepts and theories when applied in particular educational contexts. Your work must provide evidence of the attributes expected in professional practice. This includes demonstrating your individual initiative and/or collaborative working. Where relevant, you should show awareness of any ethical issues that relate to your discussion.

4. Key Transferable Skills (Skills for Professional Practice)

You must communicate effectively in a suitable format, which includes written and oral presentation. Work should be coherent and well structured in presentation and organisation.

MARKING CRITERIA AND STUDENT FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Common Assessment Criteria Applied	Grade
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject) Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions. Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	

2. Intellectual Skills (Analysis) Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	
3. Pedagogic and Professional Applications (Practical Application and Deployment) Deployment of pedagogic methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems. Attributes in professional practice: individual and collaborative working	
4.Key Transferable Skills Deployment of appropriate media; presentation and organisation.	

Assignment Grade (Assessment grades are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		
	Up to 1 week late	D Max	
	Over 1 week late	Fail	

Level 7	Assessment Criteria Descriptors for Primary PGCE with QTS This format emphasizes the holistic nature of judgements to be made by markers. Equal weighting is given to each section. Plagiarism or non-submission will result in F (0%) grading.				
Assessment Criteria	Fail - grade E	Weak pass - grade D	Pass - grade C	Pass - grade B	Pass - grade A
	Poor	Weak Pass	Satisfactory	Good	Excellent
Overall judgement	Poor understanding, unsystematic, incomplete and/or inaccurate	Understanding of main issues demonstrated	Satisfactory understanding demonstrated with satisfactory analysis	Good understanding of basic principles and relevant evidence, with a coherent and logical argument	Highly thoughtful answer informed by wider reading, showing clarity of thought, personal insight and some originality
Subject Knowledge and Understanding (Conceptual)	Basic misunderstanding, misconceptions, or misinterpretations - Some superficial knowledge in places	Main concepts understood with limited evidence of critical insight	Sound understanding of concepts and critical engagement with ideas	Good understanding of key concepts; knowledge of wider implications; critical engagement	Engaged critically and systematically with the main concepts and theories: excellent engagement
(Reading)	Poor and/or inappropriate literature, lacking accuracy, unsound, limited/dated range of sources	Satisfactory range of reading overall although this may be limited in some way	Satisfactory range of reading drawn from the recommended list and other sources	Good range of relevant literature from a variety of sources beyond recommended list	Clear evidence of independent thinking informed by a selective range of reading from a variety of sources
Intellectual skills (argument)	Little sense of an argument lacks coherence. Generally descriptive or anecdotal	Argument is balanced with some differing viewpoints presented. Some questioning of assumptions	Argument presented shows satisfactory evidence of critical and analytical reflection.	Strong argument developed. Good evidence of critical and analytical reflection	A well-structured critical argument is presented with evidence of synthesis of viewpoints
(professional data collection: research design/data collection)	<i>Professional data collection is inappropriate/ flawed /not discussed</i>	<i>Professional data collection is mainly suited to purpose; beginnings of critical considerations</i>	<i>Professional data collection is suited to purpose and considered critically.</i>	<i>Professional data collection well suited to purpose, justified with clear identified focus</i>	Professional data collection logical and sophisticated; comprehensive understanding of appropriate techniques
(presentation of findings/analysis)	Findings presented with little or no framework or discussion; or discussion of findings is descriptive. Few conclusions are drawn or conclusions drawn are inappropriate.	Findings are presented with basic analysis and some limited but appropriate conclusions	Findings presented with some analysis and criticality with justified conclusions	Findings presented in a critical and analytical framework. Thoughtful conclusions, firmly based upon the evidence presented	Findings presented in a critical and analytical framework. Insightful conclusions, firmly based upon the evidence presented
(critical /reflective evaluation)	Little or no evaluation attempted; no or limited reflection	Evaluation and reflection is present but may be limited	Satisfactory critical evaluation of study; satisfactory reflection	Good critical evaluation of study; good reflection	Critically reflective evaluation of work informed by excellent reflection.
Pedagogic and Professional applications (linking theory to practice)	Little or no evidence of engagement or superficial engagement and understanding with respect to the pedagogic and professional context(s)	Some engagement and understanding with respect to the pedagogic and professional context(s)	Sound engagement and understanding with respect to the pedagogic and professional context(s)	Good evidence of integration of theory and practice with respect to the pedagogic and professional context(s)	Excellent integration of theory and practice with respect to the pedagogic and professional context(s)
(professional reflection)	No evidence of reflection	<i>Some evidence of reflection whilst beginning to make links with own practice and thinking</i>	<i>Satisfactory evidence of critical reflection whilst beginning to make links with own practice and thinking</i>	<i>Good evidence of critical reflection whilst making links with own practice and thinking</i>	Demonstrates an excellent level of understanding of critical reflection as a learning process
(working in a group)	<i>Inability to work with others or works within a group but lacks self direction or group responsibility</i>	<i>Responsibility for planning and developing courses of action; shows awareness of group responsibility</i>	<i>Initiates and occasionally leads tasks/processes for own work and where appropriate for others.</i>	<i>Chooses goals and can self-direct; able to co-operate within a group and can take the lead</i>	<i>Accepts accountability for determining and achieving personal and/or group outcomes</i>
(ethical conduct where appropriate)	Ethical issues not or superficially considered	Some awareness of ethical issues	Appropriate ethical issues raised and discussed; bias/prejudice not noted	Good, clear understanding of ethical issues; awareness of bias and prejudice	Ethical issues have been addressed effectively; bias/prejudice discussion includes attempts to nullify this
Key/Transferable Skills (presentation)	Poor presentation of written work	Presentation of written work is weak	Satisfactory presentation of written work	Good presentation of written work	Excellent presentation of written work
(spelling, punctuation and grammar)	Significant errors in spelling, punctuation or grammar	Some errors in spelling, punctuation or grammar	Spelling, punctuation and grammar are satisfactory; few errors in written language	Spelling, grammar and punctuation are good; very few errors in written language	Excellent standard of written language. No or very minor errors in written language
(structure)	Poor structure with unclear writing style	Structure is present but may be underdeveloped, writing style is mostly coherent	Satisfactory structure with coherent writing style	Good structure with a coherent writing style	Effective structure and highly coherent writing style which fully engages the reader
(referencing techniques)	No use or limited use of protocols and conventions including Harvard referencing	Some following of protocol and conventions of Harvard referencing	Satisfactory use of Harvard referencing protocols and conventions	Good use of Harvard referencing protocols and conventions	Harvard system used accurately, consistently and effectively with all sources

Student Self Evaluation Form

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	REFER		D	C	B	A
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject)	☐	☐	☐	/	☐	☐
2. Intellectual Skills (Analysis)	☐	☐	☐	/	☐	☐
3. Pedagogic and Professional Applications (Practical Application and Deployment)	☐	☐	☐	/	☐	☐
4. Key Transferable Skills	☐	☐	☐	/	☐	☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP
I think that I have worked well as part of a team and I think that I have gained a good understanding of the topic I have researched.	I think that I need to provide a wider range of sources rather than just staying with books and online reports.

Student's Name	Darren Jones	Date	13/04/2018
Student's Signature	D.Jones		

“How setting challenges can affect a child’s creative and critical thinking within continuous provision”.

Student Number: 1701748

Group 3

Word Count: 6174

Aim

During the second stage of PTE 1, I was located in a reception class. During my time teaching there, I noticed that the children spend a large amount of time in continuous provision. The children who were participating in continuous provision were given a choice of areas they could learn in and I observed and began to realise that the children always went to the areas they felt comfortable in and didn't really challenge themselves.

With that in mind, I noticed that I was able to engage more children within certain areas of continuous provision once I had set a challenge for them to try and solve independently. The children were trying to find solutions to the challenge by themselves and seemed to be learning a lot more effectively than compared to the free continuous provision they chose themselves without challenges.

Research in context

The class that I taught during my PTE 1 had 25 pupils, the school has around 400 pupils with only 7.9% registered for Free School Meals. The school has 92% of the children achieving their desired outcome for Foundation Phase which shows that the school is teaching at a good standard and are ensuring that the children are getting the most out of their education (Estyn 2017)

When I spoke to the other members of my group, they also noticed that the children were not being challenged in continuous provision and they were mostly going to the areas in which they felt comfortable. As a result of this, we all took an interest in understanding why this happened within school. Donaldson (2015) states that children should be capable, ambitious learners and this therefore shows us that children should be given challenges that will increase their independent learning skills as they will need these going forward through their school lives and adulthood. Due to this, we have decided to research into "how setting challenges can affect a child's creative and critical thinking within continuous provision". This would therefore mean that the pupils within the class are always developing their skills and improving their creative and critical thinking throughout their time in class in school.

Review of Current Literature

Learning through play is seen today as a major part in education. In Wales, Donaldson has been a real driver in the adaptation and creation of a new Welsh Curriculum. Donaldson (2015) promotes that play should be exciting, stimulating and challenging. One of the purposes of the new curriculum is to create

individuals who are ambitious, seeking and enjoying challenges and enjoy problem solving using creativity. This is something that the Welsh Assembly government had also identified as being an important area for education. In 2008, the Welsh Assembly Government created the new Foundation Phase Curriculum for 3-7 year olds. The main drive for this new curriculum was learning through play/ active learning. The new curriculum wanted to show and ensure that children can learn more through play and active learning. The Welsh Assembly wanted to identify however that play/ active learning is more than just play games to keep entertained and does involve education within the games to developing skills. Grigg (2015) stated that active learning can take place when a “play” activity is well planned and purposeful to the learners. It has also been stated that in order for active learning to be effective it needs to be engaging and challenging for the children (HMIe 2007 cited in Grigg 2015). Donaldson emphasises that when play is well planned, it enhances children’s creative and problem-solving skills.

Further evidence that shows how effective play/ active learning is to children is in the Rumbold Report (2009). In the report, it has been stated that children learn best through experiences and exploration and play is one of the most important aspects for children to gain these experiences. The report also suggests that children can be creative and develop their creative ideas by exploring, applying and then testing out their ideas to see what they know and what they can do with that knowledge.

Many practitioners have researched into the benefits of learning through play. Two of the main practitioners who began to look into the benefits of learning through play were Jean Piaget and Lev Vygotsky. Jean Piaget (1951) believed that play was a vital part of education and the majority of what children learned at a young age was through play. Piaget also believed that as children matured, then their cognitive functions would have been developed into knowing how to deal with certain situations. He believed that this was done through Assimilation and Accommodation. This system consisted of carrying out an action for a situation, if it didn’t work then you need to work at how to solve it (Piaget 1936 cited in Simplypsychology.org). Doing this through play then meant that the children will reach an equilibrium where the knowledge they have learned could be placed in a different scenario and the children should be able to recall what they have learned to solve the problem. Groos also approves his theory, explaining that play can help develop children’s intelligence through the use of trial and error (Groos 1896 cited in Piaget 1951). Moreover, Groos also identified possible problems with letting children just “play”. Groos believed that the activities need to be well planned and prepared beforehand to ensure that the children can actually benefit from them and develop their skills further.

Vygotsky (1978 cited in Moyles 1990) identified the importance through play and that children can achieve above their level of ability through play. Vygotsky also believed that through play, children are able to follow their own interests, interact with others and develop tools to solve problems (cited in Schmidt 2009). With that in mind, Vygotsky made it clear also that if the children do not get a choice on what they can play or who they can play with. The children will no longer see this as play and may be discouraged and not learn in their Zone of Proximal Development (Vygotsky 1978 cited in Schmidt 2009). Laevers (2000 cited in Robson 2006) identified the same factor in his research. Laevers discovered that higher levels of involvement occur when the child has been given a choice rather than being led by the teacher to carry out a task. Laevers also discovered that the higher the involvement the more “real development” can take place which will help the children’s mind to grow. Laevers believed that you could rate a child’s involvement with his 5 point rating scale the “Leuven Scale of Involvement” (

Laevers 1994 cited in Robson 2004). The more the child is involved in the activity, the higher they will be on the scale which in return should result in the child maximising their possible development.

One thing that needs to be taken into consideration when looking at Vygotsky's theory however, is the theory that "Scaffolding" needs to take place before the "play" can start. Jerome Bruner identified that children would have needed to have learned and developed the skills before being given the freedom of going and using them in play. Children need to sit down with an adult or peer beforehand and develop an understanding and knowledge of a certain skills before they are able to use it (Cited in Mercer 1995). This was also identified by Vygotsky in his own work and believed that play for children was more about recollection of experiences rather than imagination (cited in Schmidt 2009). He believed that children needed to be supported by a more able peer or by a teacher to push their learning into the zone of proximal development. This is where Piaget's theory differs from Vygotsky. Piaget believed that playing with peers can develop their knowledge as Vygotsky believed that children needed an adult to aid in learning.

Michael Gove was also questioned on creativity on Question time in 2013 and he even stated that children need to have the basic knowledge and skills in order to know how to be creative (cited in Robinson 2013). Gove believed that this basic knowledge and skills should come from teacher and parents/ guardians.

Despite barriers it is clear from research that play is an important means to learning, there are limitations which can be how confident the child is and the provision on offer. By doing the lesson study it will explore play more in depth. Casserley (2004, cited in Griggs, 2015) used research to indicate that creativity brings benefits in terms of pupil motivation, enthusiasm, independence and enjoyment.

Lesson study

The method we used in order to source our data for the research is the lesson study method. This method was introduced by Peter Dudley and is an adaptation of the research method used in Japan which dates back as far as the 1870's. This method consists of teachers working together to plan, teach, observe and analyse learning and teaching within a classroom (Dudley 2014). The lesson will be planned by the teachers and one teacher will teach the lesson while the others then observe the children within the lesson. Usually a sample size of children will be focused on in order to check their learning needs. Once the lesson is completed, the focus children are then interviewed to gather data on pupil voice. After all of this, the teachers then plan another lesson which will be aimed at addressing any issues that were identified in the previous lesson and analyse what difference the next lesson will make. Peter Dudley has stated the importance of lesson study and shown evidence of how lesson study has impacted on child development within schools (Dudley 2012 cited in Dudley 2014). It is said that the child's learning is developed because the teachers are learning how to plan and teach positive lessons that meet the needs of their

learners in order to help them learn most effectively. Moreover, because of the success it has shown in Japan, more schools are participating and trialing Lesson study to identify how it can be used to improve schools within the UK. The Education Endowment Foundation (EEF) have presented their own research on the use of Lesson study and found that it is a great tool for teachers to improve their Professional development. Teachers can identify possible ways they can improve their teaching and analyse its success (EEF 2017). One major character that flawed the use of Lesson Study is that there did not seem to be any medium-term impact on the children's development. The EEF noticed that the maths and reading levels of children from 80 schools they researched were not impact by lesson study. This may suggest then that teachers start to understand what they need to do to improve their teaching but may not actually be able to carry out the improvements due to time constraints and other factors (EEF 2017). This is only medium term however and they have not researched into the long term impact of Lesson Study. For the purpose of this research however, we believe that it is the best method to use as it will help to identify how we can plan challenges within continuous provision to aid in the development of creativity for children.

The data we collected was Qualitative data. The reason for this is that we used observations to gather the research and numbers and statistics will not be used to gather any data (Punch 1998). We will used observations of specific focus children. In such, we used participant and non- participant methods of observation. The reason for this is that we had two researchers who did not participate within the lesson and solely observed the lesson and the researcher who taught the lesson also made observations whilst participating in the lesson. The reason we decided to do this was we thought that if we were all participant observers, it may have been difficult to gain all the information for our research which is a common issue (Deveraux and Miller 2003 cited in Grigg 2015). By having non- participant observers also, we able to get the opinion of an "outsider" as well as an "insider" (Griggs 2015). By doing this, we were hoping to reduce the likeliness of any bias within the research data. By using participant and non- participant, we will be able to look from two different points of view to gather the research. We also believed that observation will be a good method to research as we are conducting the research in Foundation Phase classes and written evidence by the children will be limited. This is a more common method of research for Foundation phase for this reason (Griggs 2015).

We have identified possible issues with observations to gather data, firstly we will be observing to identify if setting challenges affect creativity within continuous provision. As a result of this, we may end up observing what we believe may affect the topic and miss vital information from another area of the classroom. We are also aware that we may end up forgetting certain parts of the lesson if we do not make notes quick enough meaning we may forget something to add to our data. By having participant and non-participant observers, we hope to reduce the risk of this.

We have recorded our data through the use of observation notes that we have created ourselves as a group (Appendix A). These notes consisted of a note in the first half of the lesson and then the second half of the lesson. The reason for this was because we observed the children in their continuous provision activities and then we set a challenge in one of the continuous provision activities to observe the difference. In both sections of the observations, we were observing the children's participation in the

activity as well as their creativity and critical thinking. To understand the children's level of involvement within the activity, we used the Leuven Scale of Involvement (Laevers 1994 cited in Robson 2004). We decided to use this method as we believed that it linked well with the research that we were carrying out and is also linking with previous literature that he linked with the topic. Vygotsky emphasised the importance of engagement within an activity and how that can affect a child's development (Vygotsky cited in Schmidt 2009). Both Laevers and Vygotsky stated the importance of giving the children a choice in their activities in order to engage them and as engagement was a major piece of the research, we believed that adding this model to our observation notes we will be able to identify the impact of choice is within our activity.

Once we completed the observations within the class. We gathered our observation notes and reflected on the session using Gibbs' Reflective Cycle (1988 cited in Stafford et al 2011) This method breaks down reflection into 6 stages in order to develop a good understanding of what was successful and what needs to be improved in the future. This method makes it easier to assess the lessons in enough detail to and can provide prompts, so we know what to look for within the lesson. This can cause a limitation however, Johns (1994 cited in Stafford et al 2011) suggested that this reflective model should only be used by practitioners that have experience in reflection as it does not show how to produce in depth reflection on the lesson being taken. We will try to make our reflections as detailed as possible by integrating Schon's reflection model. Schon suggested that to reflect effectively, the practitioner should reflect- in – action and reflect- on – action. This means that we will be reflecting on the lesson whilst it is taking place and we will also reflect on the lesson once it has finished (Schon cited in Stafford et al 2011). This will then allow us to develop a deeper understanding of what went well and what we need to do differently in the future. By doing this, we will be able to make the relevant changes to receive the best result for our research.

We chose three focus children to observe throughout each lesson and we tried to choose the children from a higher attainment group, middle attainment group and a lower attainment group. The reason for this was we wanted to observe the impact the challenge would have on children with different attainment levels. The challenge was not adapted or differentiated to accommodate for the attainment levels meaning all three children had the same challenge to try and complete. By doing this we wanted to see if any of the children wanted to choose to complete the challenge or participate in a challenge more in their comfort zone. All the children were originally observed within the class with the three children specifically chosen in case any of the children chose to withdraw from the research at any time of the session.

Once the lesson was finished. We interviewed the three chosen children and carried out a group interview. The interview was semi structured and we aimed to let the children lead it in order to reduce the risk of the answers being biased or the children being influenced to give certain answers. All the questions were open ended in order to encourage the children to provide as big answers as they could. This also gave them the freedom to speak aloud about what they thought and felt. This was important to us as we wanted the children to feel relaxed and comfortable around us to enable them to provide us with their most honest answers.

Ethical considerations.

When carrying out the research, we ensured that all ethical considerations were thought of in order to ensure that all the children felt comfortable. We tried to adhere to the British Education Research Association (BERA) Ethical guidelines to make sure that we treated the research in the most ethical ways possible (BERA 2011). We also research into the United Convention on the Right of Children (UNCRC) so that we understood the right the children have and make sure that we did not take away any of the rights that could have been used during our research project (UNCRC 1990 cited on Unicef.org).

Names of the children and school were not noted, and we have only based our research on children who have given consent forms from parents. We also carried out Assent throughout the entirety of the research meaning the child could let us know at any time that they no longer wanted to participate, and we withdrew them immediately (Ethicsguidebook.ac.uk). We used a happy face system where the children place their name in the smiley face if they are happy to be observed in our research and if at any time they are unhappy, they can put their name in the sad face and we will withdraw them from the research immediately. We also ensured that we follow all the school's policies with regards to safeguarding and emergency action plans. By doing this, we tried to adhere to the relationship between the school and the university and ensure that that professionalism is represented throughout. Any data that has been collected was also stored on a USB memory stick which was encrypted to reduce the risk of people being able to access the data. Once the research has been carried out, the report will be saved onto a secure website which need a password to access and a copy of the report can be sent to the school upon request.

All children were treated equally in order to rule out any prejudice or unfair treatment of any of the pupils. This also helped to reduce the risk of any children feeling singled out. All adults who are carrying out the research have been DBS checked in order to show that they are allowed to work with children and schools can have access to these if they request them.

Lesson Study 1

As we used Gibbs' Reflective model to reflect on our lesson study. I have laid out our reflection of events in the format of the model.

What Happened.

During the first lesson, the pupils were not provided with any resources and they were not shown any examples of Easter Cards. The aim of this was to see if they could independently gather their own resources and use their creative thinking to make their own Easter Cards. We identified however that all the children found this challenge too difficult and as a result none of the children participated in the challenge. We were able to see that the children were more confident and comfortable going over to the continuous provision activities that they could play and carry out because the resources were already put out for them to use.

Feelings.

The children really needed help to understand how they can get the resources and use them to make their cards. This made it difficult for us as we wanted to help them but due to the purpose of the research, we could not help them. We felt that if we could provide little guidance, then the children would have been able to complete the challenge as we would have scaffolded some ideas for them.

Evaluation.

Reflecting back on the lesson, it was clear to us that the children were confident and comfortable to use continuous provision when the resources have been placed out for them. It was also clear that ideas and learning were scaffolded previously in order to help the children understand how to use the resources and provide them with ideas for their activities. It was also clear to us that there were factors that drew children to certain activities. These could have been down to interest, friendship participation and how comfortable they children were within that activity. We saw this and discussed as a group how the children being in their comfort zone can affect their learning. We discovered through our observations that the children were not necessarily developing their learning as they were not pushing themselves into their Zone of Proximal Development (Vygotsky 1978 cited in Schmidt 2009). By staying in their comfort zone, they were just reinforcing what they had already learned instead of developing further. This was evident as we all identified in our observation notes that their involvement on the Leuven Scale did not change throughout the lesson

Analysis

This evidence brought us to the analysis that in order for the children to develop skills further, the children need to be provided with the resources and the scaffolding to help aid their creativity. We also looked into how provided possible visual cues can also help to affect the learning of the children. By providing the children with visual cues and examples of previous ideas of cards, the children should then be able to decide for themselves what they will design and create on their cards.

Conclusion

As a result of this, we discussed that for our next lesson we will provide the children with pre-made cards to be used as visual cues as we think that it may help develop the children's creative thinking skills. We will then analyse and evaluate whether or not these will aid or hinder the children's development in learning before discussing what support we will give them in the third lesson.

Action Plan

Next lesson we decided to provide some pre-made cue cards to present some ideas for the children to see if it made any difference to the participation and involvement levels within the class.

Lesson 2

What Happened

During our second lesson, we provided the children with some pre-made cards to give them ideas on how to create their own card. We did get the children to find their own resources around the classroom however to try and get the children to be more independent. Only two children decided to challenge themselves and try the activity while the other children decided to stay in their comfort zone and participate in the other continuous activities they were comfortable with. This did tell us that by providing some visual cues, we are able to provide a scaffold for children who can then try to be creative and make their own cards. This is shown as we had two more participants in this lesson compared to the last lesson.

Feelings

We feel that although we provided scaffolding for the children by provided pre-made cards, we still needed to provide more help to encourage the children to participate and be creative. We feel that is we told the children where to find the resources to use or even provided them then we could have had more children willing to participate in the activity. We felt that children need a lot of scaffolding and help in order to be able to develop their own creativity skills and that providing too much independence can hinder their development.

Evaluation

Reflecting on lesson 2, we could identify that children were more willing to participate when scaffolding has been provided. In this lesson, the children looked at the template we provided and from that were able to be creative and create their own Easter cards. Both the children who took part were able to create their own card and did not copy the templates that had be provided by us.

The downfall to the lesson was that the majority of the class still decided not to participate in the lesson and four children decided not to participate as they did not know which resources to use and where to find them. This then provided a barrier for them and as a result, they decided to go to another activity in which the resources were already provided for them. This again meant that they were working within their comfort zone and may not have been able to develop many skills further.

Analysis

From the lesson, we were able to identify that just by providing a small example or cue, we were able to scaffold enough learning so the children could be creative and design their own Easter cards. This was shown as we provided a template and the children chose not to copy these but use their own creative skills to develop their own cards. We did also discover that when working with children in Nursery/ Reception, the children need to be provided with more scaffolding to develop their learning and do not rely on them developing their independence as this could hinder their learning. The use of enhanced provision could be the more beneficial method to develop a child's learning at that age as the adult is able to show the

children best practice so they are able to know and understand what to do in certain activities. This way, as they become more comfortable you are able to slowly reduce the amount of help from the adult and then give the children more freedom and independence as they will be more confident and comfortable.

Conclusion

In conclusion, to make the activity challenging but more encouraging for the children. We need to provide a selection of resources along with the pre-made examples of Easter cards to aid in the development of the child's creativity. If we give the children too much independence at this age with scaffolding and showing good practice first, the children will not be able to carry out and complete the task as they do not know what to do. This then pushes them out of their comfort zone but also out of their Zone of Proximal Development.

Action Plan

Due to this, in the next lesson. We will provide the children with pre-made examples of Easter cards as well as providing the children with the resources that they can use. This should help them to be more willing to participate in the activity and use their creative thinking skills.

Lesson 3

What Happened

For the last lesson, we decided that we would provide pre-made cards to the children as well as the resources to ensure that the children knew what they could use and they can access the resources easily. As a result of this, all the children in the class took part in the activity and also participated independently. We did not need to ask any of the children to take part as they all decided to participate on their own as it was something that was interesting to them and it was not too difficult for them to carry out. This showed us that by giving them the necessary resources they were able to carry out the activity on their own.

Feelings

This felt good to us as the children all wanted to participate in the lesson and this showed as they did this on their own accord. It was also nice that all the children used their own creativity to make their Easter cards which lead to all the cards all being unique as they came up with their own ideas. The activity showed us how just providing something as simple as examples and resources can promote and develop creativity within the children. We did not need to explain anything to them which went against what we were worried about, about taking away their independence.

Evaluation

Reflecting back on the lesson, we did have to provide the children with the resources that they could use which may have limited their creativity as they had to use what they were given. This can also be reversed however and show us that because we provided the resources they knew how to use them and

they had to think about what they could create using the resources. The children were able to do this independently which aided I their own learning as they solved the problem themselves and had to be creative to think of ways to make a “nice” Easter card for their parents/ guardians.

Providing the resources also showed a positive impact as all the children wanted to take part in the activity compared to the previous 2 lessons where few children participated. It was also shown as the children’s level of involvement went up after we set the challenge which showed us that they were interested and wanted to engage. More evidence of their enjoyment was during the interviews, all the children stated that they enjoyed the activity and found it fun as they could choose what their card looked like.

Analysis

Looking at our evaluation, we were able to identify that children need to be scaffolded before making their cards in order to know what they are doing. The children who took part in the research may have never seen an Easter card or may have seen very few so it was important to scaffold their learning by showing examples first so they knew what an Easter card looks like and also what resources should be used to make their card look like and Easter card. This was proven in the previous lessons where we only provided the children with no or minimal scaffolding. This resulted in few children participating.

Conclusion

What the lesson activity has shown us, is that children need to be scaffolded in order to develop their learning. If we were to do this lesson again, I think that we would role model and show good practice by showing the children where the resources are kept so they can get and use them themselves without a teacher getting them. This may be done as part of an enhanced provision activity and then I think that we would then let the children go and work independently and make the activity a continuous provision activity. The children should then feel comfortable and confident to go and collect the resources themselves.

Discussion of research findings to related literature and research

After carrying out the research, we discovered that children are willing to challenge themselves with activities but they need to have been scaffolded by the teacher prior to the activity. By doing this, the children will have a better knowledge and understanding of what they will need to do and how to do it. One other vital part of the research has shown us is that in order for the activity to be effective and encourage the children to learn. The lesson needs to be well planned and structured. This agrees with what Donaldson (2015) stated that to enhance creativity and problem solving the activity should be well planned for the children. The research also correlates to Griggs (2015) in that we do not give the children free reign but we support them in their creativity. This was proven in our first and second lessons where we gave the children the independence by trying to get them to retrieve their own resources and think of ideas to make their Easter cards by themselves. This resulted in very few children participating in the activity that we planned. The children did not have the basic skills and knowledge to know what to do and as a result did not want to part take in the activity.

One thing we do have to take into account when looking at the results in our work is that each session was taught in a different school and each of the three schools we taught in were all from different areas with their own different cultures and problems. This may have compromised the results and limited their reliability. Due to the method we were using to gather our research, we may have also missed certain cues or points that may have been very important to our research. We were only looking at what we needed to see in order to gather the results. Moreover, we were able to identify any problems that occurred within the lessons and also link them back to the literature of previous research on the topic. This made it easier for us to show what was causing the problems and how we can adapt the lessons to overcome them. We made sure we modified each lesson to give us clear results for our research and we were able to come up with a conclusive answer on the topic based upon the results we were given.

Conclusion

After looking at the results of our research, we have identified some real advantages to using the lesson study method. It aided us in identifying what we need to improve for the next lesson to help improve engagement within a lesson and it also made it easier for us to observe the children to monitor their engagement levels with the Leuven Scale (Laevers 1994 cited in Robson 2004). A limitation to the method is that we were only observing the children for a specific topic. As a result of this, we may have missed something important from one of the other areas within the classroom which could have provided different results for our research.

One thing I will take forward from this research is that in order to be able to successfully set challenges for children in continuous provision they need to be Scaffolding first in order to know what skills to use and how to use the resources for the activity. I would do this by showing the class good practice on the activity first, so they will know what to do and then give them the choice to try and complete it. I believe that by doing this I will be able to improve children's learning as I have been able to identify what needs to be done in order to develop children's skills further through setting challenges in the continuous provision areas. The research has also helped me realise that if a child does not know what to do in certain lessons, this may not be down to them not listening or not working in lessons. It may be down to the fact that they have not been Scaffolding properly in the past to understand how to complete the tasks within the lesson.

Recommendations

If I was to carry out the research again, I would try to ensure that it was carried out in the same class in the same school. This way we could measure the impact lesson study has on the children's learning and how it has impacted the teaching standard within the class also. I would also provide a variety of challenges with some having been Scaffolding using the Cognitive Acceleration model to see if that has an impact on the children's development. It would be interesting to see how using a simple gradual step by step development model can affect a child's development (letsthink.org). Lastly, I would recommend that the children are placed in mixed attainment groups when carrying out the research. I believe that this should be done as it enables you to understand how children of different attainment levels work as well as identifying if the children help and learn from each other. This may become a factor that affects their participation in certain activities and people may not realise it.

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Appendix A- Example of Observation Form

Small group observation - before challenge		
Date 28/3/18 Time 9.00		
Name A Number on LS WB 4 Inv 3 Did they use creativity and critical thinking N General comment Free play	Name B Number on LS WB 4 Inv 3 Did they use creativity and critical thinking N General comment Free play	Name C Number on LS WB 4 Inv 2 Did they use creativity and critical thinking N General comment Free play
Name D Number on LS WB 4 Inv 2 Did they use creativity and critical thinking N General comment Free play	Name E Number on LS WB 4 Inv 3 Did they use creativity and critical thinking N General comment Free play	Name F Number on LS WB 4 Inv 3 Did they use creativity and critical thinking N General comment Free play

Small group observation - during challenge		
Date 28/3/18 Time 9.30		
Name A Number on LS WB 4 Inv 3 Did they use creativity and critical thinking Y General comment M C	Name B Number on LS WB 3 Inv 3 Did they use creativity and critical thinking Y General comment M C	Name C Number on LS WB 3 Inv 3 Did they use creativity and critical thinking N General comment D.P
Name D Number on LS WB 3 Inv 3 Did they use creativity and critical thinking N General comment D.P	Name E Number on LS WB 4 Inv 3 Did they use creativity and critical thinking N General comment D.P	Name F Number on LS WB 3 Inv 3 Did they use creativity and critical thinking N General comment D.P

✗ Made card
 ✗ Did not participate

Appendix B- Letter of Consent



Dear Parent/Guardian,

Your child's school is a partner with Yr Athrofa at University of Wales Trinity Saint David in Carmarthen and Swansea. This school offers placements to students who are learning to be teachers.

The student-teacher in your child's class has been given the task of planning, teaching and evaluating one lesson so that he/she can develop specific strategies to improve their own teaching. As part of this, student-teachers will be observing the children's responses and asking some pupils their views on parts of the lesson. This is designed to inform students' own practice and support children's learning.

Any information collected would remain confidential, and both the school and the children would remain anonymous in work produced. The work undertaken would be in line with the University's ethical guidelines. If, at any time, your child does not want to share ideas, they would not be required to do so.

If you are happy for your child to contribute to the project, please complete the parental consent form below and return directly to the school as soon as possible. If you are interested in the outcome of this project or if you have any questions, please contact the University Partnership Office - partnership@uwtsd.ac.uk.

Yours faithfully,

A handwritten signature in blue ink, appearing to read "C. Morgan".

Appendix C- Ethics Form

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.

SECTION A: About You (Principal Researcher)

Full Name:	Darren Jones				
Tick all boxes which apply:					
Member of staff:	☐	Student:	☒	Honorary research fellow:	☐

Faculty/School/Centre:	Yr Athrofa		
Campus:	Townhill		
E-mail address:	1701748@student.uwtsd.ac.uk		
Contact Telephone Number:	07730475636		
For students:			
Student Number:	1701748	Undergraduate	☐
Programme of Study:	Primary PGCE	Taught Postgraduate	☒
Director of Studies/Supervisor:	Dr Ceri Lewis	Research	☐

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):	Research Degrees Committee		☐		
	Faculty Research Committee		☐		
	Other (write in) Module team Dr Ceri Lewis.		☒	28/02/18	

Approval in principle **must** be obtained from the relevant source prior to seeking ethical approval.

SECTION C: 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.	
BERA (2011)	☒
University Guidelines (2017)- Ethics code of practice.	☒
EWC Code of Practice (2017)	☒

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:				
Institution				
Contact person name				
Contact person e-mail address				

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:	Does setting challenges in the continuous provision promote creativity and critical thinking?		
Proposed start date:	March 2018	Proposed end date:	April 2018
Purpose of research activity (including aims and objectives) Outline the purpose, aims and objectives of the research activity, including key research questions. Show briefly how existing research has informed the proposed activity and explain what the research activity will add and how it addresses an area of importance. (Maximum 300 words)			

The purpose of the research is to identify if by giving the children a challenge promotes children's creativity and critical thinking within the continuous provision.

I am going to achieve it by observing children within the continuous provision using the Leuven scale to identify how engaged they are and if they are using creativity and critical thinking in their learning. Half way through the lesson I will give the children a challenge to see if their engagement, critical thinking and creativity deepens when they are challenged.

Within my experience on PTE1b in Reception the children were given free choice within the continuous provision but were never challenged unless doing an adult focused activity. Within an adult focused activity, children do not necessarily use their own creativity and critical thinking as everything is provided for them for the activity by the teacher.

Within Successful futures the purposes of the new curriculum in Wales should be that children and young people are ambitious, seeking and enjoying challenges, enjoy problem solving using creativity.

As Csikszentmihalyi 1996:11 identifies if too few opportunities for curiosity are available, if too many obstacles are put in the way of risk and exploration, the motivation to engage in creative behaviour is easily extinguished. Furthermore, Flutter and Rudduck (2004) point out that by the time that children go to secondary school, if not well before, they are hungry for real learning, when they can get stuck into tasks and problems that have meaning and relevance, rather than go over the same old exercises, time and time again.

Through this research we will see if giving children independent challenges will promote their creativity and critical thinking. In order to make children more ambitious and capable learners, who are ready to take risks and solve real problems instead of relying on the teacher.

Proposed methods

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.
(Maximum 600 words)

For our research we will be using Peter Dudley's (2011) lesson study method. Peter Dudley sets out his vision as to how the Lesson Study can be implemented as a means of improving and developing teaching, learning and teacher practice knowledge. By adhering to the Lesson Study process, my peers and I plan to jointly plan and observe the research lesson; interview the case pupils to gain their insights into the research lesson; and collaborate in a post-lesson capacity to discuss how the case pupils responded to the selected technique (considering any difficulties, evidence of learning, overall response). We will reflect on the lesson and use our reflection to

plan for one of our peers to carry out another lesson which will then be reflected upon and adapted for a third lesson. This will ensure that we plan learning which is better matched to the pupils' needs to give us a more valid and non-bias results. We will choose three case pupils who will be observed and questioned on their activity.

Observations

Through engaging with the Lesson Study model, my peers and I will collaborate to devise observation methods which best reflect the research aims and purposes. We will observe in both a participative and non-participative context (depending on our role as teacher or 'observer'). We will share the classroom context prior to the observations. Our observations will be recorded on a single document which will take into account levels of involvement and well-being among the selected case pupils (as demonstrated in Leaver's emotional wellbeing and involvement scales). We will also consider the children's activity according to predefined criteria (e.g. Low activity; frequently interrupted activity etc). Our observation form will allow additional space to record more general comments regarding pupil behaviour, pupil oracy and cognitive thinking skills. Observations will focus on three case pupils' learning. For the purpose of this research we will be focusing our observations on three case pupils, one more able and talented pupil, one middle ability pupil and one lower ability pupil.

Focus group Interviews

Due to the age of the children a more informal interview will take place. We will ask the children to share with us the work that they have completed for the challenge, the materials they chose to use, why they chose them and if they enjoyed the activity. We will ask the children if they found the activity easy or difficult and if they would like to have challenges again in the future. We will also ask the children if they would choose to do it different next time.

If one of our chosen children choose not to undertake the challenge, we will observe them to see how engaged they are in their own activity and ask post-activity why they chose not to participate.

One of the chosen children could be absent on the teaching day so we will account for this possibility by selecting children to act as reserves for the originally selected case pupils. It will be important to ensure that assent is obtained in any change of participants.

Due to the age of the children we will obtain assent throughout the lesson. If during the observation we observe that a child looks uncomfortable participating, we will withdraw that child immediately from the research.

(this box should expand as you type)

Location of research activity

Identify all locations where research activity will take place.

Both schools are located in a large town on the outskirts of the Valleys. One school is a 2-form entry school with around 437 pupils attending. The school only has 8% free school meals with around 12% of the school having Additional Learning Needs.

The second school has around 258 pupils attending with 27% of the pupils receiving free school meals. The school has around 43% of the pupils who have Additional Learning Needs.

The third school has around 224 pupils, 4.8% of pupils receive free-school meals. The school identifies 21% of its pupils having ALN.

(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 sensitivities or vulnerabilities of participants.

N/A

(this box should expand as you type)

SECTION F: Scope of Research Activity

Will the research activity include:	YES	NO
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Use of a questionnaire or similar research instrument?	☐	X
Use of interviews?	X	☐
Use of diaries?	☐	X
Participant observation with their knowledge?	X	☐
Participant observation without their knowledge?	☐	X
Use of video or audio recording?	☐	X
Access to personal or confidential information without the participants' specific consent?	☐	X
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	X
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	X
Investigation of participants involved in illegal activities?	☐	X
Use of procedures that involve deception?	☐	X
Administration of any substance, agent or placebo?	☐	X
Working with live vertebrate animals?	☐	X
Other primary data collection methods, please explain in this box	☐	X

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?	☐	X
Adults (over the age of 18 and competent to give consent)?	☐	X
Vulnerable adults?	☐	X
Children under 18?	X	☐
Prisoners?	☐	X
Young offenders?	☐	X
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	X
People engaged in illegal activities?	☐	X
Others (please identify):	☐	X

Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited? School 1 there are 50 children in the class with 13 selected to be used for the research. School 2 there are 25 children in the class with 7 selected to be used for the research. School 3 there are 25 children in the class with 7 selected to be used for the research. 3 children from each group will then be selected to answer questions based on the lesson that takes place. The children will be picked to include one MAT pupil, one MA pupil and one LA pupil. this box should expand as you type)
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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?	X	☐	☐
Will you tell participants that their participation is voluntary?	X	☐	☐
Will you obtain written consent for participation?	X	☐	☐
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	X	☐	☐
If the research is observational, will you ask participants for their consent to being observed?	X	☐	☐

Will you tell participants that they may withdraw from the research at any time and for any reason?	X	☐	☐
With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☐	☐	X
Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	X	☐	☐
Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	X	☐	☐
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
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			
(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.

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

All children will be treated the same throughout the course of the research. The children will never be left alone, there will always be an adult present with the children. Children, schools and parents will be asked for acceptance to use any information that may be deemed as personal for the research.

All adults present for the research will have received a Disclosure and Barring Service Certificate to allow them to work with children.

(this box should expand as you type)

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

(this box should expand as you type)

Risks to investigator

For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest

Investigator will not be left alone with the children at any times, there will always be another adult present during the research process. If the adults take any children into an external room, the door will be left open to reduce the risk of any accusations. Adults will have any information about the children and their behaviours before entering the classroom.

All adults present for the research will have received a Disclosure and Barring Service Certificate to allow them to work with children.

(this box should expand as you type)

University/institutional risks

For example: adverse publicity, financial loss, data protection

Good name of the University upheld; partnership between schools and University.

School Policies will be upheld, and data protection will be upheld. This will be achieved through the University Ethics code of practice guidelines.

(this box should expand as you type)

Adverse outcomes

List measures put in place to limit any adverse effects or outcomes of research activity where appropriate. Include any emergency protocols.

The schools safeguarding procedures will be used throughout the time in the schools to ensure that the correct protocols are used if needed. The Schools emergency protocols will also be used to ensure the correct procedures are carried out.

(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
Has a DBS certificate been obtained?	X	☐	☐

SECTION I: Feedback, Consent and Confidentiality

Feedback
What feedback will be provided to participants, how will this be done and when?
Completed essay will be provided with school headteacher on request in order to see results of the data. (this box should expand as you type)
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. Children will be told prior to the research activity what is happening, this then will provide an opportunity for the children to reject the opportunity if they wish. The majority of the children will be given an opportunity to rather than consent. Assent. UNCRC 12: children should have a say in the matters that affect them. Throughout the research, ongoing assent will take place and at any time the children to decide to no longer be a part of the research. Schools will also be given details of the research project that is taken place and can therefore identify any pupils who they wish to not be present for the research activity and Parental consent will ask through the sending of a letter to them prior to the research date from Yr Athrofa. (this box should expand as you type)
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.

Names of the participants will not be used in any of the data that will be collected, The Names of the schools will also be kept anonymous in the data, so no one can identify which school the children are located.

The data that has been collected, will not be in the public eye and will not be shared with anybody who is not part of the research project.

(this box should expand as you type)

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/>).

	YES	NO
Does the research activity involve personal data (as defined by the Data Protection Act)? “personal data” means data which relate to a living individual who can be identified— (a) from those data, or (b) from those data and other information which is in the possession of, or is likely to come into the possession of, the data controller, and includes any expression of opinion about the individual and any indication of the intentions of the data controller or any other person in respect of the individual.	☐	☒
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 sensitive personal data (as defined by the Data Protection Act)? “Sensitive personal data” means personal data consisting of information as to – (a) the racial or ethnic origin of the data subject, (b) his political opinions, (c) his religious beliefs or other beliefs of a similar nature, (d) whether he is a member of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) his physical or mental health or condition, (f) his sexual life, (g) the commission or alleged commission by him of any offence, or (h) any proceedings for any offence committed or alleged to have been committed by him, the disposal of such proceedings or the sentence of any court in such proceedings.	☐	☒
If YES, provide a description of the data and explain why this data needs to be collected: (this box should expand as you type)		

	YES	NO
Will the research activity involve storing personal data on one of the following:		
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?	☐	X
Other – specify:	☐	X
For all stored data, explain the measures in place to ensure data confidentiality, including details of password protection, encryption and anonymisation:		
Stored data will be encrypted to only the people carrying out the research. Data will be archived on completion. (this box should expand as you type)		
Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	☐	X
Sharing of data with others at the University?	X	☐
Sharing of data with other organisations?	☐	X
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?	☐	X
Publication of data that might allow identification of individuals?	☐	X
Use of data management system?	☐	X
Data archiving?	X	☐
If YES to any question, please provide full details, explaining how this will be conducted in accordance with the Data Protection Act (and/or any international equivalent):		
Any data transferred from one partner to another will be confidential. Data will be archived on completion of assignment. Data will be saved on a website where you can only access via password. Password protected document on memory stick. (this box should expand as you type)		

List all who will have access to the data generated by the research activity:
The 3 researchers will have access to the data that will have been collected from the research. (this box should expand as you type)

List who will have control of, and act as custodian(s) for, data generated by the research activity:
The 3 researchers will have access to the data that will have been collected from the research. (this box should expand as you type)
Give details of data storage arrangements, including where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.
Data will be stored on Memory Sticks which only the 3 researchers have access to. The data will archive on a secure site upon completion of the assignment. (this box should expand as you type)

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](#)

Signature of applicant:

Date: 28/02/18

For students:

Teacher / Senior Mentor:	Ceri Littlewood
Signature:	
Date:	28/02/18

Supervisor:	Ceri Lewis
Signature:	
Date:	28/02/18

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)
☒	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.

RESEARCH STUDENTS AND 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.

You will be informed of the outcome of your claim by email; therefore **it is important that you check your University and personal email accounts regularly.**

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.