

Appendices

Appendix one – A copy of the cover letter given to school A prior to this research project

 Prifysgol Cymru Y Ddindod Dewi Sant University of Wales Trinity Saint David	Yr Athrofa Institute of Education Addysg i Gymru Education for Wales	
Rhif Adnabod Cyfranogwr: Participant Identification Number:		
FFURFLEN GANIATÂD CYFRANOGIAD SAMPLE PARTICIPANT INFORMATION SHEET		
Titt Y Proiect / Project Title: An exploration into the effects that well-being/pupil voice has on a child's own assessment for learning.		
Dear Participant: My name is Megan Thorne-Williams and I am a student on the BA Primary Education (QTS) course at the University of Wales Trinity Saint David Carmarthen. I would like to invite you to participate in my research project. This project will explore in depth and effects and impacts that pupil voice and/or well-being and self-esteem has on successful assessment for learning strategies and aims to discover how the use of assessment for learning impacts children's learning experiences. Through your participation in the questionnaire and/or interviews, I hope to ascertain different views on successful and unsuccessful assessment for learning strategies that link to pupil voice in the Foundation Phase/Key Stage 2. All questionnaires/interviews will be kept strictly confidential to the researchers involved and at NO time will individual questionnaires be released to the general public. Your participation in this study is completely voluntary so you can withdraw from the questionnaire/interview at any stage. My questionnaire/interview should take about 5-10 minutes to complete, but there is no time constraint. There are also no right or wrong answers. Attached to this letter is a consent form. I understand that your time is at a premium but your opinions are very valuable to me. After careful and precise analysis of the data obtained from this questionnaire, I will be happy to provide you with a copy of the findings at your request. The results of this questionnaire/interview will hopefully enhance my understanding of assessment for learning strategies that are impacted through the use of pupil voice. I thank you in advance for your time and participation. If any questions do arise, feel free to contact me at your convenience.		

Appendix two – Photo, film and audio consent form given to school A prior to this research project

 Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Consent form

Trainees must gain the following written consent of the head teacher before taking photographs, filming or audio recording learners.

I agree to Megan Thorne-Williams as a representative of Yr Athrofa to:

Take photographs ☒	Interview ☒	<u>See AUP</u>
Take video ☒	Quote school policy documents ☒	
Tape-record ☒	Questionnaires ☒	

(Tick accordingly)

Name of Head teacher L. Brevel Signed L. Brevel

Name of school Porthole Dock Community school

To be completed by the trainee:

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

Name of trainee: Megan Thorne-Williams

Signed: Megan

Telephone number: 07528169416

Email address:

Programme (e.g. BA Ed / PGCE Primary/PGCE Secondary):

Date: 11 / 02 / 19

12

Appendix three – Pupil participation consent form given to school A prior to this research project

	Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David		
		Rhif Adnabod Cyfranogwr: Participant Identification Number:	
FFURFLEN GANIATÂD CYFRANOGIAD		PARTICIPATION CONSENT FORM	
Teitl Y Proiect / Project Title: The impact of pupil voice on AFL			
Enw'r Ymchwilydd / Name of Researcher: Megan Thorne-Williams			
1	Cadarnhau 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 bodddhaol i'r rhain.	I confirm that I understand the information given by (enw'r ymchwilydd) 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		L. Pwael	
Ymchwilydd Researcher		Megan Thorne-Williams	
		Llofnodwyd Signature	
		Llofnodwyd Signature	
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.		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	

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:	Megan Thorne-Williams				
Tick all boxes which apply:					
Member of staff:	☐	Student:	☒	Honorary research fellow:	☐
Faculty/School/Centre:		SWWCTE: YR ATHROFA			
Campus:		Carmarthen			
E-mail address:		1600322@student.uwtsd.ac.uk			

Contact Telephone Number:	07528169416		
For students:			
Student Number:	1600322	Undergraduate	☒
Programme of Study:	BA Primary Education (QTS)	Taught Postgraduate	☐
Director of Studies/Supervisor:	Dr Sioned V Hughes	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 coordinator, ECAD6003, ITET		☒	08/02/19	

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.	
The research is within the bounds of the normal classroom and in accordance with the SWWCTE school guidelines for parental consent as per SWWCTE letter (Athrofa).	☒
The research will be conducted within BERA (British Educational Research Association) guidelines – Ethical Guidelines for Education Research (2018)	☒
The research will adhere to the University research guidelines	☒
The research will adhere to the code of Professional Conduct and Practise by the Education Workforce Council (EWC)	☒

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?	YES	☐	NO	☒
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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:	Main question: An evaluation of the effect that pupil voice has on a child's own assessment for learning.		
	Sub questions: Exploring the relationship between a child's confidence and reliability to correctly assess their own learning. How do learner's respond to assessing their knowledge and understanding of a lesson when their response is visual to other learners within the class?		
Proposed start date:	11/02/19	Proposed end date:	29/04/19
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 research project aims to explore the effects that a child's pupil voice has on their reliability to correctly assess their own learning through through simple assessment for learning strategies. The research aims to capture the views and opinions of our current generation of practitioners and students in order to contribute to an informed dissertation regarding the effects that pupil voice has on a child's confidence within their own learning. Existing research such as that by Black and Wiliam (1998) indicates that effective assessment for learning strategies are crucial to raising learner's standards and attainment of achievement in school. However, the primary research that I wish to undertake will provide an insight into the validity of this information and further study if a child's own self-esteem and confidence effects the way they use such strategies.			

(this box should expand as you type)

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)

Interviews - A group of children from different attainment levels from a variety of Foundation Phase and Key Stage Two classes will be involved in a semi-structures interview where they will be invited to respond to key questions. The questions will be varied to the age range of the children. For example, what assessment for learning strategies do you use? Which strategy is your favourite and why? Do you like the other children in your class seeing your answer or do you prefer your answer to be given in private? The children will be in an informal setting and I will make notes of their responses. The children will not be forced into participating and no direct individual questioning will take place if a child does not wish to respond. **EXIT:** All children will be asked if they wish to take part. The children will use their traffic light fans and therefore if at any point they wish to leave the interview or withdraw then they may do so. I will check on the children's feelings regularly. No names will be used in the writing.

I will also interview different teachers within the Foundation Phase and Key Stage Two and if possible, interview the deputy head to see how they assess the children's learning and how they use assessment for learning in the classroom. I will also take this opportunity to ask their opinions on the successful of assessment for learning and if they think well-being and self-esteem effects a child's own assessment for learning.

Questionnaire – Depending on the children's responses throughout the research period, I may create and administer a questionnaire if I believe it will assist me to gather quality data. Throughout the creation of the questionnaire, I will adhere to and follow the training provided by the university during my second year of study when designing and distribution of questionnaires was necessary for a specific module. The questionnaire may focus on qualitative or quantitative data, or both depending on its focus. Furthermore, the questionnaires may be administrated to learners, staff or both. Participants of the questionnaire will not be asked to list their name. However, they may be asked to share their status within the school.

A cover letter will accompany the questionnaire which will explain to the participant the reason for and nature of the research questionnaire. The questionnaire will be distributed via physical means only. Upon completion, the questionnaires will formulate a response pool for analysis. **EXIT:** Before the participant submits their questionnaire, they have the right to retain their response. However, if the participant has submitted their questionnaire and it has been added to the response pool there will be no fair means of identifying their response in order to return it. This will be explained in the cover letter of the questionnaire.

Observations/Field notes - I will observe and take notes on a variety of teaching and learning encounters throughout my research. Throughout my observations, I will take note on the children's engagement or enjoyment. At times, I may focus on observing the whole class

or individual children that are of interest to my project. Or during the session I may observe the teacher's approach to teaching and learning and their pedagogical approaches to certain situations. For example, if a child withdraws from a teaching and learning encounter. Observations will be made in my personal observation handbook. Once again, no names will be mentioned however, a pseudonym may be used if necessary. To further enhance my research, I may discuss my notes with the teacher or children to gather a more detailed perspective or explanation for certain actions or attributes displayed. On occasion, I may observe participants without their knowledge and make notes on their behaviours and attitudes towards learning.

Examples of pupils' work - Where I feel examples of pupils' work would support my research, I may request samples. **EXIT:** prior to gathering samples of work, I will ensure that I have the class teacher's consent and the consent of the pupil to which the work belongs. Upon gathering samples, I will take responsibility of the work and ensure that confidentiality and security is upheld.

(this box should expand as you type)

Location of research activity

Identify all locations where research activity will take place.

The proposed study/research activity will be conducted in Pembroke Dock Community School and a partnership primary school (school details have yet to be released by faculty).

(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.

Not applicable.

(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	☐	✗

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 under 18?	☒	☐
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):	☐	☒

Participant numbers and source

Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?

(this box should expand as you type)

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			

(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 The risk to participants is that they may be involved in the research without consent. Therefore, I will ensure that all consent procedures are in place by informing the children and staff of my research. I will explain to the children and staff that they have the right to withdraw and can leave the research or express that they do not wish for any data to be used, at any time. For example, I will ask the children if I can use their answers from the interviews in my research and share my notes. I will also monitor the children's wellbeing and stop any activity if any child is becoming upset/ uncomfortable.

(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

Not applicable

(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

The risk to the researcher is that I may be accused of unprofessional practice. I will manage the risk by adhering to the BERA guidelines and following my plan of ethical practice.

(this box should expand as you type)

University/institutional risks

For example: adverse publicity, financial loss, data protection

There should be no risk to the university if I manage the risk to the participants and the researcher as detailed above. I will conduct the research and represent the results honestly.

I will always comply with ethical, legal and professional frameworks, obligations and standards as required by the statutory and regulatory authorities, as well as with the university's research integrity and ethics code of practice.

(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.

I will manage the risk by adhering to the BERA guidelines and following my plan of ethical practice. I will always comply with ethical, legal and professional frameworks, obligatory and standards as required by the statutory and regulatory authorities, as well as with the university's Research Integrity and Ethical Code of Practice.

Loss of data- upon collection of research I will assume full responsibility for the safekeeping of the data. To ensure the participant's response is safe it will be kept in a folder on my person until the research has been analysed and utilised at which time the data will be destroyed.

(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?

✓

☐

☐

SECTION I: Feedback, Consent and Confidentiality

Feedback

What feedback will be provided to participants, how will this be done and when?

I will not be providing feedback to participants as it is not relevant for the research. If the participants request feedback from the response then I, as the author, will provide a summary of the data collected.

(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.

Participants consent- children

I will converse with my class teacher and senior mentor and inform them of the research I will be undertaking, providing reasoning and rationale behind the research. However, I will be verbally asking children identified to participate whether they wish to participate, e.g. use traffic light fans to support the children. This will be an individual exercise so children are encouraged to respond honestly with their interest and wellbeing in mind. Children will also be informed that they can

approach me at any time and discuss their contribution to the research project and explain whether they wish to participate.

Participation consent- teachers

For the class teachers, I will ask them to sign a document if they agree to take part in the research, if they are not willing to sign the document, then I shall not use them in my research. The consent form will include a box for the participant to tick if they agree with the statement. E.g. I confirm that I have read and understand the information sheet dated 11/02/19 for the above study. I have had the opportunity to consider the information, ask questions and had these answered satisfactorily. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason. I understand that any information given by me may be used in future report, articles or presentations. I agree to participate to the above study.

(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.

I will ensure that no individual data (raw scores, individual identifiable performance outcomes) are made available to schools/ parents etc. Only non-identifiable summary / aggregate data can be provided in this way.

I will also place a statement on the consent form indicating the '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 and transcripts without your prior consent. All materials generated from this or any interview will remain confidential'.

(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?	□	✗
Other – specify:	□	✗
For all stored data, explain the measures in place to ensure data confidentiality, including details of password protection, encryption and anonymisation:		

Confidentiality will be upheld by not requesting participant names on any piece of data collected. Data will be stored in a locked cupboard and a password protected computer. Any correspondence between my tutor and myself will be through a password protected e-mail account.

(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?	☐	☒
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?	☐	☒
Use of data management system?	☐	☒
Data archiving?	☐	☒

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):

(this box should expand as you type)

List all who will have access to the data generated by the research activity:

The researcher, supervisor, and module co-ordinator.

(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 researcher, Megan Thorne-Williams.

(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.

Participants that provide responses will have their data stored securely by the researcher. Once the data has been analysed by the researcher then it will be destroyed so that there is no physical trace of data. This process will also be in accordance to the Data Protection Act (1998).

The data collection period will range from 11/02/19 until 29/04/19, there will no longer be a use for the data and all the data will be destroyed at this point in time.

(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: MegTW

Date: 08/02/19

For students:

Teacher / Senior Mentor / Headteacher:	Dr Sioned Hughes
Signature:	S.V.Hughes
Date:	09/02/19

Supervisor:	
Signature:	
Date:	

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.

This form is available electronically from the Academic Office web pages:

<http://www.uwtsd.ac.uk/academic-office/>

Appendix five – Learning walk notes from the year six pupils (only including the information that supported what was written in the research project)

Year six

Learning walk with two year six pupils (E – female) (A – male)

- VIP challenges (**very independent pupils**): at the beginning of the year the children have test to see their **strongest** and **weakest** points, which determines the challenges set in the VIP area. The children focus on their area which needs most improvements, and then assessing themselves or their peers by putting their work in either the red, yellow or green box. They are usually numeracy or literacy based but are also done for reading. The teacher will then mark the work for the children at home using **green for wrong** (polish pen) and **pink for correct**. (Chilli challenge for year five)
- Roles and responsibilities wall – pupil voice, own responsibility and making votes

Appendix six – Interview answers from the year six pupils about their RAG ratings

E: I think pupil voice helps with our AFL because we get to choose the topics but even if we have chosen the topic, there may still be areas we struggle with and we may still have a red RAG rating.

A: If it is a chosen topic I usually have more green RAG ratings

Myself: What do you like about your skills slips?

E: I like comparing my feedback and feed forward so that I know my next steps

A: I like to rate my own learning because I can see my progress from green to orange. I don't mind being on orange though and I don't feel embarrassed that I am behind other people in the class. I also like circling one of the four purposes.

Myself: What don't you like about the skills slips/what could be improved?

E: We need to be given more learning intentions so that we have more challenges

A: I would like to be given more challenges and skills. The success criteria is one of the areas which helps me to know my challenges and next steps.

Appendix seven – Interview answers from the year one pupils about their RAG ratings

Myself: Do you have more green or red when you work on the iPad?

Pupil: Green

Myself: Can you tell me why?

Pupil: Because learning on the iPad is more fun.

Pupil: I have more greens when Miss teaches us through things we enjoy, like eating

Myself: Can you give me an example?

Pupil: Moon shapes made from Jaffa cakes

Myself: And what about Mr marker.

Pupil: Mr Marker teaches us about finger spaces and curly writing. I like it a lot.

Appendix eight – a copy of the questionnaire that was handed out to practitioners (12 questions)

Megan Thorne-Williams, 1600322

Questionnaire for practitioners – Assessment for learning and pupil voice

1. What is your role within the school?

2. What year group(s) do you teach/work with?

Flying start ☐

Nursery ☐

Reception ☐

Year one ☐

Year two ☐

Year three ☐

Year four ☐

Year five ☐

Year six ☒

3. Which of these elements of Assessment for Learning (AFL) are used most often within your class or year group? (Please number the elements in order of usage, 1 being used the most and 4 being used the least)

Questioning

Feedback

Sharing criteria/learning goals

Self and peer assessment

4. Which AFL strategies are implemented within your class or year group? (Please tick)

Skills Ladders ☐

The learning pit/Yn y pit ☒

Skills slips ☒

Pink and Green ...arking ☒

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Lollipop sticks ☐

Flipped learning ☒

RAG ratings ☒

Mr Marker ☐

Solo taxonomy ☒

Other ☐

5. If you have ticked other within question four, please name the other AFL strategy/strategies below;

6. Which of these AFL strategies is used most frequently?

7. What are the benefits of AFL?

8. What are the limitations of AFL?

9. In your opinion, what factors affect how a child assesses their own learning and why?

10. In your opinion, does pupil voice influence how a child assesses their own learning? (For example, do the children give themselves more green RAG ratings as opposed to red RAG ratings in an area which is of interest to them?)

11. What pupil voice opportunities are pupils within your class/year group provided with? Please list the three most important pupil voice opportunities relevant to your class/year group;

- ---
- ---
- ---

12. If there is any other information about the effect that pupil voice has on AFL in your class/year group or in the school as a whole, please provide any information in the space provided below;

Appendix nine – Kahoot quiz questions for year two and year six pupils

Q1: What is your favourite assessment for learning (AFL) strategy?

-  Mr. Marker
-  Flipped learning
-  The learning pit/Yn Y pit
-  Skills slips/RAG ratings

Q2: How often do you RAG rate your learning?

-  Every lesson
-  Every day
-  Every week

Q3: Do you find it easier to RAG rate your own learning on a topic you have chosen?

-  No
-  Yes
-  It depends on the topic

Q4: What is your opinion of pupil voice?

-  I like it because I choose my own learning
-  I don't like it because I like to share ideas privately

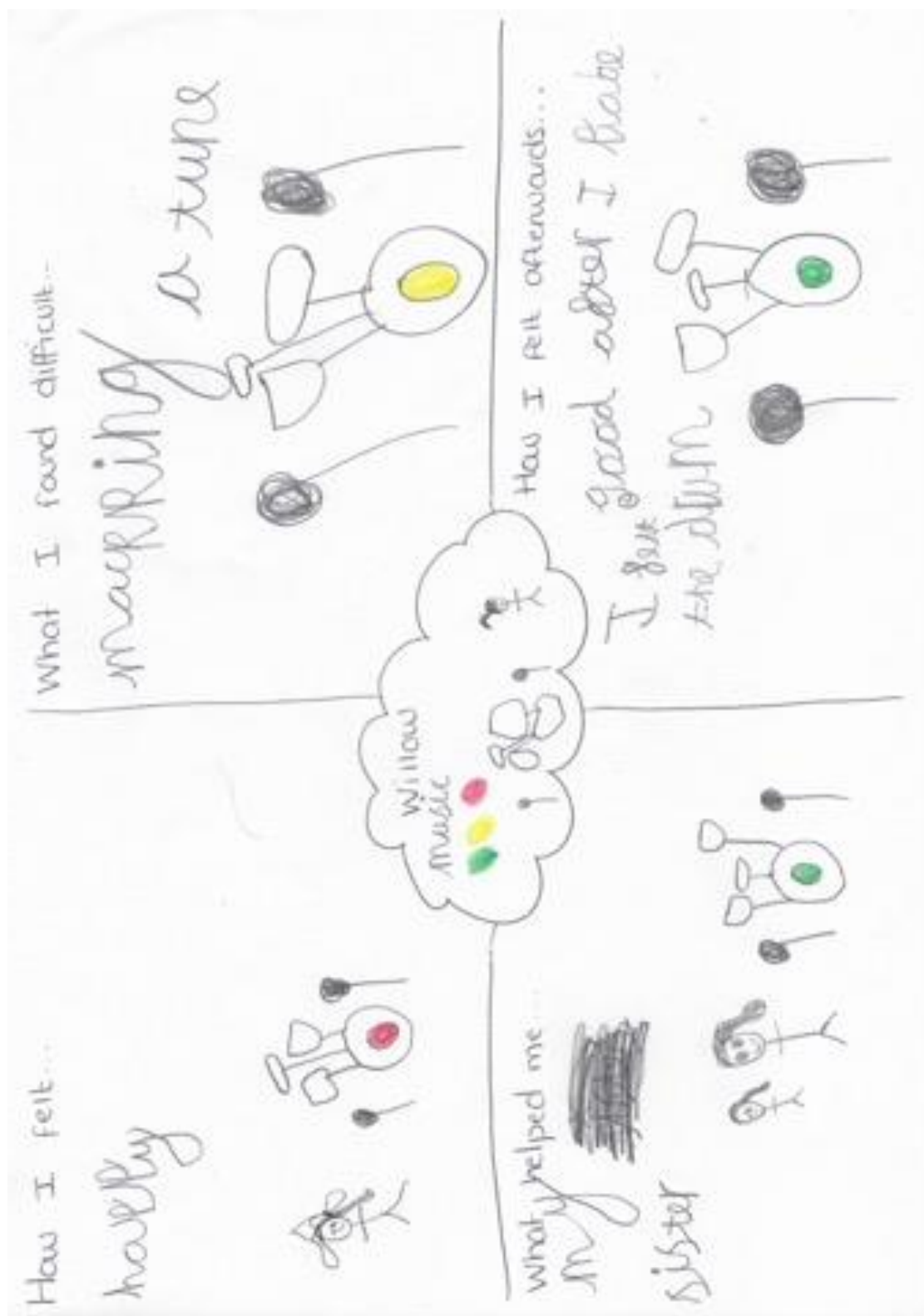
Q5: How often do you use pupil voice in school?

-  All the time
-  Sometimes
-  Not at all
-  Only in school clubs

Q6: Pupil voice has a positive impact on my RAG ratings.

-  Agree
-  Not sure
-  Disagree

Appendix 10 – An example of a year two pupil's work to demonstrate their understanding of AFL, specifically how to RAG rate their work.



Appendix 11 – feedback given from a year one teacher within an interview, explaining the impact that the children’s behaviour charts have on their own assessment (See the bullet point that has a red boarder).

Verbal interview with Miss Kaijaks on AFL (input from Mrs Sarah):

- Mrs Sarah – The theme was dragons and castles, but the teacher added unicorns to meet the interests of all children
- Cross-curricular learning – Children chose the theme of space/planets
- Pupil voice opportunities in year one:
 1. Choose their own groups
 2. Choose their own independent tasks
 3. Answer dysgu – decide challenges
 4. BEHAVIOUR – the children make their own behaviour charts and choose their own consequences for bad behaviour or not completing work. This has a positive impact on their assessment for learning as they are a lot more encouraged and motivated to complete and understand the work.

Appendix 12 – interview notes from the headteacher of school A (look specifically at the sections of pupil voice and AFL)

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Meeting with PDCS Headteacher – Mrs Michelle Thomas

General information;

- The whole thrives through aspirations (links to resilience) – what do the children want to do and who do they want to be
- Learning opportunities should be made at home and in school. What can the school do to promote learning opportunities at home with parents?
- The children are motivated to learn when parents are also involved in their learning (for example, the Greatest Showman was shared with parents)
- Mixed ability groups – **EQUITY**
 1. Using different language
 2. Not meeting curriculum and skills
 3. Dumbing down
 4. Bottom table
 5. Out of comfort zone
 6. LEARN FROM THEIR PEERS

Pupil voice;

- Introduced before 2010 due to an issue with safeguarding = improve the standards and use of pupil voice to improve the safeguarding issue (restorative practice, check in/check-out/asking right and wrong)
- Good to be challenged
- The children should become responsible for the curriculum – they should make their own decisions about their learning (choose what they learn, have a sense of responsibility and feel a sense of belonging when they share their voice)
- Pupil PLC – Share data with the young leaders so they can see the results throughout the school (encourages motivation). Last year, the young elders saw the data to show that girls were achieving higher than boys = led to the boys working harder to improve their data and 'be better' than the girls
- Visible learning and growth mindset were introduced in July 2015 to allow the children to take ownership of their own learning (these were the initial stages) (the power of yet)
- The 2 questions that children were asked during this time were:
 1. What feedback are the children receiving from the teachers?
 2. What makes a good learner?The results showed that children didn't actually know what feedback they were being given as they would not be able to answer. What the children did say was that they were scared to get an answer wrong. Therefore, the school implemented **FAIL** and **MISTAKES** in order to overcome this barrier. These strategies highly supported MAT learners as they were no longer scared to get an answer wrong, and were instead encouraged to learn from their mistakes.

This is where AFL began

Assessment for learning;

- Becoming their own teachers
- Where are they in the curriculum?

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- Learn to know their skills (LNF) using their skills ladders (some children don't know what they want to be so they need to develop a wide variety of skills)
- The strategies allow children to gather answers for themselves
- The children know their next steps and how to move forward
- **First growth mindset interventions were:**
 1. The learning pit
 2. Mr Marker (for children who could see their mistakes but wouldn't be able to read written feedback)

If you don't believe you can make a difference then you are in the wrong job

Behaviour;

- There is always a backstory
 - Teachers need to learn to know the families
 - Check in/check out
 - The cause of bad behaviour could be home life or medical (anxiety)
 - Teachers should be mindful of what may have happened before school
 - Other factors could be:
 1. Chaos at home
 2. Lack of attachment
 - Family support officer – NEEDED
- If you up, so will they... forever

To be a good teacher;

- Good relationships
 - Be inspired
 - Invest time
 - Make allowances
 - Be flexible
 - Keep them on the right track
 - Do good
- In order to get excellent on teaching practise, you need PACE and AFL

Important things to remember;

- High self-esteem comes from interests
- Always find out what the children are good at
- **Celebrate individuality and self-expression**
- AFL moves learning forward

Appendix 13 – Questionnaire completed by a year one teacher (see questions 8 and 10).

Megan Thorne-Williams, 1600322

Questionnaire for practitioners – Assessment for learning and pupil voice

1. What is your role within the school?
teacher

2. What year group(s) do you teach/work with?

Flying start ☐

Nursery ☐

Reception ☐

Year one ☒

Year two ☐

Year three ☐

Year four ☐

Year five ☐

Year six ☐

3. Which of these elements of Assessment for Learning (AFL) are used most often within your class or year group? (Please number the elements in order of usage, 1 being used the most and 4 being used the least)

Questioning (2)

Feedback (3)

Sharing criteria/learning goals (4)

Self and peer assessment (1)

4. Which AFL strategies are implemented within your class or year group? (Please tick)

Skills Ladders ☐

The learning pit/In y pit ☒

Skills slips ☒

Pink and Green marking ☒

Lollipop sticks ☒

Flipped learning ☒

RAG ratings ☒

Mr Marker ☒

Solo taxonomy ☒

Other ☐

5. If you have ticked other within question four, please name the other AFL strategy/strategies below;

6. Which of these AFL strategies is used most frequently?

Mr Marker / RAG + skin slips / Flipped learning.

7. What are the benefits of AFL?

Knowing exactly where children are in their learning + what the learning gaps are.

8. What are the limitations of AFL?

Children's mindset on that day / lesson
Harder to be thorough with a large class

9. In your opinion, what factors affect how a child assesses their own learning and why?

- Success criteria - they must know steps to be successful.
- Engagement in activity. They must enjoy and fully participate so they/we can assess their full potential.

10. In your opinion, does pupil voice influence how a child assesses their own learning? (For example, do the children give themselves more green RAG ratings as opposed to red RAG ratings in an area which is of interest to them?)

Children feel confident in assessing their learning of a topic of interest to them and are able to reflect on their activity.

11. What pupil voice opportunities are pupils within your class/year group provided with? Please list the three most important pupil voice opportunities relevant to your class/year group;

- Behaviour charter
- Answer Dyege activities (independent learning)
- Topic

12. If there is any other information about the effect that pupil voice has on AFL in your class/year group or in the school as a whole, please provide any information in the space provided below;

Appendix 14 – Question 10 from the questionnaire completed by the deputy headteacher

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10. In your opinion, does pupil voice influence how a child assesses their own learning? (For example, do the children give themselves more green RAG ratings as opposed to red RAG ratings in an area which is of interest to them?)

↳ Good question → I have no evidence to back it up but pupils who pursue something they are interested in are generally more engaged.

11. What pupil voice opportunities are pupils within your class/year group provided with? Please list the three most important pupil voice opportunities relevant to your class/year group;

- TOPICS
- Content they want to put in their work.
- _____

12. If there is any other information about the effect that pupil voice has on AFL in your class/year group or in the school as a whole, please provide any information in the space provided below;

As mentioned above pupil voice can be powerful – if pupils are interested in a ~~particular~~ particular topic/area then their engagement levels may be higher.
That said, I have no evidence to suggest it has an impact on AFL.

Appendix 15 – Question 10 of the questionnaire completed by a year 2 teacher

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10. In your opinion, does pupil voice influence how a child assesses their own learning?
(For example, do the children give themselves more green RAG ratings as opposed to red RAG ratings in an area which is of interest to them?)

Crucial - children need to be
confident to take risks and
be clear of L.J. & S.C.

11. What pupil voice opportunities are pupils within your class/year group provided with? Please list the three most important pupil voice opportunities relevant to your class/year group;

- selecting topics/activities
- Assessing own levels and S.C.
- -----

12. If there is any other information about the effect that pupil voice has on AFL in your class/year group or in the school as a whole, please provide any information in the space provided below;

" Children select topics eg
dinosaurs / Charles and Mac fact
- EY - Identify day - balls -
PJ mask -
interest of children
(especially boys)

Appendix 16 – Question 10 of the questionnaire completed by a year 3 teacher

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10. In your opinion, does pupil voice influence how a child assesses their own learning?
(For example, do the children give themselves more green RAG ratings as opposed to red RAG ratings in an area which is of interest to them?)

Our pupils are very reflective
when RAG rating - they are
independent in assessing learning.

11. What pupil voice opportunities are pupils within your class/year group provided with? Please list the three most important pupil voice opportunities relevant to your class/year group;

- choosing own learning
- school council/eco
- _____

12. If there is any other information about the effect that pupil voice has on AFL in your class/year group or in the school as a whole, please provide any information in the space provided below;

Appendix 17 - Question 10 of the questionnaire completed by a year 5 teacher

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10. In your opinion, does pupil voice influence how a child assesses their own learning?
(For example, do the children give themselves more green RAG ratings as opposed to red RAG ratings in an area which is of interest to them?)

Yes because they have chosen the topic

11. What pupil voice opportunities are pupils within your class/year group provided with? Please list the three most important pupil voice opportunities relevant to your class/year group;

- _____
- _____
- _____

12. If there is any other information about the effect that pupil voice has on AFL in your class/year group or in the school as a whole, please provide any information in the space provided below;

✓

Appendix 18 – School report from elective school A

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Megan Thorne-Williams - 1600322

Effective practise observed in Pembroke Dock Community school

Number of pupils; Approximately 600
Age range; 3-11 years
Dates of observation; 11th to 22nd of February
Date of report; 22nd of February

Pembroke Dock Community school is situated near the town centre of Pembroke Dock in Pembrokeshire. The school caters for children within and around the local area, as it has two-three classes for each year group and an LRC for pupils between the ages of 3 to 11 who have a diagnosis of autistic spectrum conditions. In 2016, Estyn highlighted that 33% of the pupils were eligible for free-school meals which is above the national average and 25% of pupils have an additional learning need, including 10 (at the time) who have a statement of special educational needs.

The school is currently a 'pioneer school'. This means that it is working with the Welsh Government and other pioneer schools to develop a national model of professional learning and to develop and pilot a new curriculum for Wales. The school also receives additional funding as a 'lead creative' school.

From my observations, it has become clear that Pembroke Dock Community school thrives in a wide variety of area's, which includes;

- Teaching and learning taking place within different learning environments, such as the VIP area/Digiden and the outdoor learning environments which includes the playground area and first schools area in Hundleton.
- Incorporating the new Donaldson curriculum (successful futures) into all aspects of school life from nursery all the way through to year six.
- Using a variety of assessment for learning strategies that allow the children to assess their own learning and understand their next steps. This is also evident from nursery all the way to year six.
- Ensuring that children and staff are confident in their own use and the children's use of digital competence, through the use of MyMaths and Hwb.
- Providing ample opportunities for pupil voice throughout the school, including choosing their own topics for the year/term but also by allowing the children to make important decisions for the school within their clubs (e.g eco club).
- Ensuring the well-being of ALL staff, pupils and parents through the use of transition groups, progress groups, nurture groups and the success room. For teachers – the school finished at 12.30 on a Friday for 'well-being Friday' and for parents – the school provide opportunities for parents/guardians to engage in fun activities with their children as well as engaging with school-life.

2. **Mr. Marker** – This was the strategy that the year two children voted as their favourite in the Kahoot! Quiz that they completed this week in school. The children were able to describe what each aspect of Mr. Marker meant and how this helped them with their literacy work.

-
- Year 1 and 2**
- Super spelling
 - Capital letters
 - Letter placement
 - Punctuation
 - Full stops
 - Connectives
 - Finger spaces
 - Cursive handwriting
- Mr Marker**

Children get the opportunity to use pupil voice within school clubs, such as:

- However, the most effective use of pupil voice within PDCS is at the very end of each term, when the children from each year group go up to their year group for the next year and give their opinions and feedback on what topic/theme they would like to learn about next year. For example, year two chose dinosaurs and Willy Wonka and year five chose the greatest showman. The children gave great feedback on their use of pupil voice, including how pupil voice and choice of theme helps them with their RAG ratings and how much more they enjoy their learning when they know their opinion is heard by staff members throughout the school. From this, the school also arrange **school hub days** where there are different activities planned for each AoLE and the children could then choose the three tasks that they wanted to complete throughout the afternoon.

In conclusion, Pembroke Dock Community School thrives within the new Donaldson curriculum and demonstrates effectively how well the curriculum can be implemented within schools in Wales. All of the children within the school have a real love for learning because they feel value, supported and cared for by all members of staff, thus emphasising the importance of being a rights respecting school.

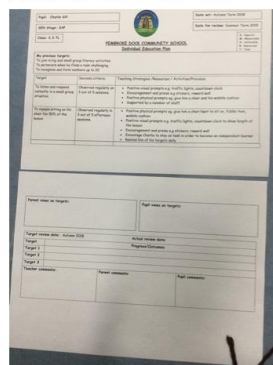
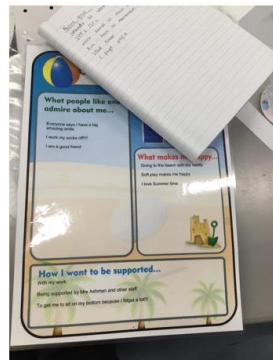
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children remembered how to use these skills every day. Also, By doing the wake and shake/yoga/daily mile, the children were ready and eager to start their learning for the day.

Effective practise for the support of children's well-being and self-esteem

Throughout the school, the importance of both teachers and learners well-being and self-esteem is promoted through well-being Fridays which give teachers an opportunity to go home early or spend more time on planning, through being a rights respecting school where all children's rights are met and also through the use of transition, progress, nurture and success rooms/groups which support children who are having a bad day, suffer with behaviour, social, physical or emotional difficulties or struggle to be in mainstream school at all times.

The main area of effective practise that I have observed within PDCS is the year three and four nurture group which has both part-time and full-time children within the class who have emotional or behaviour difficulties and need time out of the mainstream environment. It was clear to see that the children felt safe and supported within this environment and had built an obvious bond with the staff within the class. Within the nurture group, the children were provided with opportunities to do lessons which they would usually do in class but with additional support and visual aids, but they were also provided with a variety of opportunities to develop their basic and every day skills such as creativity, cooking, weighing and play based activities such as soft play. One of the greatest areas of effective practise that I observed was the use of one page profiles and behaviour profiles which the children completed alongside their teacher, based on their own difficulties, likes and dislikes, which other staff members coming into the class could use to ensure they provide the same positive relationships with the children and planned activities that the children will enjoy if they are to come into the class.



Effective practise in the use of assessment of learning

There are a wide variety of effective assessment for learning strategies that the children throughout all year groups use within their learning, but there are three particular strategies which received extra positive feedback from the teachers and the pupils, which include;

1. **Skills slips/RAG ratings** – From speaking to several staff members and pupils, this was the assessment for learning strategy which had the best results and outcomes because the children were able to see where they are in their learning and what they need to do to improve, they could feedback and feed forward themselves or with their peers and they could also link their learning to the LNF and curriculum.

Effective practise of Donaldson's successful futures throughout the whole school



Throughout the school, beginning from nursery all the way through to year six, Pembroke Dock Community school has demonstrated effective practise into incorporating Donaldson's four purposes into every aspect of the children's learning. Linking to successful futures, the four purposes include;

- ☐ Enterprising, creative contributors
- ☐ Healthy, confident individuals
- ☐ Ambitious, capable learners
- ☐ Ethical, informed citizens

Firstly, the four purposes are used within the nursery class to demonstrate how the children are becoming such learners. The children within the class were able to explain and demonstrate when they would wear their headbands for each of the purposes, and were clearly able to link each purpose to a character that they liked (Romeo, Oulet, Catboy, PJ robot).

Moving further up the school, the children in the year six were able to explain in detail what each for the four purposes were and what types of learning experiences they were given in order to meet each of the purposes. The four purposes are used within planning and assessment for learning opportunities in which the children would circle the purposes which they felt they met in the lesson.

Effective practise in the foundation phase based on the start of the day

Morning routine with Miss Kaijaks;

- ☐ How many children?
- ☐ Day and date (children to this together)
- ☐ Weather in Welsh (including what it was yesterday)
- ☐ Timetable for the day
- ☐ Check-in and check-out
- ☐ Wake and shake (just dance)
- ☐ OR yoga
- ☐ OR the daily mile

From my observations, it became evident that the children enjoy their morning routine. The routine didn't take up much time, but it assessed and built on the children's prior knowledge and basic skills, including; Welsh skills, Physical skills, Numeracy skills and Emotional development. These are all skills which the children should know, but it just ensured that the