

The Enquiring Teacher

ECPP7001

‘How can we support and improve children’s identification of the next steps in their learning through the use of AfL strategies?’

Student Number:1201525

Section one

Aim, Focus and Purpose of the Research

The issue that interested me was the use of Assessment for Learning strategies (AfL) in identifying learners with next steps to move their learning forward. The aim of the research is to discover if an AfL strategy that myself and partner will introduce allows the children in our class to produce their own feedforward. However, we will not solely use the new strategy. This will be used alongside various AfL strategies we have used and introduced to the children whilst on placement.

We will focus our research on a group of children and their interaction with the AfL strategies introduced and their support in aiding children with the next steps in their learning. Therefore, leading to the purpose of the research activity which is to discover how practitioners can support and improve children's understanding of the next steps in their learning through AfL strategies, in order to improve an aspect of my personal practice.

Briggs et al (2009) suggests that feedback and feedforward are useful tools in aiding children's academic progression. As a result, the research directed will attempt to find a supportive tool for pupils to aid their own feedforward, taking ownership for their learning, showing understanding of their progress and own improvement.

Section Two

Research Context

When discussing ideas with my research partner we both showed an interest in the variety and selection of AfL strategies. During my time in a large primary school in Pembrokeshire, I was introduced to a range of whole school AfL strategies adapted for children's age and understanding. My partner was in a large Primary School in the Swansea area where she also had the chance to take on board the AfL strategy the Foundation Phase (FP) were using. We shared the strategies we had used and introduced to our year 1 and 2 pupils.

Through this conversation we found a common ground and interest. We discussed the idea that particular AfL strategies allowed us as practitioners to understand how the children felt their own learning went in order to provide them with feedback and feedforward in order to progress. This idea is supported by Briggs et al (2009) who explains that feedback and feedforward are useful tools in moving children's learning forward. This led us to question if children were able to use these strategies to discover their own feedforward to progress and move their own learning forward.

Finding a common ground and interest allowed us to carry out research reading in order to discover a greater understating of the topic, before creating our research question,

‘How can we support and improve children’s identification of the next steps in their learning through the use of AfL strategies?’

From here we picked our AfL strategies that we would use in our lessons, further discussed in section 4.

For my class this means a focus group will take part in a one-hour session using the selected AfL strategies, which will encourage them to think of ways to move their learning forward.

Section Three

Overviews of relevant Literature

Literature that encouraged our research included authors such as Black and William (1998), Black et al (2002) and Briggs et al (2002) as well as the University of Cambridge, Faculty of educations assessment for learning summary, which includes reports from the Assessment Reform Group 1999 and 2002.

In 1999 the Assessment Reform Group (ARG) suggested that there is a difference between Assessment of Learning in order to grade children for reports and AfL in order to distinguish areas that require support that can be addresses to raise achievement levels of children throughout their learning experiences. ARG (2002) suggest that AfL, is process of sourcing and interpreting work of learners by themselves and teachers to understanding where the pupils are in the process of learning, targets to move their learning forward and suggestions and strategies of how to get there.

For this research topic we will be looking at the advantages and disadvantages of AfL and whether strategies enable children to become part of their own learning. The ARG (1999) argue that if AfL is used to encourage children to attain higher standards and as practitioners we are changing children’s enthusiasm towards education developing the effectiveness of the education system and its learners. Black and William (1998) explain the idea of continuous feedback to develop children attainment as ‘formative assessment’. Black and William (1998) explain that when practitioners are taking on board what they need to change in order to move the learning of their pupils forward, through ‘formative assessment’, then they are able to enhance the learning environment supporting individual needs. Although Black and William (1998) explains this further, adding that for effective learning to take place pupils need to be actively involved in the assessment process, contributing to the teacher’s decisions.

According to Briggs et al (2002) who agrees with Black and William (1998) and the ARG (1999, 2002), AfL is an essential part of the learning process and therefore is an essential element to the school planning system and process which has an interlinking element to improving pupil's academic development. However, Black et al (2002) looks further into the history of formative assessment. Black et al (2002) discusses the importance of formative feedback in schools today relaying the positive and negative impacts in the classroom.

Robinson (2014) considers the students opinion on AfL strategies, explaining that pupils found assessment to be a useful tool as it enables them to identify areas they are doing well in, giving them confidence, as well as acknowledging areas they need to improve and work on. The BBC (2014) agree with Robinson (2014) stating that AfL helps children focus their learning. The BBC (2014) also add that AfL strategies allow pupils to work alongside the teaches to identify the purpose and the objective of the lesson, encouraging them to take part, which then allows feedback to improve learning which leads to pupils developing their own feedforward to develop their learning further again. The BBC (2014) suggest that AfL is a cycle that promotes and focus' on the individuals learning process in the classroom on a daily basis, helping them and teachers understand the progress n their learning, which encourages less confident pupils to contribute to the session.

One benefit according to Black and William (1998) suggest that formative assessment help both lower attaining pupils and higher attain pupils achieve the next steps in their learning, proving beneficial for a range of pupils. Black and William (1998) also suggests that formative assessment encourages children who do not have an interest in their academic studies. Black and William (1998) suggest that it gives pupils a reason to take school seriously and gives them achievable personal targets. However, Black and William (1998) explains that a drawback of formative assessment in terms of feedforward, in the dependent on the communication between pupils and teachers. Black and William (1998) also suggest that teachers need to ensure that pupils and gain an understanding of the task in hand and the requirements of the activity in order to fully understand what they can do to improve it or the next outcome requirement.

Although there are advantages and disadvantages to formative assessment discussed by Black and William (1998), our research question looks further into the impact of the chosen AfL strategies have on the student's ability to recommend their own feedforward to progress. As well as support and research from a wider range of academic writers. Further advantages and disadvantages of these AfL strategies will be discussed throughout section three. Alongside discussion in their ability to support students in determining their own feedforward.

Section Four

Explanation of your lesson study design

Lesson direction

In order to improve and develop my understanding and practice I will be conducting a lesson study. I will work in accordance to Dudley (2011) who explains practitioners should work collaboratively, planning, teaching, observing and analysing the lessons. Cordingley et al (2004) explains that lesson studies develop professional understanding and improves learning and teaching in the classroom. Dudley (2014) advises a cycle of 'research lessons' where the lesson can be planned, done and reviewed in order to carry out another lesson with areas of improvements.

Once myself and research partner had decided upon a topic and an area of practice we wanted to develop, the process discussed in section 1, we began the planning of the lesson. Through this process we decided upon the AfL strategies we would include in our lesson, observation techniques, interview questions for our target pupils, the reflection process in order to improve and adapt practice before beginning a similar process for our second lesson. Which all link to Dudleys (2014) process of lesson study research.

The first lesson will take place in my partners school where she will teach the children and I will be the non-participating observer. According to Shaikh (2015) it can pose as a challenge when working with a partner as you have to have an understanding of one another's ideas and explanations. However, the National Co-ordinating Centre for Public Engagement (2018) advises approaches to overcome these issues such as planning together to create a joint vision from the beginning as well as aiming to share main aims and personal ideas to come to an agreement. We planned the activities together we were at a sound considerate of what we wanted to develop, I felt comfortable and well equip to make notes surrounding the AfL strategies and the pupils and my partners interaction with them.

The focus groups were chosen as a sample because they were the pupils in which we believed would understand the meaning of the session, in terms of it being a research lesson, as well as these children being more confident learners, who are out spoken and usually willing to express if they have an issue or discomfort in class. Breen (2006) explains pupils should be picked based upon commitment to the research activating and their understanding of the task.

In order to gain qualitative data, we decided upon a sample size of 3 children per research lesson. This idea is supported by Breen (2006) who suggests to ensure we gain enough quality data to support our queries but avoid becoming overpowered by results and pressured by time then it is

essential to choose a sample size which works for the purpose of the task. However, we will be gaining assent from all the children in the focus group, encase the chosen children withdraw from the research.

Observation techniques

The non-participating observations will be collected using an observation schedule designed by ourselves shown in appendix 1 Mills (2010) explains non-participant observations provide the observer with unbiased views as they have no relationship with the group of children and cautious analysis, the observer only comments on what they have saw in that lesson, as a pose to a practitioner who has prior ideas and relationships with that child. Although Mills (2010) and Bell (20014) suggest a drawback to this method is that it is not a natural process and it can have a detrimental effect on the findings because it may cause the pupils to behave differently.

We devised this schedule as it will allow us to narrow our observations and ensure we both observe the required elements of the lesson. We will use the grid boxes to divided the findings up into pupils and AfL strategies. Within these boxes we will document any necessary information we observe that we believe will support our research or prove to have considerable effects on our ideas and understanding. Wolfinger (2002) state that field notes are the primary way of documenting observations. Wolfinger (2002) explains that field notes avoid assumptions as observers are required to document that they see. Bell (2014) believes one issue with field notes is decoding and understanding what is written throughout the observation, it is explained that when observing notes can be written that may not make ense when read over as well as the observer missing aspects of the lesson that may be crucial as they are writing other notes based on previous observations.

As well as using observations to obtain data, other data collections methods will be used through the pupil's responses to questions used through the AfL strategies; allowing us to examine whether pupils were able to contribute ideas of feedback and feedforward in their learning and finally, an interview with the target children which will determine if the pupils understood the purpose of the AfL strategies.

We are expecting to discover which AfL strategy the children find beneficial in supporting them with feedforward to develop their learning, whether we believe as practitioners the data we have discovered identifies if the AfL strategies provide pupils with beneficial feedforward. In order to analyse the data we will gather the data retrieved from all methods from both research lessons and discuss the findings in a partnership to come to an agreement of what we believe we have discovered.

AfL Strategies

The AfL strategies that we will include in our lesson are thumbs up and down, success criteria, post it notes and exit tickets. A description of the AfL strategies and how we used them throughout our lessons is included in appendix 2. Reference to literature suggest the advantages and disadvantages of each strategy.

Interview questions

In order to get pupils opinions on the lesson and the issue we wish to develop we aim to interview chosen students. The National Strategies (2009) explains that interviews with case pupils allows the observer and teacher to get the childrens perspective on the issues in question allowing practioners to make changes ready for the following lesson, which will support the children further. Eder and Fingerson (2001) supports this idea further, explaining enabling children to express their views allows findings to become more beneficial to the cause of the research. Following the National Strategies (2009) and Eder and Fingersons (2001) opinion we will conduct these interviews following the taught sessions and they will be no longer than 5 minutes. We will use notes to record what the pupils recall and ensure we will document their exact word to our best ability.

Instone (2002) suggests that if the children are questioned by their teacher then their answer may be tailored to not offend the practitioner, although it puts the child at ease and comfort. On the other hand, Alderson and Morrow (2011) explains pupils may feel nervous talking and discussing issues that involve them in an interview. We believe we have overcome this issue by conducting the interview twice using the same questions, the first in the company of the teacher the second the observer, we will then synthesize and compare answers.

Reflection process

Following Brooksfeilds' (1995) idea of considering different opinions regarding reflections on the lesson myself and partner will reflect with one another, independently, with the learners and review literature. Following lesson one and the interviews myself and research partner will have an informal discussion based upon the lesson, giving us the opportunity to reflect together to determine areas we believe went well and areas we need to improve. We will consider areas of the ARC to support our discussion. Hammersley-Fletcher and Orsmond (2005) and Bell (2002) suggest reflecting with a peer can support ideas you initially thought of independently as well as discovering new ideas. However, Bell (2002) explains that when reflecting with someone else you must be sensitive to their feelings and just because this is not how you view the situation does not mean the other practitioner is wrong, it is simply their view of the scenario.

We will reflect independently on the lesson we teach using the ARC, thinking about the ideas, opinions and feelings from the joint reflection and pupil interviews. We both feel confident and comfortable using the ARC experience using it. The Welsh Assembly Government (2015) suggest reflecting on your own allows you to be critical expressing your personal point of view alongside your true feelings regarding the scenario. However, a disadvantage of reflecting alone may leave you unaware of particular inferring issues that a peer may of picked up on.

As well as reflecting on action we have discussed and expressed the idea of reflecting in action in accordance to Schon (1983). We will adapt and change methods and ideas during the lessons if we feel and agree particular areas of the lessons are not working as intended. Reflection on action according to Schon (1983) allows practitioners to look back on practice in order to think about areas you would improve for the learner and practitioner. Whereas Schon (1983) believes reflecting in action allows practitioners to adapt practise to enable pupils to reach the expected outcome by taking a different beneficial route.

Section 5

Ethical Considerations

From reading the British Education Research Associations Ethical Guidelines (BERA) (2011), the University of Wales Trinity St David (UWTSD), Research Ethical Guidelines (2017) and the Education Workforce Council (EWC), Code of Practice (2016) I understand the ethical considerations involved with classroom research. To comply with ethical issues, I will gain parental consent from all pupils in the class. A letter formed by the University will be handed out and returned to school stating if the childrens guardians accept or deny the pupils involvement in the lesson study. Assent from focus task pupils will be obtained. A statement will be read to the children explaining what and why the research is being carried out shown in appendix 3 followed by an assent form for the children to mark, shown in appendix 4. In line with BERA (2011) and UWTSD (2017) requirements we will maintain anonymity; no names will be used for schools or pupils and any required data will be stored in compliance with the legal requirements. All electronic data will be saved to cloud storage and password protected.

To comply with BERA (2011) Ethical Guidelines children will have the opportunity to ask questions regarding the research process. Clarification of withdrawal will also be explained at this point to the children. However, myself and partner will be aware of identifying any children that look uneasy or uncomfortable and using our initiative will remove the child from the process. EWC (2016) advise the environment that we will provide for the children should not cause them any physical or emotional harm, therefore we will provide the children with a situation they are comfortable in, around staff and

student teachers that they are confident around ensuring that we follow the schools safeguarding policy.

Following the lesson session, the focus children will take part in an interview. In accordance with BERA (2011) and UWTSD (2017) both myself and my research partner will ask the children the same unbiased fair questions. The questions will not be influential and the children will be encouraged to answer them as truthfully and honestly as they can. The interview will be held in the school environment where the children are comfortable and relaxed. Finally, throughout the research lesson BERA (2011) explain no incentives should be used throughout the research task, to encourage and influence the childrens responses to the research therefore impacting on the data.

Section 6

Research Lessons

Our lesson involved students acting as detectives to discover who pushed humpty dumpy off the wall, the pupils were required to use the clues and nursery rhymes to write a police report, recalling prior knowledge on the use of adjectives to describe the suspect. Bryce-Clegg (2013) suggests a session such as this allows pupils to explore realistic scenarios enabling them to develop a purpose and meaning for the task in hand, alongside developing social skills.

Lesson One

Children had the chance to explore and discover in the introduction of the session. Once the children were exposed to the clues and rhymes the pupils were introduced to the Success Criteria (SC). See appendix 5 for lesson ones SC.

Pupils A, B and C were each told the steps of the lesson through the use of the SC. Pupils did not use the success criteria independently throughout the lesson to find out what would be required next. Although when prompted by the teacher they were able to read the next steps of the SC.

The SC for this session was a mix between success to a productive lesson and steps to what makes a good police report. We believe that in order to support pupils and encourage them to use their SC as support with ideas for feedforward then we will adapt the SC providing pupils in lesson 2 with two SC. One that suggests success in order to complete a productive lesson the other that supports the pupils to write a good police report.

Department of Education and Communities (2014) explains that success criteria support children through the lesson aiding them through the session allowing them to see what areas of the lesson they have completed and what parts of the session they still have to complete. Although NCCA (No

Date) explains that in some cases success criteria may act as an inhibitor for pupils, for example avoiding particular areas of the lesson they do not enjoy or want to take part in.

No pupils mention SC throughout the interview process as a beneficial strategy to support them in moving their learning forward.

Once the task had been explained and the children were ready to be set to task they were asked to use the thumb strategy in accordance to how they felt towards the task that had been set. Pupil A responded with a thumbs up and was able to explain that she was confident and able to write a police report based on the clues and facts they had. Pupil B responded with thumbs up when asked by teacher was able to express why they were happy with their learning, expressing that they remembered what adjectives were and they happy they could choose a suspect. Finally, Pupil C was able to explain that she was happy with her learning and confident with the understanding of what was to come next in her learning. When discussing with pupils about their choice in thumbs up or down, we were able to aid the pupils immediately and direct them. Cowie and Bell (1999) believe that practitioners have the ability to notice and recognise pupils issue regarding thinking or the task in hand and respond to pupils spontaneously throughout their leaning journey. However, Shute (2008) believe a drawback to this process is that written feedback/feedforward can be revisited by the pupils whereas verbal interactions cannot.

Each pupil was prompted by the question from the class teacher but showed confidence using the strategy and each were able to express what they were asked to do suggesting they knew what was required of the to move their learning forward. Cambridge Assessment International Education Teaching and Learning Team (No Date) suggests that this is a beneficial strategy as it is a quick for the children to use. Costa and Kallick (2003) adds that some pupils feel more confident verbally explaining what areas they are confident working towards and areas they need support with.

During lesson one interview one pupil A expressed that she liked using thumbs up and down strategy the best but did not explain why it was her favourite. However, when asked which one was the easiest to use she believes that the exit ticket was the easiest because she had support and guidance to what to write on them and there as only a small amount of writing required.

Half way through the session the children were stopped for a mini plenary. This allowed the opportunity to introduce the post it notes and the 4 grid questions to the pupils.

Suggested feedforward for pupil A was to discover who pushed humpty off the wall. The information on her feedforward post it was similar to what she had found difficult throughout the lesson so far.

Pupil A expressed she found describing who pushed Humpty off the wall difficult. This allowed the teacher to step in and support pupil A and explain to her that it was her choice and her decision as a police officer to decide who pushed Humpty, allowing her then to carry on with her report in confidence. Pupil A was able to write and post these notes independently. Boon (2014) believes that providing pupils with feedback throughout the lesson keeps the children on track as well as building their confidence pointing out what they are doing well, as well as suggesting areas the pupils could change or develop.

Pupil C was also able to independently complete the post it notes with relevant information. Pupils C wanted to learn what actually goes into a police report, suggesting her feedforward was to look at police reports. Pupil C also explained that she found it difficult to explain who she thought had pushed Humpty off the wall. Identifying these issues allowed the teacher to step in and explain what may be included in a police report.

Pupils identifying issues within their learning allowed the teacher to give the students verbal feedback to support their learning, which did not only help those children who expressed these difficulties but all pupils in the session. The Education Endowment Foundation (2018) considers this as useful beneficial practice in supporting pupils to move forward in their learning. These suggestions identified by the pupils were beneficial to the task and supported them in moving their learning forward. However pupils who find it difficult or problematic identifying personal feedback and feedforward would need support in identifying areas of development. In order to support pupils such as pupil B to identify areas of weakness we are going to create two SC, to give children who find it hard to improve their own work a range of areas they may consider developing.

Pupil B did not post any notes on the chart throughout the session. We are now aware in lesson two that some children may need prompting to complete the post it notes. Those pupils who did complete the post it wrote relevant supportive feedforward and expressed issues they were finding difficult well.

McLaren (2012) suggests that that the idea of post it notes and using supportive questions aids pupils in a suitable direction in regards to the outcome of the lesson. Clarke (2001) supports this idea and explains that these structures give pupils ideas of what to write. Direct questions gave the pupils a focus as a pose to open questions where they may struggle. Although Clarke (2001) explains that this strategy is time consuming and can eat into vital time in a lesson. Black et al (2003) questions whether this time is beneficial to supporting children producing their own ideas of feedforward.

Finally, during the plenary pupils were given exit tickets, it was explained to them that in order to leave the police station then they would need to hand in their exit tickets and both questions needed to be answered.

As well as pupil A being able to express supportive feedforward using the post it notes she was able to express helpful feedforward using the exit ticket. Pupil A believed that she had taken care of her hand writing during this session however felt that she need to use more adjectives. Both of these topics were wrote on the SC, pupil A completed the exit ticket using the SC independently.

Pupil B completed the exit ticket however suggesting he had used neat hand writing as well as needing to develop his handwriting. This suggests that pupil B did not understand the questions posed. To support children who find this a difficult process we believe 2 SC can support them.

Pupil C completed the exit tickets independently expressing that she believed she had used enough adjectives throughout her report but she needed to write neater. Both of these points were written independently and were on the sessions SC, promoting its relevance.

These findings suggest that pupils who understand what is accepted of them throughout the session are able to discover areas they need to develop, as a pose to those who are unsure of the task and do not feel confident with their learning.

McLaren (2012) suggests that having a template like ticket is a fun way of getting children involved in their own feedback and feedforward. Fletcher-Wood (2016) adds that these tickets allow children to express how they felt with their own learning. What they believe they did well and what they think they need to do in order to move their learning forward. Alber (2013) explains that exit tickets also allow pupils to suggest ideas to teachers that they feel they are good at and confident with and highlight areas they struggle with and need support with. Marzano (2012) believes that this type of strategy puts the direction of learning in the pupils hands, allowing them to take charge of their learning, expressing ways to move forward with their own learning.

On the other hand, Lancashire County Council (2011) explains that strategies that involve pupils writing response is time consuming. Pupils may feel rushed and not write a real response to how they feel the lesson went. Marzano (2012) also explains that pupils may copy a peer and write the same response as them, either because they do not understand the process or because they are not confident and comfortable offering feedback and feedforward.

Changes to develop the lesson study

From lesson one we discovered that pupils had similar areas of feedforward, which may have been from the limited ideas the SC gave to them. In order to overcome this in lesson two we will create two SC to provide pupils with a range of ideas to develop their work. As well as two SC I will also ensure that I prompt children during the mini plenary to suggest issues they found difficult or how they are going to move their learning forward. The two adapted SC are in appendix 6.

Also, as pupil C expressed she did not know what to include in a police report the children were provided with an exemplar police report related to another topic shown in appendix 7.

Lesson study 2

As the children were engrossed and enjoyed the outline of the session we stuck to the theme and idea. However, to help pupils through the session we introduced two SC and an example police report. To begin I introduced the pupils to the first SC to explain to them what we would be doing in the lesson. Following this the pupils explored the crime scene before listening to how and what to include when creating a police report. Before the pupils began the task, we discussed information we thought would go into a police report, the pupils were also given an example of a police report and then we went through the SC for a successful police report. Pupils D and F both took note of the SC at the beginning of the session helping move the policeman along the steps as we progressed through the session. However, pupil E, also used the SC to provide feedforward for his learning during the plenary, further discussion below. He was able to see that the police man still remained on the same step and there were still steps to be completed.

Pupils were asked before beginning the task if they were happy and understood. Pupils used the thumbs up and down strategy to reply. Pupils D and F gave thumbs up and verbally expressed that they were happy and understood what they had to do. However, pupil E showed thumbs down. He was unsure where the task was and where he had to write the report after verbal feedback a discussion with myself he was able to begin the task. In the interview with myself pupils D and F both expressed that thumbs up and down strategy was the best strategy because it was easy to use, although following the interview with the observer they believed that the exit ticket was the best strategy because it was easy to use and fun writing on a ticket like sheet.

However, we did not discover any issue with this AfL strategy from reading literature I am aware that Cambridge Assessment International Education (No Date) suggest a drawback to this strategy is that some pupils may copy others ideas and opinions. However, now we are aware of this we can ensure to our best ability to avoid these circumstances. This would therefore depend on the pupils and the situation and scenario of the class.

During the mini plenary pupils were stopped again and asked to fill in the post it notes. Pupil D, E and F each filled in two post it notes. In terms of feedforward all three pupils wanted to return to the crime scene. When I questioned them on the reasons for this it was because they wanted to try and remember some of the clues to put into their report. This allowed me to see as a practitioner that the pupils were making links between the practical element of the session to the written part of the session. As well as feedforward, pupils also explained that they found reading the rhymes difficult. To support pupils with this issue if I was to do this lesson again, I could link a video to QR code for each of the rhymes. I would not have considered either of these points if the pupils had not pointed these issues out. Andrade (2010) suggests if practitioners listen to the learners as well as expressing their own feelings then the pupils will develop at a greater rate as many influences and aspects are encouraging the learning.

Pupil E found the post it notes strategy the best and easiest to use because he could write or draw his feedback and feedforward.

Finally, during the plenary, the pupils were asked to complete the exit tickets. Pupil D looked through her work and used her task SC to talk share what she believed she had done well which was her handwriting and what area she need to work on which was remembering to use full stops. Pupil E found it difficult to think of answers for the two questions posed on the exit tickets. With support and explanation of what the questions meant pupil E was able to think of some ideas. I directed him and suggested to him about using the SC to help him, he questioned which one and left it open to him. With this direction pupil E was able to discover he had not completed every step on the class SC list. He used this as his feedforward, suggesting he could of sped up and shown his work to his peers. Pupil F was also able to independently express what she felt she had done well in the lesson, which was using her finger spaces. As well as feedback of what pupil F felt went well she was able to express that she ned to improve on her writing for next time. Pupil F explained she needed to try and do her cursive writing for next time. Each pupil was able to identify areas they need to develop to improve their learning.

Although pupils were able to think and create ideas and ways to move their learning forward we believe as practitioners with greater experience using these new strategies alongside ones they feel more comfortable with then pupils would be highly likely to be able to devise feedforward using classroom support such as the SC as a pose to the teacher influencing them on areas of development. Where pupils were more independent in offering feedback and feedforward the more as practitioner we learnt about the childrens learning, for example with the post it notes in lesson two.

Section 7

Conclusion/Recommendations

To conclude I believe our findings suggests that if we offer pupils support strategies that they understand and can use independently then they are able to produce effective feedforward to develop their learning. Toppings (2010) explains that students can produce feedback and forward that is as reliable as practitioners. Andrade (2010) expresses that pupils being able to create reliable effective feedback and forward also relieves teachers workload.

However, we believe that pupils need to have a full understanding of the strategy and how they can use it to benefit their learning. This idea is supported by Andrade (2010) and Toppings (2010) who explain that in order for pupils to discover effective ways to move their learning forward then they need to be 'trained'. Toppings (2010) adds pupils need to develop an understanding and personal belief that the strategy will help them in order for them to develop and take on the role of devising feedback and feedforward. Andrade (2010) adds pupils need to have a full understanding and confidence in using AfL strategies in their day to day routines.

We discovered as practitioners that if we introduce an AfL strategy that our pupils are engrossed in then the information gained from it is beneficial and meaningful. If feedback and feed forward according to Kluger and Denisi (1996) is provided inappropriately then it can lead to a negative effect on the pupils development, although Leahy et al (2005) suggests that feedback and forward is still considered a meaningful useful strategy of AfL.

We discovered that if we gave pupils responsibility then they become more independent in their learning. This relates to Leahy et al (2005) idea of supporting children to interact with their own progress in order to support them in becoming 'self-regulating' learners

As practitioners we need to ensure that we stick to a strategy that our pupils are confident and comfortable using in order to encourage them to self-assess. Andrade (2010) believes that expecting pupils to self-assess forces pupils to consider the meaning and intentions of the lesson impacting on the pupils understanding of the task.

Although we discover what strategy the pupils preferred to use and why they prefer these strategies, they were unable to correctly explain why they were using them. Donaldson (2015) expresses that the new curriculum aims to create a meaningful and purposeful pupil participation. If the pupils do not understand the strategies they are using then it cannot be meaningful and serve its full purpose.

To overcome this issue, I recommend that practitioners ensure it is explain to pupils what and why any AfL strategy is being used. Andrade (2010), Black et al (2003) and Strijbos and Sluijsmans (2010) agree that allowing pupils to think and develop ideas of feedforward in their learning fits alongside the newer pedagogical child centred approaches.

Gielen et al (2010) expresses that the pupils understanding and interpretation will in effect be down to the practitioners understanding and relation of information, therefore leading back to the practitioners understanding in promoting effect AfL strategies in their classroom.

From these finding I would recommend to practitioners to discover a variety of AfL strategies that their pupils understand and are comfortable and happy using. I would recommend practitioners stick with a strategy they believe will benefit their pupils. Allow pupils to self-evaluate to encourage self-adequate pupils who take responsibility and understanding in their own learning.

Reference List

Alber, R. (2013) 'A Favourite Formative Assessment: The Exit Slip', *George Lucas Educational Foundation*, October 2013.

Alderson, P. and Morrow, V. (2011) *The Ethics of Research with children and Young People: A practical Handbook*. (2nd ed). London: Sage Publications.

Andrade, H. (2010) *Students as the definitive source of formative assessment: academic self-assessment and the self-regulation of learning*. New York: Routledge.

Assessment Reform Group. (1999) *Assessment for learning: beyond the black box*. University of Cambridge, Faculty of Education.

Assessment Reform Group. (2002) 'Assessment for Learning: 10 Principles'. <http://www.aaia.org.uk/content/uploads/2010/06/Assessment-for-Learning-10-principles.pdf> [Accessed: 30th March 2018].

BBC. (2014) 'Curriculum Action; Assessment for Learning'. http://www.bbc.co.uk/northernireland/forteachers/curriculum_in_action/assessment_for_learning.shtml [Accessed: 3rd April 2018].

Bell, J. (2014) *Doing your research project: A Guide for First-Time Researchers*. London: Open University Press.

Bell, M. (2002) *Peer observation of teaching in Australia*, LTSN Generic Centre. Available online at: <http://www.ltsn.ac.uk/genericcentre/> [Accessed: 9th April 2018].

Black, P. and William, D. (1998) *Inside the black box: raising standards through classroom assessment*. London: King's College.

Black, P. C., Harrison, C., Lee, B., Marshall, D and William., D. (2003) *Assessment for Learning: Putting it into Practice*. Mainhead: Open University.

Black, P., Harrison, C., Lee, C., Marshal, B. and William, D. (2002) *Working inside the black box: assessment for learning in the classroom*. London: King's College.

Breen, R. L. (2006) 'Practical Guide to Focus-Group Research'. *Journal of Geography in Higher Education*, Volume 30, Issue 3, pp. 463-475.

British Educational Research Association. (2011) 'Ethical Guidelines for Educational Research'. <https://www.bera.ac.uk/wp-content/uploads/2014/02/BERA-Ethical-Guidelines-2011.pdf?noredirect=1> [Accessed: 19th February 2018].

Brookfield, S. (1995) *Becoming a Critically Reflective Teacher*. San-Francisco: Jossey-Bas

Bryce Clegg, A. (2013) *Creative Role Play in the early years: how to plan stimulating and exciting role play, inside and out*. London: Featherstone Education.

Cambridge Assessment International Education (No Date) 'Getting started with Assessment for Learning'. <https://cambridge-community.org.uk/professional-development/gswafl/index.html> [Accessed: 9th April 2018].

Cambridge International Education Teaching and Learning Team (No Date) 'Getting started with Assessment for Learning' <https://cambridge-community.org.uk/professional-development/gswafl/index.html> [Accessed: 6th April 2018].

Clarke, S. (2001) *Unlocking formative assessment: practical strategies for enhancing pupils learning in the primary school*. London: Hodder and Stoughton.

Cordingley, P., Bell, M., Rundell, B., Evans, D., and Curtis, A. (2004). *How do collaborative and sustained CPD and sustained but not collaborative CPD affect teaching and learning?* London: EPPI-Centre, Institute of Education.

Cowie, B. and Bell, B. (1999) 'A model of formative assessment in science education'. *Assessment in education: Principles, Policy and Practice, Volume 6, Issue 1*, pp. 101-116.

Department of Education and Communities. (2014) 'Learning goals and success criteria' http://www.ssgt.nsw.edu.au/documents/3_learning_goals.pdf [Accessed: 9th April 2018].

Dudley, P. (2011) 'Lesson Study: what it is, how and why it works and who is using it'. www.teachingexpertise.com [Accessed: 31st March 2018].

Dudley, P. (2014) 'Lesson Study: a handbook'. <http://lessonstudy.co.uk/wp-content/uploads/2012/03/new-handbook-revisedMay14.pdf> [Accessed: 31st March 2018].

Eder, D., & Fingerson, L. (2001) 'Interviewing children and adolescents', In J. F. Gubrium & J. A. Holstein (Eds.), *Handbook of interview research* (pp. 181-201). Sage.

Education Workforce Council. (2016) 'Code of Professional Conduct and Practice for Registrants with the Education Workforce Council'. <https://www.ewc.wales/site/index.php/en/fitness-to-practice/code-of-professional-conduct-and-practice-pdf/file> [Accessed: 19th February 2018].

Fletcher- Wood, H. (2016) 'Using exit tickets to assess and plan: 'The tuning fork of teaching''. <https://improvingteaching.co.uk/2016/04/24/exit-tickets-assess-plan/> [Accessed: 8th April 2018].

Gielen, S., Peeters, E., Dochy, F., Onghena, O. and Struyven, K. (2010) 'Improving the Effectiveness of Peer Feedback for Learning'. *Learning and instruction Volume 20, Issue, 4* pp. 304-315.

Hammersley-Fletcher, L. and Orsmond, P. (2005) 'Reflecting on reflective practices within peer observation'. *Studies in Higher Education, Volume 30, Issue 2*, pp. 213-224.

<https://link-springer-com.ezproxy.uwtsd.ac.uk/article/10.1007/s10798-011-9195-z>
<https://www.elsevier.com/connect/a-brief-guide-to-research-collaboration-for-the-young-scholar>
[Accessed: 7th April 2018].

Instone, S. L. (2002) 'Developmental strategies for interviewing children', *Journal of Paediatric Health Care, Volume 16, issue 6*, November-December 2002, pp. 304-305.

Kluger, N.A. and Denisi, A. (1996) 'The effects of feedback interventions on performance: a historical review, a misanalysis, and a preliminary feedback intervention theory'. *Psychological Bulletin*, Volume 119, issue 2, pp. 254-284.

Lancashire County Council. (2011) 'Assessment for Learning in the Early Years Foundation Stage' <http://www.lancsngfl.ac.uk/curriculum/assessment/download/file/AfL%20in%20EYFS%20Project21.pdf> [Accessed: 7th April 2018].

- Leahy, S., Lyon, C., Thompson, M and William, D. (2005) 'Classroom assessment: minute by minute, day by day'. *Educational Leadership*, Volume 63, Issue 3. Pp. 18-24.
- Marzano, R. J. (2012) 'Art and Science of Teaching/ The Many Uses of Exit Slips', *Educational Leadership*, October, volume 70, Issue 2, pp. 80-81.
- McLaren, S. (201) 'Assessment is for learning: supporting feedback', *International Journal of Technology and Design Education*, May 2012, Volume 22, Issue 2, pp 227–245.
- Mills, A. (2010) *Encyclopaedia of Case Study Research*. London: Sage publications.
- National Co-ordinating Centre for Public Engagement. (2018) 'Partnership Principles' <https://www.publicengagement.ac.uk/do-engagement/partnership-working/partnership-working-principles> [Accessed: 31st March 2018].
- NCCA. (2014) 'Learning Intentions and Success Criteria' https://www.ncca.ie/media/1927/assessment-workshop-1_en.pdf [Accessed: 9th April 2018].
- Robinson, C. (2014) *Children, their voices and their experiences of school: what does the evidence tell us?* York: Cambridge Primary Review Trust.
- Schön, D. (1983). *The Reflective Practitioner: How professionals think in action*. London: Temple Smith.
- Shaikh, A. (2015) 'A brief guide to research collaboration for young scholar' Methodological Quandaries in Studying Process and Outcomes in Peer Assessment: Commentary." *Learning and Instruction* 20 (4): 339–343.
- Shute, V.J. (2008) Focus on formative feedback. *Review of Educational Research*. Volume 78, Issue 1, pp. 153-189.
- Strijbos, J. and Sluijsmans, D. (2010) Unravelling peer assessment: methodical, functional, and conceptual developments. *Learning and Instruction*, Volume 20, Issue 4, pp. 265-269.
- The Education Endowment Foundation (2018) 'Feedback: High impact for very low cost, based on moderate evidence' <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/#closeSignup>
- The National Strategies (2009) 'Improving subject pedagogy through Lesson Study: Handbook for leading teachers in mathematics and English' Department for Education.' https://moodle.uwtsd.ac.uk/pluginfile.php/133343/mod_resource/content/1/2018%20Improving%20subject%20pedagogy%20through%20Lesson%20Study.pdf [Accessed: 3rd April 2018].
- Toppings, K. J. (2010) Methodological Quandaries in Studying Process and Outcomes in Peer Assessment: Commentary. *Learning and Instruction*, Volume 20, Issue 4, pp. 339–343.
- University of Wales Trinity St David. (2017) 'Research Ethics & Integrity Code of Practice'. <https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/research/research-ethics-integrity-code-practice.pdf> [Accessed: 19th February 2018].
- Welsh Assembly Government. (2015) 'Reflective Practice' https://moodle.uwtsd.ac.uk/pluginfile.php/133365/mod_resource/content/1/150611-reflective-practice-booklet-en.pdf [Accessed: 9th April 2018].

Wolfinder, N. H (2002) *On writing field notes: collection strategies and background expectancies*. London: Sage Publications.

Appendices

<u>Number</u>	<u>Description</u>
1	Observation Schedule
2	Explanation of Assessment for Learning Strategies
3	Assent Statement
4	Assent Form
5	Lesson one success criteria
6	Lesson two success criteria
7	Example of police report
8	Ethics Form
9	Exit Tickets
10	Lesson one Interviews
11	Lesson two interviews
12	Lesson one reflection
13	Lesson two reflection

Observation

- Is the child using the AFL strategy independently?
- Did the AFL strategy need a lot of explaining to the children?
- Does the AFL strategy support the children throughout the task?
- Did the children use the AFL strategy as intended?
- Are the children using the AFL strategies to prompt them with what comes next during the task?
- If the children finish the task can they use one of the strategies to discover what comes next?

Child	Post it notes	Thumb signals	Verbal Feedback	Learning Intention/Success Criteria
A	found out ind next ind.	✓ up - police report asked	questioned on why prompt, move forward, prompt who saw. prompt adjectives.	
B	Did not do. during. At end.	✓ up police report asked		
C	Independent - learn next - found out - ind.	✓ up police report. asked	Verbal ff who done it / saw it?	

discussed before task.

Prompted

Assessment for Learning Strategies

Success Criteria - Success Criteria will be used in order to explain to pupils what is expected of them throughout the lesson

Thumbs up/down - Children will use thumbs up and down to indicate how they are feeling or the level of understanding throughout the session.

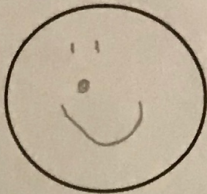
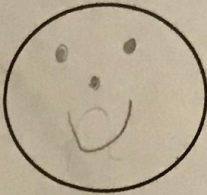
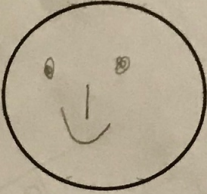
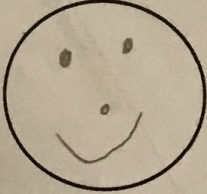
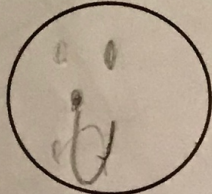
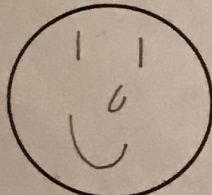
Post it notes - During the mini plenary children will be given 2 post it notes. Children will have 4 questions and they will be required to answer 2, the first is 'what do they need to do next to move there learning forward?', which links and supports pupils in discovering their own feedforward. The children can choose which question they would like to answer requiring the second post it note. This allows the pupils to bring to the practitioner's attention to an area they feel they have done well in or a way of asking for support in directly.

Exit Tickets - we will create a ticket like template proposing two questions to our pupils. The first 'what have you done well in your learning today?'. The second 'what do you think you need to work on for next time?', this form of AfL will provide pupils with a space to express ways of moving their own learning forward, which is the area of topic we are interested in developing.

Assent statement

Are you happy to help myself and my partner find out what assessment strategies help you find ways to make your learning better? By strategies I mean things like your Mr Men happy steps and RAG scoring Success Criteria. Throughout the lesson we will try new strategies like thumbs up and thumbs down, post in notes and exit tickets. We want to try these strategies to see if you boys and girls can think of what you have done well in the lesson and what you think has not gone so well and what you need to improve, make a little bit better. Once you have helped us with this lesson we will then put all the information together to help us become better teachers.

Assent Form

<u>Child</u>	<u>Assent</u>
A	
B	
C	
D	
E	
F	

Success Criteria -Lesson One

- To be able to discuss what happened.
- To interpret information.
- To use capital letters and full stops.
- To use adjectives.
- To use tidy writing.
- To present information to the group.

Success Criteria – Lesson Two

Our special steps to help find out what happened to humpty dumpty:

1. Talk with your friends and teacher about what you have found at the crime scene.
2. Share any clues from the crime scene.
3. Read and understand the witness information in the crime scene packs.
4. Create an imaginative piece discussing what happened to humpty dumpty.
5. Share your work with your friends.

Success Criteria for writing a police report.

- ✓ Use your neat, cursive hand writing.
- ✓ Remember to include finger spaces.
- ✓ Use capital letters where needed.
- ✓ Use full stops at the end of sentences.
- ✓ Answer the questions using as much detail as possible.
- ✓ Use adjectives, to make your writing more exciting.

Police Report



Reporting Inspectors Number: _____

Date of crime: _____

Name of suspect: _____

Description of suspect: _____

What crime did they commit? _____

Motive - Why did they commit the crime? _____

What clue did they leave behind? _____

Witness - Who saw it happen? _____

What did they see? _____

Success Criteria for writing a police report.

- Use your neat, cursive hand writing.
- Remember to include finger spaces.
- Use capital letters where needed.
- Use full stops at the end of sentences.
- Answer the questions using as much detail as possible.
- Use adjectives, to make your writing more exciting.

WAGOL Police Report

Reporting Inspectors Number: METPOLL 2335 AW

Date of crime: 2nd February 2017

Name of suspect: Anastasia Tremaine.

Description of suspect: Anastasia has a squeaky, whiney voice. She has enormous feet and hairy legs. She wears a pink, horrid, puffy dress with green frills. She wears a purple sparkly hat with a great, humongous, fluffy feather poking from the side of it.

What crime did they commit? Anastasia pinched Cinderella's glass slippers from the castle.

Motive - Why did they commit the crime?

Anastasia was jealous of Cinderella now she was married to the prince and wanted to make Cinderella sad by pinching her special glass slippers.

What clue did they leave behind? Anastasia great, humongous fluffy feather from her hat was found at the crime scene along with an enormous foot print found in the mud, just below Cinderella's bedroom window.

Witness - Who saw it happen? Guss Guss the mouse.

What did they see? He saw a hunched over, rounded figure wearing a pink dress sneaking over the castle wall.

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:	Abby Wheeler		
Tick all boxes which apply:			
Member of staff:	☐	Student:	☒
Honorary research fellow:	☐		
Faculty/School/Centre:	Yr Athrofa		
Campus:	Townhill		
E-mail address:	1201525@student.uwtsd.ac.uk		
Contact Telephone Number:	07903742070		
For students:			
Student Number:	1201525	Undergraduate	☐
Programme of Study:	Primary PGCE	Taught Postgraduate	☒
Director of Studies/Supervisor:	Jayne Morgan	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): TET module team		☒	28/2/18	

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.	
British Educational Research Association. (2011) 'Ethical Guidelines for Educational Research'. https://www.bera.ac.uk/wp-content/uploads/2014/02/BERA-Ethical-Guidelines-2011.pdf?noredirect=1 [Accessed: 19 th February 2018].	✓
University of Wales Trinity St David. (2017) 'Research Ethics & Integrity Code of Practice'. https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/research/research-ethics-integrity-code-practice.pdf [Accessed: 19th February 2018].	✓
Education Workforce Council. (2016) 'Code of Professional Conduct and Practice for Registrants with the Education Workforce Council'. https://www.ewc.wales/site/index.php/en/fitness-to-practice/code-of-professional-conduct-and-practice-pdf/file [Accessed: 19th February 2018].	✓

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?	YES	☐	NO	✓
If Yes, please provide the name of the external organisation and name and contact details for the main contact person:				
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:	How can we support and improve children's identification of the next steps in their learning through the use of AfL strategies?		
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 activity is to explore how we can support and improve children's identification of the next steps in their learning through the use of AfL strategies. The aim is to find out whether or not specific AfL strategies have any impact on pupils learning and if so what. The objective of the research is to present pupils with a new form of AfL and see if they use it to their advantage during a lesson and from it gain an understanding of what their next steps are. One of the key research questions is; to find out how various AfL strategies can support and improve pupil's identification of what they need to do to move their learning forward in the next lesson. Existing research by academics such as Briggs et al (2009) suggests that assessment for learning should be an essential part of the school planning process and that there should be some sort of outcome that relates to pupil's academic development. Briggs et al (2009) also wrote about the use			

of feedback and feedforward as a useful tool. As a result, the research that will be conducted is attempting to find out if AfL is a supportive tool for pupils and what benefits pupils gain from its use. Black et al (2005) discussed the history of formative assessment and why it is important in schools today and if there is a negative impact associated with it. The intended research will look into the positive and negative effects as a result of AfL strategies being used in the classroom.

(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)

The methods that will be used in the research will mainly be observation. The observer will be given a list of AfL strategies that will be integrated throughout the lesson, the observer will be looking to see if target pupils are using the strategies and how well they understand the process and use it to develop their learning.

General field notes will be used to record information on pupil's usage of AfL strategies.

There will be an informal discussion after the lesson involving target pupils and the teacher, they will discuss how they think the lesson went, what went well and what they didn't like. They will also discuss the AfL strategy that was introduced to them, how it compares to other AfL strategies they use and which they prefer and why. Pupils will discuss their achievements through the use of AfL strategies and how they think they can improve and if they think that AfL strategies are necessary. In addition, there will also be an informal discussion between the observer and the target pupils who will discuss the same things to see if the comments are the same or if they differ slightly.

Target pupils will be asked to fill in exit tickets as a new AfL strategy at the end of the lesson. At the start of the lesson pupils will be told what the lesson objective is as well as the success criteria; which they will have access to throughout the lesson. Pupils will be provided with exit tickets at the start of the lesson, they will also be using techniques such as; post-it notes, which will allow pupils to visualise where they are during the lesson; either understanding something, or not understanding something which will be on a large sheet on the wall. There will also be the thumb monitoring method, which will allow pupils to see where they are at each stage of the lesson; thumbs up, they understand what they are doing and know what they are doing. Then there is thumbs in the middle, which means they feel okay about the work but they aren't sure either way. Finally, there is the thumbs down, which means that they don't know what they are doing or don't understand the work. There will be verbal feedback during the lesson so that I can see that pupils are on target and clarify misconceptions during the lesson.

(this box should expand as you type)

Location of research activity Identify all locations where research activity will take place. A primary school in Swansea and Pembrokeshire, Wales. (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. (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		
Exit tickets.	☒	☐

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.

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 I have read BERA, Ethical Guidelines for Educational Research (2011). British Educational Research Association (2011) 'Ethical Guidelines for Educational Research' and Education Workforce Council (2016) 'Code of Professional Conduct and Practice for Registrants with the Education Workforce Council'. As a result of these guidelines I will take the following steps to ensure there is no risk to participants. I will ensure that all children are treated equally and no child will be treated differently if they wish to withdraw from the research. All pupils will be made aware of the fact that they can withdraw at any time. I am aware that that if the observation or focus group task causes any sort of emotional distress then pupils will be told that they can leave and withdraw from the research at any times. The pupils will not be put in any situation where there is a risk of physical harm is different to any other school day. I will obtain parental consent from pupil's parents through a letter which will be sent to them and must be returned with full consent in order for pupils to take part in the research. I will also gain assent from the children involved in the research. Pupils will be told what it is that is going to happen, they will all be read the same statement of explanation and if they agree to take part they will need to draw a smiley face next to their name and if they do not wish to take part they will draw a sad face next to their name. Myself and my observing partner will comply with all the legal requirements in regard to working with children. This will also include the schools safeguarding policy which both parties will have read and be familiar with before the research is carried out. In order to reduce diverting from the norm of the pupil's day and to help keep the pupils at ease at all times, as well as reduce the impact of intrusion, I have chosen research methods that are subtle and are often used in the school and yet will achieve qualitative data in regard to the research. At no time will incentives be offered to pupils to influence data and pupils will not feel pressured to take part or continue to take part. The interview with the focus group will be carried out just outside of the classroom, which has no doors. The area that will be used is a corridor that is always in use for various other group tasks so there will be the constant presence of staff and other pupils. All data will be stored in compliance with the legal requirements. All data that is used in research will be saved to cloud storage and password protected. At no time will names be used, anonymity will remain intact for both the schools and pupils. In order to conduct a fair and unbiased interview, I will ensure that my questions do not influence pupil's answers in either a positive or negative way or show preference for any particular answers. I will make sure that the questions do not pose the risk of changing a pupil's viewpoint. Therefore, I will ask questions that are open and allow pupils to respond however they wish. (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

At all times, I will follow the school safe guarding policy in all areas, this is to ensure that I do not put my personal safety at risk or my professional name. I will conduct the interview with the focus group just outside of the classroom, which has no doors. The area that will be used is a corridor that is always in use for various other group tasks so there will be the constant presence of staff and other pupils. I will treat every pupil equally and show no preferential treatment in accordance with the school safe guarding policy. If pupils question why they are not being involved in the focus group interview and that they are being treated differently as a result I will explain that I chose three pupils at random and not for any particular reason. All of these discussions will be conducted with another member of staff present. I have a professional relationship with the pupils involved and it could be considered one of power. I have taken this into consideration and realise that pupils may feel they need to take part as an authority figure in the school is asking them to. As a result, I will offer no incentives which may seem as if a pupil is being pressured to take part. I will make it clear to both pupils and parents/guardians that they can refuse to take part and stop taking part at any point of the research, if they do so there will be no consequences because of this choice. I will also make it clear that I do not mind which pupils take part and that at no time will there be any preferential treatment. I will ensure that all parties are aware that only three pupils will be part of the interviews, those who will not mind answering some questions about the lesson and the AfL strategies used and that if they want to refuse to answer questions or withdraw at any time they are entitled to do so, with no repercussions.

(this box should expand as you type)

University/institutional risks

For example: adverse publicity, financial loss, data protection

As a student of the University I am aware that I need to uphold the good name of the establishment and conduct myself and my research in a professional, ethical and appropriate manner. The school in which the research will be carried out works in partnership with the university and I aware that I need to behave in the same ethical and professional manner in order not to damage that relationship. In no way will I fabricate or falsify any results. I will not manipulate the research and I will not plagiarise the work of another. I will ensure that I arrive punctually and I will submit my work promptly and in the required format.

(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 class that will be observed is one that I have been to before so pupils will be familiar with me. There will be normal teaching staff present at all times and at no time will pupils be left alone with myself or my observation partner.

In case of emergency; perhaps bad weather, then the date of the observation will be rearranged.

(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? Participants will receive verbal feedback after the observation lesson. The teacher will have a general conversation with the target pupils about what happened and how it went. The finished essay will be shared with the Head Teacher if it is requested. (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. Parental consent will be provided before the research begins through a letter to parents. Assent will be provided by target pupils before the observation period. A statement will be given to each pupil, explaining what the purpose of the research is and what the pupil's involvement will be. Pupils will be asked to give verbal agreement to take part in the research and they will also be shown a simple form which will give agreement by them either drawing a smiley face to take part or a sad face in their refusal to take part, next to their name. (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. In order to ensure anonymity, focus pupils will be referred to as pupil A, B, C, D, E and F, at no time will they be identified in any way or in any document. At no time will the name of the school be used, in this case the schools will be referred to as the Swansea school and the Pembrokeshire school. (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 anonymization: In order to ensure that all research information is secure then all participants will remain anonymous, no names will be used for pupils or schools. No memory sticks or portable disk drives will be used to ensure that information is secure at all times. All documentation from observations will be on paper and will not be left unattended at any time and every piece of information will be anonymous. Any data that is recorded and used in the essay following the research will be stored securely on a password protected laptop, in an encrypted file and the laptop will never be left unattended during the writing of the essay. (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):		
Any data that is recorded on paper and used in the essay following the research will be stored securely on a password protected laptop, in cloud storage and the laptop will never be left unattended during the writing of the essay.		
(this box should expand as you type)		

List all who will have access to the data generated by the research activity:
Abby Wheeler and Emma Carys Morgans.
(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:
Abby Wheeler
(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.
(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:

For students:

Head Teacher / Senior Mentor:	
Signature:	
Date:	26/02/18

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/>

Application Process

All staff research projects and all research students must submit the Ethical Approval Form to the **University Ethics Committee** via the Academic Office (pgresearch@uwtsd.ac.uk). Staff research directly in relation to personal study for taught undergraduate or Masters programmes should be submitted via the Faculty procedures explained below.

Taught masters and taught undergraduate research Ethical Approval Forms are considered **within Faculties**. Faculties will provide details of the specific processes for this. Where the Ethical issues within any single ethical application are of particular concern the Faculty will refer these to the University Ethics Committee. Any student activity that involves the collection of primary data needs to undergo Ethical approval, this includes assignment work as well as dissertations.

Notes for guidance in completion of this form

Section A: About You

Please complete all relevant sections

Section B: Approval for research activity

Research proposals must be approved in principle before applying for Ethical Approval. The proposal approval only becomes final when the ethical approval is received.

The process for proposal approval varies according to the individual and programme of study:

- Research students, by application on form PG1 to the Research Degrees Committee
- Taught students by review of research proposal within Faculties (Faculties provide specific details of these processes)
- Staff, by agreement by the Head of School/Assistant Dean

Section C: External Ethical Guidance materials

Many discipline areas are required to operate with the discipline specific codes of research ethics (for example health, psychology, education etc.), any such codes must be listed and you must tick to confirm that you have consulted with these.

Section D: External Collaborative Research Activity

Provide details of the external collaborative partners, where appropriate you might want to submit a copy of the external collaboration agreement with the Ethical Approval Form. If the partner requires the research to be subject to its own internal Ethical approval process then please provide details of that process and a copy of any final (or interim) approvals received from the organisation.

Section E: Details of Research Activity

Remember that the individuals reviewing this Ethical Approval Form may not have seen your research proposal, and also may not be experts in the specific area of your research. The information provided should therefore be jargon free and clearly stated.

Indicative Title: please use the same title as used on the research proposal.

Purpose: the Ethical approval process will want to ensure that the methods you propose are adequate and appropriate to address the research aims and objectives. Excessive additional data collection can be seen as unethical.

Proposed Methods: the Ethical approval process seeks to ensure that you understand the methods that are intended, and that the implementation of those methods will be appropriate and without unnecessary impact on respondents. Please be specific.

Location: this needs to mention geographical location and also local situation (for example, within Local Authority Offices in Cardiff, using a private room but close to other individuals). If you are collecting data within an organisational setting then you need to explain the permissions that you have obtained to do this.

Research Activity outside of the UK: please complete this section in detail, and note any guidance you have received. Also describe your own familiarity (or not) with the location that you will be utilising.

Section F: Scope of Research Activity

Please tick ALL of the research activities that might be undertaken. If any additional types of activity are intended then please add an extra box and describe these.

If you have answered no to all questions in F then sections G and J do not need to be completed. Section H should be considered, and may be completed. Signatures are still required in section K.

Section G: Intended Participants

Please tick all categories that might apply.

Numbers & Source: if you are using a series of different methods or research activities please list numbers for each stage/phase. Be clear about how you will find respondents. Will you use intermediaries, and if so how? How will you ensure compliance with your sampling strategy?

Information for participants: all participants should be appropriately informed about the research, what is expected of them and what will happen to the information that they provide. The Ethical review process does not ask to see this documentation, but requires this to be reviewed and approved by the Director of Studies in the case of research students, the supervisor/module tutor in relation to students on taught programmes and the Head of School/Assistant Dean in relation to staff research.

Section H: Anticipate Risks

All research carries some level of risk. The answers you provide to questions in this section will be reviewed to ensure that you have an appropriate understanding of the type of risks involved and how you can mitigate against these risks. If you have completed a full risk assessment, as required for example for laboratory work, field work, clinical tests, diving operations, or by a collaborative partner, you may append that to this form. In that case, please tick the box indicating this has been provided. You will not then be required to complete Section H.

Risk to participants Think very carefully about how your actions/questions/discussions might affect the people you are involving as participants. You might identify the risk as small but it would still be a risk. Many types of question have the potential to make respondents less content with their life / job; you need to recognise and try to ameliorate any such effects

If these are business owners, time with you may reduce profit.

In some locations physical risk is very real to both participants and yourself, please consider this.

Risk to you, the researcher Think about where you will meet people, if there are any dangers involved in the location. If you are meeting people as individuals think about using a public place. In general do not visit people in their own homes or remote locations. If you are talking to individuals about certain issues think about how their responses might affect you emotionally. What about the risk of collecting insufficient data?

Risk to the University When undertaking your research, you are acting as a member of the University (student or staff). Professionalism is important, so it is important to be well organised and well prepared. Punctuality, clarity etc. are all part of this. What will you do to ensure this? You must ensure you do not harm the good name of the University in any way and do nothing to undermine the reputation of the research it conducts and sponsors. Upholding high standards of conduct and integrity are vital in this regard. You must also conduct the research in such a way to minimise the potential for claims of negligence made against the University, its researchers and any collaborating individual or organisation. In this respect you should always comply with ethical, legal and professional frameworks, obligations and standards as required by statutory and regulatory authorities, as well as the university's Research Integrity and Ethics Code of Practice. Research misconduct in this respect can take many forms, including:

- fabrication: making up results or other outputs (eg, artefacts) and presenting them as if they were real
- falsification: manipulating research processes or changing or omitting data without good cause
- plagiarism: using other people's material without giving proper credit
- failure to meet ethical, legal and professional obligations: for example failure to declare competing interests; misrepresentation of involvement or authorship; misrepresentation of interests; breach of confidentiality; lack of informed consent; misuse of personal data; and abuse of research subjects or material
- improper dealing with allegations of misconduct: failing to address possible infringements such as attempts to cover up misconduct and reprisals against whistle-blowers

Adverse Outcomes. Think carefully about the possibilities, and cover here

Section I: Feedback, Consent and Confidentiality

Feedback to participants: outline your approach. Will interview transcripts be shared with respondents to check accuracy? Will summaries of questionnaire analysis be made available to respondents in some way? Will an overview report be provided? How and when?

Informed consent: Draft letter / e-mail / or heading (or footer) section of questionnaire must be approved by DoS/supervisor (if research student), supervisor/module tutor if taught student, or Head of School / Assistant Dean if a member of staff.

Confidentiality/Anonymity. Explain clearly how you will ensure confidentiality and anonymity.

Section J: Data Protection and Storage

Before completing this section it is necessary to read the University's Research Data Management information. The questions that follow are designed to ensure compliance with the Data Protection Act as well as established research protocols.

Many research activities will involve electronic transfer of data and use of data management systems in the summarisation and analysis of data. You will need to explain these in relation to compliance with the Data Protection Act.

Think carefully about who will have access to your data, this will include supervisors and examiners. Also that a thesis will be made available via the University library and the British Library system. If you are seeking an access bar for a period of time after completion then mention it here. If you will provide a copy of your findings, or intend to give a presentation, to a facilitating/ supporting/accessing organisation then explain that in this section. But also think about the general principle of data sharing, as explained in the Research Data Management information.

In terms of storage of data please ensure security, and also mitigate against loss of data.

Section K: Declaration

Ensure the appropriate countersignatures have been provided

Look carefully at the checklist and ensure that you comply with and tick all that are relevant to your research.

Exit Ticket

EXIT TICKET		49240028
What have you done well in your work today?	My hand writing Officer A	
What do you think you need to work on for next time?	Use more adjectives. Officer A.	

EXIT TICKET		49240028	B
What have you done well in your work today?	riting		
What do you think you need to work on for next time?	hand writing and		

EXIT TICKET		49240028	Officer C
What have you done well in your work today?	addition of adjectives good Ideas		
What do you think you need to work on for next time?	write more neatly.		

EXIT TICKET

What have you done well in your work today?

stand

What do you think you need to work on for next time?

listen

49240028

EXIT TICKET

What have you done well in your work today?

shoe

What do you think you need to work on for next time?

shoe not work

49240028

EXIT TICKET

What have you done well in your work today?

F. Lisa Sparks

What do you think you need to work on for next time?

rain

try better

49240028

Interview Transcript

Lesson 1 Part 1

Teacher: What did you think of the lesson?

Officer A: It was fun.

Officer B: Yeah, fun.

Officer C: Fun.

T: Anything else?

A: it was happy fun.

B: It made me happy.

T: What did you like?

A: I liked trying to find it out.

C: I liked that too.

T: what didn't you like?

B: I didn't like nothing. I didn't like the dog bone. They smelled.

C: I didn't like the writing because you have to write lots.

T: We did thumbs up and thumbs down, the post-it notes, we had the success criteria on the board and we filled in exit tickets. Which one did you think was the best one?

B: Exit tickets.

T: Why did you like the exit tickets?

B: Because they were like real tickets.

T: Officer A which one did you think was the best?

A: The first one.

T: The thumbs-up and thumbs-down?

A: Yeah that one.

C: Which one was that?

T: At the start of the lesson you were asked if you understood what you needed to do. I said give a thumbs-up if you understood, put them down if you didn't understand and if you were unsure about something put them in the middle.

C: Oh yeah! I liked the tickets.

T: Which one was the easiest to use?

C: the tickets.

B: Yeah, the tickets.

A: there was only some things to write on them.

C: you only had to write two things.

T: do you know why you were using the thumbs up and thumbs down, the post-it notes, the success criteria and the exit tickets?

A: To investigate?

B: For the teacher to see what is written on it. And what we liked.

T: Officer C do you know what we were using them?

C: So the teachers can try and find out.

T: Do you think you know what you need to do next time to get your work even better?

A: Smaller letters and more adjectives.

B: Add more adjectives.

C: Do more listening.

T: How would you change the lesson if it was done again?

B: You should write only a little bit about it, about who killed Humpty Dumpty.

A: You need to write lots to find out who it actually was.

C: I don't know.

Interview Transcript

Lesson 1 Part 2

Teacher: What did you think of the lesson?

Officer B: I enjoyed.

T: What did you enjoy?

B: I enjoyed the tickets

Officer C: It was all fun and I liked trying to find out

B: It was really funny because there were eggs on Humpty Dumpty.

Officer A: It was tricky to figure out the clues, but I really liked doing it.

T: So you liked the tickets, what tickets were they?

A: Exit tickets.

T: And what did you have to do with them?

B: Write what you did well and what you will do next time.

T: What did you not like?

B: I didn't like the dog bones because they stink

C: I found the words tricky, like investigation and suspect.

T: What would have helped you with them?

C: My spelling book.

B: I didn't like the clues, I didn't understand all of them.

T: So out of the exit tickets, the green grid with the four sections you put post-it notes on and your thumbs-up and thumbs-down, which one did you like best? Why?

A: I liked the second one and the first one.

T: What were they?

A: The thumbs-up and thumbs –down because it helps you understand it and the other one so you know what you like and what you don't like.

T: the post-it note one?

A: Yeah.

T: Which one did you like? And why?

B: The tickets.

T: Why did you like that one best?

B: Cause they are like tickets, like when you go to the cinema and I like going to the cinema.

T: So you liked that it was like a proper ticket?

B: Yeah.

T: Which one did you like?

C: Ticket

T: Why did you like that one?

C: Because they were like tickets.

T: Which one did you find the easiest to use?

A: I know, it's the tickets because you only need two things.

B: Thumbs-up and thumbs-down to.

C: Yeah that's easy.

T: Can you explain why you were using them?

C: Thumbs up and thumbs down.

B: So miss knows that we understand or don't understand so if we do thumbs-down she can ask what we don't get and she can tell us.

T: Do you think you know what you need to do to get better next time?

B: No.

A: Add more adjectives and write more neatly.

T: How do you know that?

A: Because my writing was a bit messy.

B: Smaller writing, put more adjectives.

C: Write more quick and listen more.

T: If you could change anything about that lesson what would it be?

C: I could write more.

A: At the end I could change to show who actually did it.

C: Write more, write tidily.

Interview -

What did you think of the lesson why?

F – Good/ magnificent – liked working

D - Good – liked the job

E - Was ok – but don't like doing work

What bit did you like of the lesson? ?

F – crime scene, working the clues out

D – crime scene and the clues made the lesson fun, writing the police report

E – singing rhyme because I knew most of them.

Didn't you like

E – didn't like looking at the clue already new who it was / who they linked too

D – liked everything, loved it all

F- Enjoyed it all

Best Strategy?

F - thumbs, just liked it.

D - thumbs up, easy peasy to do.

E - post it notes because there wasn't much writing to do.

Easiest

F Exit tickets

D Exit tickets

E Exit tickets

Little bit of writing

Why using them?

E to find out who pushed humpty

D for the big boss, let her know who pushed humpty

F to help the police officer, to find out about humpty

Next time makes better?

F cursive writing

D writing

E speed up

Do lesson again what make better change?

D do my cursive writing

E don't know

F don't know

Emma's Interview

What did you think of that lesson? why?

E – Good – Nursery rhymes because I new them

F – all of it fun and like doing writing

D – good, trying to do my cursive writing

What didn't you like?

E looking at clues and crime scene

F

D Liked everything, was all good

Best Strategies?

E Post it note because I could write and draw

F Post it notes not a lot of writing

D exit ticket fun writing them.

Easiest strategy?

E post it notes

F exit tickets

D exit tickets

Why were we using them?

Find out who pushed humpty off the wall

Do you know what you need to do if you were to do it again?

D Cursive writing

F Cursive writing

E dunno

If Miss wheeler was to teach this lesson again what could she do to make it better?

E – Be more quiet, not so shouty

F – Be more quiet, I think I know why she shouts because she has to use big voice because we have a big class

D – Be more quiet

Model Beirniad Wedi Adfyfyrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date:

27/3/18

Digwyddiad critigol (Ffocws)/Critical incident (focus):

Not all pupils understood the exit tickets

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I was excited to go back into school as I had been in university for a while. The lesson was planned out well and the practical side of it was fun and child friendly.
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dysgu oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	The practical and physical aspects of the lesson went well. The pupils enjoyed the theme of the lesson and the task. The clues were a fun way of introducing an investigation element. Some of the assessment for learning strategies went well and the pupils responded to them easily. The elements of the learning experience that were disappointing were the fact that the children were overly excited to see me again as I hadn't been there for a while. The pupils were talking a lot and wanted to have a conversation rather than do the work. However, the most disappointing element was that some of the pupils didn't understand clearly enough what to do on the exit tickets.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	I will keep the theme of the lesson the same. I will keep the practical and physical elements the same as well as the props and introduction of the lesson. The most disappointing element was the fact that not all pupils understood what to do on the exit tickets. The cause may have been a lack of explanation at the start or not detailed enough details on what to do. Pupils not listening to instructions. The lack of confidence in pupils to explain again if they weren't listening the first time. It was a new assessment for learning strategy and one they were not used to and could have acted as a barrier to their learning because it was new. It may have also been the fact that it was a written element and they had already done a lot of writing.

Casgliadau a chymau gweithredu/ <i>Conclusions and actions</i> <i>Beth yw eich atebion posibl i'r materïaon siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	Possible solutions to the disappointing issues are, continue to use exit tickets until pupils become familiar with them and know how to use them effectively. As a class they could decide which assessment for learning strategies they liked the best and which ones worked the best for them. The lesson will be taught again with alterations in order to improve it. The explanation of the exit tickets will be more detailed and pupils who don't understand will be spoken to one-on-one.
Y profiad newydd / <i>Transformed experience</i>	

Model Beirniad Wedi Adfyfyrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date:

28/3/18

Digwyddiad critigol (Ffocws)/Critical incident (focus):

Promoting students to think of their feedforward

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	The children were engrossed and enthusiastic about the lesson. The lesson was well prepared and organised. Unsure of how much input to give children regarding their feedforward because it was for a research lesson.
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dysgi oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	Hook - humpty falling off the wall created a good stimulus to get the children thinking and using their imagination. Developing two success criteria helped support the children through the task. One allowed them to see the aims of the lesson, the other supported them when writing their report. Children did not all use the success criterions on the exit tickets as their feed forward.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	Theme, task, prompts and clues. The use of the hook in the introduction, getting the children thinking and linking ideas to one another. The use of two success criteria to guide children through the task and the lesson. However, as a practitioner I feel I should have reinforced the success criteria and used it throughout the lesson more effectively in order for the children to use it effectively.

Casgliadau a chymau gweithredu/ <i>Conclusions and actions</i> <i>Beth yw eich atebion posibl i'r materïaon siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	Reinforce the use of success criteria in the next steps on their exit tickets. If the children used them more frequently than they would be aware of what was required when filling in the exit tickets. Continue to use the assessment for learning strategies until pupils are confident successful in using them for their purpose.
Y profiad newydd / <i>Transformed experience</i>	