

Examples of Questionnaire Data

Example 1

When questioning pupils in class, do you find that lower-order or higher-order questions allow you to better measure pupil understanding during a session?

Long-answer text

Do you believe questioning is important when assessing pupil progression?

- ☐ Yes
- ☐ No

In your experience, how effective is using higher-order questioning when assessing pupil progression?

1 2 3 4 5

Very Poor ○ ○ ○ ○ ○ Excellent

In your experience, how effective is using lower-order questioning when assessing pupil progression?

	1	2	3	4	5	
Very Poor	☐	☐	☐	☐	☐	Excellent

How often do you use questioning as a method of AfL in the classroom?

- ☐ Once a week
- ☐ 2 to 4 times a week
- ☐ Daily
- ☐ Other...

"Having in-depth conversations with students fosters critical thinking and increases their comprehension of the material" - To what extent do you agree with this statement?

- ☐ Strongly disagree
 - ☐ Disagree
 - ☐ Neutral
 - ☐ Agree
 - ☐ Strongly agree
-



Please explain your thoughts:

Long-answer text

Do you believe that year 4 pupils have the cognitive ability to effectively answer higher-order questions? Why?

Long-answer text

In your experience, are there any limitations or challenges when using lower-order questioning as an AfL strategy?

Long-answer text

...

In your experience, are there any limitations or challenges when using higher-order questioning as an AfL strategy?

Long-answer text

Questionnaire Data

Q1

When questioning pupils in class, do you find that lower-order or higher-order questions allow you to better measure pupil understanding during a session?

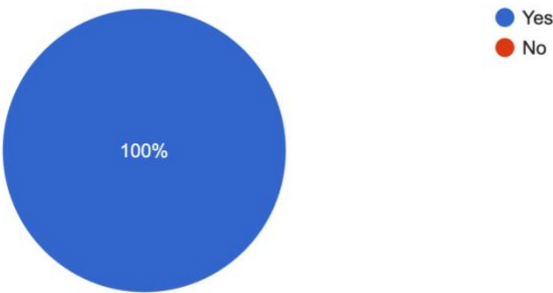
2 responses

Higher order q's provide a deeper understanding for assessment

Higher order questioning deepens and expands the children's understanding. Lower-order questioning checks their retention of facts/ key information.

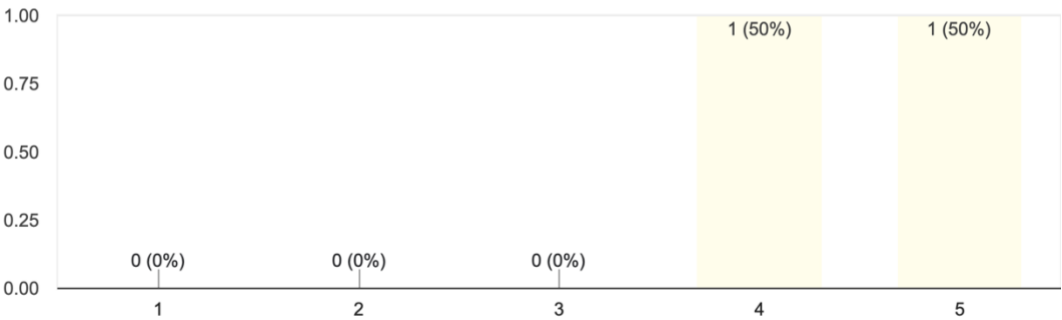
Q2

Do you believe questioning is important when assessing pupil progression?
2 responses



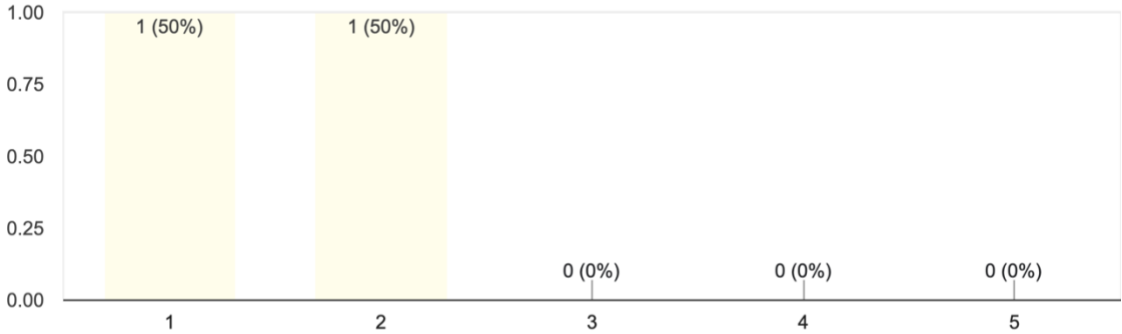
Q3

In your experience, how effective is using higher-order questioning when assessing pupil progression?
2 responses



Q4

In your experience, how effective is using lower-order questioning when assessing pupil progression?
2 responses



Q5

How often do you use questioning as a method of AfL in the classroom?

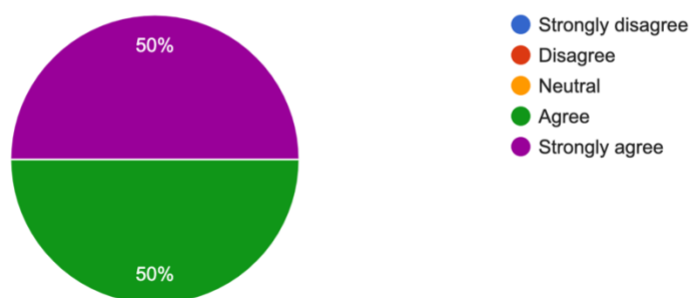
2 responses



Q6

"Having in-depth conversations with students fosters critical thinking and increases their comprehension of the material" - To what extent do you agree with this statement?

2 responses



Q7

Please explain your thoughts:

2 responses

in depth conversations allow you to gain a better understanding of a student's thoughts and also address misconceptions. It enables you to plan for future learning and move learning on.

Children need to be able to discuss and pull points apart to deepen understanding. It is vital that children have the opportunity to hear varying points of view, discuss ideas, weigh up pros/cons etc to gain a well rounded understanding.

Q8

Do you believe that year 4 pupils have the cognitive ability to effectively answer higher-order questions? Why?

2 responses

I have not taught the age group however I feel that they would be able to.

Absolutely. At this age they haven't formed strong opinions and are not yet influenced by social norms. Children take information on board and can discuss. You do need to build in a level of knowledge initially and model discussion to enhance this building in skills but this only stands to develop their thinking and understanding.

Q9

In your experience, are there any limitations or challenges when using lower-order questioning as an AfL strategy?

2 responses

lower order q's do not always allow teachers to assess learning. Very often a pupil will give one word response which doesn't allow the teacher to gain a full picture of their understanding and more questioning is needed.

Yes absolutely. Lower order questioning does not allow for discussion. You are simple fact gathering, knowledge gathering looking for listening. Just because the children can tell you the answer to your questioning does not mean they truly understand it.

Q10

In your experience, are there any limitations or challenges when using higher-order questioning as an AfL strategy?

2 responses

they can be problematic for EAL/ALN learners who may not have the vocabulary or comprehension to understand them and articulate their responses

You need to provide the children with the skills through teaching and modelling, for the children to be able to access the level of questioning. this needs to be revisiting repeatedly to embed these skills but once embedded the children would be able to be successful.

EXAMPLE 2

What are staff perceptions of peer and self assessment?

This questionnaire contains questions relating to Assessment for Learning

This questionnaire will take between 5-10 minutes to complete. Participation is completely voluntary, and you can withdraw at any time. You will complete the questionnaire anonymously and all information will be kept confidential and in accordance with the Data Protection Act (2018). Thank you for taking part in the research.

1. Do you use AFL within your classroom?

- ☐ Yes
- ☐ No

2. Rank the four elements of AFL in order from most to least effective?

Sharing criteria with learners

Use and quality of talk/questioning

Use and quality of feedback

Peer and self assessment

3. What are your reasons for this ranking?

Enter your answer

4. How often do you use peer and self assessment in lessons?

Never

Rarely

Sometimes

Often

Very often

☐☐☐☐☐

5. To what extent do you agree that peer and self assessment is helpful in aiding pupil progression?

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

6. From your own experience, what do you think the benefits of using peer and self assessment are?

Enter your answer

7. From your own experience, what do you think the limitations of using peer and self assessment are?

Enter your answer

8. Which do you think is more effective?

- ☐ Peer assessment
- ☐ Self assessment
- ☐ Both are equally effective

9. What is the reasoning behind your answer for question 8?

Enter your answer

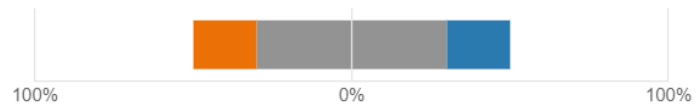
10. Do you believe your learners are confident in their understanding of peer and self assessment?

- ☐ Yes
- ☐ No
- ☐ Maybe/somewhat true

4. How often do you use peer and self assessment in lessons?

[More Details](#)

■ Never ■ Rarely ■ Sometimes ■ Often ■ Very often



2.

2. Rank the four elements of AFL in order from most to least effective?

6 Responses

Rank Options

First choice ■ ■ ■ Last choice



3. What are your reasons for this ranking?

5 Responses

ID ↑	Name	Responses
1	anonymous	In my phase I feel sharing the SC with class is far more beneficial as they are still learning strategies and need reminders.
2	anonymous	Peer and self assessment don't have as much impact
3	anonymous	Experience of impact on outcomes
4	anonymous	I don't tend to use peer and self assessment as much as I use the others
5	anonymous	Rich vocabulary and quality questioning can deepen understanding and provides pupils with a high quality scaffolded approach when learning a new concept.

6. From your own experience, what do you think the benefits of using peer and self assessment are?

5 Responses

ID ↑	Name	Responses
1	anonymous	A child can use their knowledge to see if a friend has included all the right criteria to achieve the skill. Assesses their knowledge too
2	anonymous	It really helps them reflect on where they are on their learning. Peer assessment is also good to get the children talking about each other's learning. They are also much better at spotting mistakes in each other's work rather than their own!
3	anonymous	Children do value their peers input and scientific research has shown they listened more to their peers than teacher input
4	anonymous	Students take control of their own learning
5	anonymous	Provides learners with opportunities to share their skills, to look at other examples of work and to decide what they feel their next steps should be.

8. Which do you think is more effective?

[More Details](#)

- Peer assessment0
- Self assessment3
- Both are equally effective3



