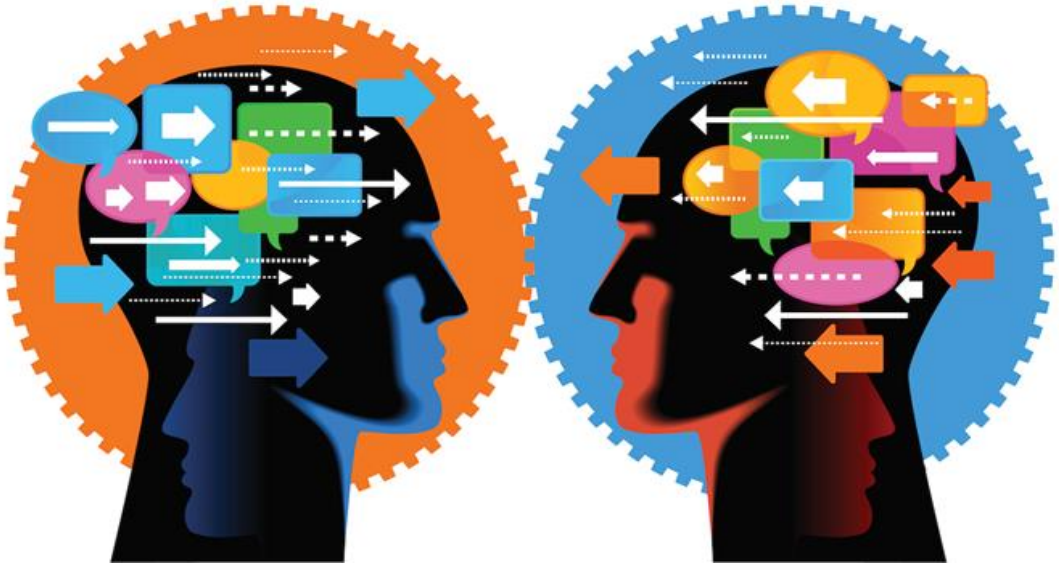
ACTION INQUIRY DISSERTATION

HOW CAN WE MAXIMISE THE IMPACT OF FEEDBACK AS INSTRUCTIONAL MARKING?

MODULE CODE: SIT808

SUBMISSION DATE: 08/11/2016



ACTION INQUIRY DISSERTATION

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AWARD: MASTERS IN EDUCATIONAL PRACTICE

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SECTION 1.0 TITLE, SUMMARY, KEY WORDS AND DECLARATION FORM

Title : How can we maximize the impact of feedback as instructional marking?

Summary

This inquiry seeks to investigate the impact of feedback on pupils' progress, specifically in writing. The following intervention focuses on addressing a low rate of pupil response to feedback as instructional marking.

Pupils had been responding well to instructional marking in numeracy based tasks. Most often, this type of feedback came in the form Hattie calls 'task and product level feedback'; feedback that typically indicates a correct or incorrect response. (Hattie, 2012 p.133). However, providing feedback as instructional marking in literacy tasks had been more problematic. Early reconnaissance activities demonstrated a low rate of pupil response to marking, and little evidence of literacy marking having an impact on pupil progress.

The intervention sought to address three key areas;

i. To enable pupils to progress in writing by offering feedback and more importantly, by giving pupils a chance to respond.

ii. Improve pupils' response frequency

iii. Improve pupil well-being, by giving time to reflect, enjoy their achievements and see feedback offering challenge as a positive experience.

The project focused on a class of year 4 pupils of varying abilities, gender and background. Pupils participated in a series of activities using ClassDojo resources (www.classdojo.com, 2016), designed to introduce children to Carol Dweck's theory of 'growth mind-set' (Dweck, 20) and encourage the notion that 'negative feedback, while perhaps disappointing, is not an indictment of a permanent ability but is part of a learning process' (Blackwell, Trzesniewsky and Dweck ,2007).

The main intervention was held over six weekly sessions, in which pupils were supported in reviewing and responding to the instructional marking in their books. During the sessions pupils were urged to work collaboratively in mixed ability groups, and to begin to self-regulate their feedback, by identifying their own areas for improvement.

During the process a mixed method approach of data collection was utilized, involving qualitative and quantitative data. Data analysis demonstrated that providing pupils with time and support in working collaboratively to respond to written feedback was effective in improving the rate of pupil response. Most pupils made accelerated progress in literacy, specifically writing. However the data also indicated that further support and amended methods would be required to maximize the impact of written feedback on the attainment of SEN pupils.

Key words

Feedback, wellbeing, instructional marking, literacy, mindset

Declaration form

This dissertation is submitted to Cardiff University

in partial fulfilment of the requirements for the degree of MASTERS IN

EDUCATIONAL PRACTICE

November 2016

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DECLARATION

This work has not previously been accepted in substance for any degree and is not concurrently submitted in candidature for any degree.

Signed (candidate)

……Katie Wainwright… (Insert image)

Date …01/11/16

STATEMENT 1

This dissertation is being submitted in partial fulfilment of the requirements for the degree of Masters in Educational Practice.

Signed (candidate)

……Katie Wainwright . (Insert image)

Date ……01/11/16

STATEMENT 2

This dissertation is the result of my own independent work/investigation, except where otherwise stated. Other sources are explicitly acknowledged with references. A list of references is included.

Signed (candidate)

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I hereby give consent for my dissertation, if accepted, to be available for photocopying and for inter-library loan, and for the title, summary, key words and poster to be made available to outside organizations.

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SECTION 2.0 INTRODUCTION TO THE INQUIRY

2.1 Early reconnaissance outcomes

I currently teach in a year 4 class in a school that has included improving feedback and instructional marking as part of our School Improvement Plan. During the past academic year I and other KS2 colleagues have benefited from a great deal of CPD in this area, as a result of this we have increased the amount of instructional marking in pupils' books using the 'star and a wish' format. As part of my preparation for this inquiry and work conducted during module 8, I have read widely around the subject of feedback and have been reassured by assertions made by Hattie (2012), Didau (2015) among others, that feedback was one of the most powerful influences on pupil attainment in the classroom. However early reconnaissance activities conducted by myself and colleagues demonstrate that feedback as instructional marking hadn't had the impact on pupils we'd hoped for, particularly in literacy.

Here I shall detail three of the reconnaissance activities undertaken and the data collected:

i. Literacy Book Scrutiny Data

	Year 3	Year 4	Year 5	Year 6
Pieces of work completed	25	29	30	23*
In line with presentation policy	Yes	Yes	Yes	Yes
Genres	Recount Story Riddle Poem Instructions Letter	Recount Story Description Poem Spell Instructions Report	Recount Story Description Poem Recipe Diary Legend Play Biography	Recount Story Description Poem Review Biography Speech
Comprehension activities	2	3	3	2
Grammar/punctuation activities	1	3	4	8
Vocabulary building exercises	3	5	2	2
Planning exercises	3	2	2	1*
Redrafting/revising exercises		1	2	2
Instructional marking	11	16	18	15
Pupils respond to marking	2	3	2	3
Pupils correct own spellings	1	2		2
WALT titles used	Yes	Yes	Yes	Yes
WILF checklists used	Yes	Yes	Yes	Yes
Evidence of pupil self-assessment		Yes	Yes	Yes
Evidence of peer-assessment	Yes	Yes	Yes	Yes
Skills in line with LNF	Yes	Yes	Yes	Yes

Figure 1: Data collected by school leadership team in response to an LEA challenge visit

The first process of early reconnaissance I undertook was part of a whole school data collection task in preparation for an LEA challenge visit. Our senior leadership team scrutinized pupils' books and produced data. I analyzed the data produced and noticed a consistent difference in the number of occasions teachers gave feedback as instructional marking and pupils responded. I decided to focus on the data produced by the Literacy book scrutiny, as it was there that pupils displayed the lowest response rate. The highest rate of pupil response to marking was found in pupils' maths books. (I shall go on to discuss why response to literacy marking might be lower later in this section.) Through discussions with the lower KS2 team leader (part of my original network map- Appendix 2.1) we agreed that an argument could be made that KS1 pupils respond less to teacher marking in written form based on ability and developmental stages in writing, and therefore this kind of data is an unreliable depiction of pupil response to feedback. However KS2 data posed a problem, not only did pupils not respond to instructional marking as often as it was given by teachers, the percentage of responses to marking is consistently low across KS2 and bares no correlation to pupil age or ability.

After my discussion with the KS2 team leader I made notes in my journal (Appendix 2.2) and converted the pupil responses and number of times pupils corrected spellings to percentages, as both involved pupils re-engaging with work after they had produced it and teachers had marked it or given some form of verbal feedback. The highest rate of response made by pupils was 33.33% in year 6, and the lowest 11.11% in year 5. As we can see above, the year 5 teachers had actually offered pupils the most written feedback, so this exercise proved to me that as it stood, our current method of providing pupils with feedback was unsuccessful as the rate of pupil response did not seem to be linked with progression between year groups or the amount of feedback given. Although as a staff we were offering more instructional feedback than in previous years, the *amount* of feedback is not the key factor when striving to enhance pupil learning. This was a valuable task, as it was clear I needed to ascertain what factors would improve pupil response and the impact of instructional marking on their learning.

ii. Journal Entry – Discussing limitations of literacy planning

Having identified Literacy as the area across KS2 where pupils seemed to respond to instructional marking the least I decided to make my next reconnaissance activity a meeting with lower KS2 colleagues to discuss why this might be. This meeting proved to be very useful as many of the teachers raised issues that I had during my reading for module 8. As the pupils' literacy books featured solely written tasks we agreed that the problem was specifically linked with teaching and learning writing skills, rather than the other areas of Literacy; Oracy and Reading. We felt that as Oracy and Reading tasks were usually performed in front of the teacher and often in a 1:1 context, teachers could offer immediate and verbal feedback, however writing tasks happened away from the teacher for extended periods of time, and therefore feedback usually had to be offered in a written manner after the task been completed.

I shared the conclusions I'd reached during module 8 with my lower KS2 peers. Firstly that written tasks (unlike mathematical tasks) rarely resulted in correct or incorrect answers and therefore made providing task level feedback difficult. Secondly that the fact we teach Literacy on a rotational basis (i.e. poetry writing once a term, letter writing once a term) making it difficult for pupils to respond to feedback as they often have gaps of weeks between completing a task and receiving feedback, and then having a chance to act on that feedback and use a particular skill again. It was reassuring to me that during this meeting most of my colleagues agreed that these two factors contributed to the lack of pupil response in written tasks. They also agreed that as a result their marking in literacy books seemed to having little impact on pupils' progress. I ended the journal entry made after this meeting with the question 'If pupils aren't using our instructional marking to improve their work, or make more progress next time, what is the point in marking their work?'

iii. Pupil Voice Activity – Journal notes made during pupil discussion

I also felt it vital that a pupil voice activity be a key part of my early reconnaissance. After all, I'd identified during module 8 that although teachers had received a great deal of CPD in instructional marking and feedback, we'd invested little, or no time in developing pupils' ability to respond to instructional marking. My reading of Hattie during module 8 (Hattie, 2012) and his assertion that feedback should ideally involve mutual input resonated with me.

When listening to pupils' views regarding instructional marking they raised the following important points;

- Some of the pupils I spoke to couldn't understand my handwriting, and for some readability in general was an issue.
- When looking through their Literacy books some pupils were reading instructional marking a long time after completing the work and as a result couldn't remember completing the tasks or the skills involved very well.
- Many pupils found the skills involved in a task difficult, therefore they also found the skills needed to answer a task 'wish' (instructional marking) difficult and lacked confidence in attempted to respond.

Upon completing my reconnaissance work I drew three conclusions.

i. My instructional marking was resulting in little pupil response; pupils did not seem to be engaging fully with the comments and advice I wrote in their Literacy books.

ii. Pupils were not using my instructional marking to completely re-engage with a task and improve their work, particularly in writing tasks. My marking was having little impact on their progress.

iii. Pupils were finding this 'new' strategy of marking confusing and frustrating and did not find my comments useful. This was often due to not having time to respond to marking after they'd completed a task, not having the ability or confidence to respond to marking and for some, not being able to confidently read and understand what had been written in their books.

2.2 Responses to Module 8 feedback

The feedback I received on Module 8 has helped me reflect on the focus of my inquiry and has raised some issues I need to consider before moving forward.

I am reassured that my feedback discussed the high relevance of my focus to my classroom practice, I am aware that for this project to be worthwhile and achievable around the pressures of classroom teaching, it needs to be pertinent to my role and issues within the wider context of the school and teaching community. The feedback also reinforced the importance of encouraging pupil self-regulation, which is central to my possible intervention (I shall expand upon this later in this section). The feedback also stresses that placing my pupils at the center of my network map was the right thing to do. During my reconnaissance tasks I have found that I have not considered pupils' contribution to marking and their role in receiving and giving feedback. It is important that when carrying out my

intervention, I discuss the work with my pupils openly, as this is likely to enhance the success of the intervention, and is ethically sound.

The feedback raised some key points for development; firstly I refer to the concept of what Carol Dweck calls 'mind sets' (Dweck, 1999) during my assignment; however I have yet to really extend my critical thinking in this area. I am reminded not to see 'growth mind set' as scientific fact, but more as a theory that requires thorough reading. I must remember not to categorize pupils as 'having' set mind sets. I need to read more about this concept and think more critically about these ideas. I have begun reading the work of Blackwell, Trzesniewski and Dweck, and have amended my reading list for my literature review accordingly. I am hopeful that their work, specifically on malleable mindsets and intrinsic motivation will help inform my intervention.

Secondly I am also reminded not to rush towards solving big, whole school problems and to remember to look deeply at my own classroom teaching as a source of improvement. Although I have used wider school data to conduct a reconnaissance task and have liaised with other year group colleagues, it is essential my intervention remains small scale and focuses solely on my classroom practice with my pupils. In the past I have rushed to solving wider problems, and what has resulted is a temporary or superficial solution, I do not want that to be the case here. I have noted in my journal that my key aim during this project is to gain a deep understanding of one small issue in my classroom and to work to improve my practice and my pupils' progress, and not to find a quick and easy answer to a problem in answer to the School Improvement Plan.

I have had to make some amendments to my network map based on a change in staffing and external support at the school (Appendix 2.3). When constructing my original network map I read MacBeath and McGlynn's work regarding the use of self-evaluation, specifically using internal and external evaluation to enhance classroom teaching (MacBeath and McGlynn, 2002, p.15). Upon reflection my network map included many people who could offer 'internal evaluation' but few neutral 'stakeholders' (MacBeath and McGlynn 2002). I have decided to make more use of working relationships I have with professionals who can offer a more neutral perspective, which I can use to review my findings and discussions with internal stakeholders. I have added two professionals to my network map; the school has newly appointed a deputy head who has recently worked in a school where they'd also encountered problems in using instructional marking and had been working on improving pupil response. I have also recently begun working with an advisor who belongs to the agency Achievement for All. As part of her role in supporting the school she has taken an interest in my possible intervention and has read a great deal about the 'growth mind-set' theory.

It has proved difficult for me to meet with the consortium Literacy advisor, so in order to be realistic and considering the short time frame of this intervention, I have removed her from my network map.

I must also allow time to proof read my work fully, as my feedback referred to small errors and typos. I have met with the lower KS2 leader who has agreed to meet with me during the October half term to proof read my work. I have added this to my time plan accordingly (Appendix 2.4).

2.3 Focus for teacher inquiry project

Based on observations made during my reconnaissance activities and feedback given in response to Module 8, I am going to continue to focus on' increasing pupil engagement with feedback' (Wainwright, Module 8, 2016) Based on my reading of Hattie (2012), Didau (2015) and Black and Wiliam (2001), I believe that by developing an intervention that will facilitate an improvement in using teacher feedback, pupils will be provided with more opportunities to make 'great headway' (Hattie 2012).

My intervention will focus on pupils' work in writing tasks in their Literacy books, my aim is that this inquiry will help me work towards three key goals;

i. Enable pupils to progress in writing by offering feedback and more importantly, by giving pupils a chance to respond.

ii. Improve pupils' response frequency

iii. Improve pupil well-being, by giving time to reflect, enjoy their achievements and see feedback offering challenge as a positive experience.

The intervention will be a weekly slot taking place over a period of six weeks, named 'Yet….' time (named after an animation by ClassDojo titled 'The Power of Yet' (www.classdojo.com 2016). The class enjoyed this episode, which discussed 'growth mindset' and in which the characters rephrased 'I can't do this' as 'I can't do this yet….') I will use these sessions to give pupils an opportunity to revisit written Literacy work completed during the week and read my instructional marking or 'wishes'. This will hopefully give pupils a more timely opportunity to respond to feedback. I hope to use the session to model 'effective classroom discussion' (Hattie 2012) and for pupils to eventually collaborate with each other independently to answer instructional feedback.

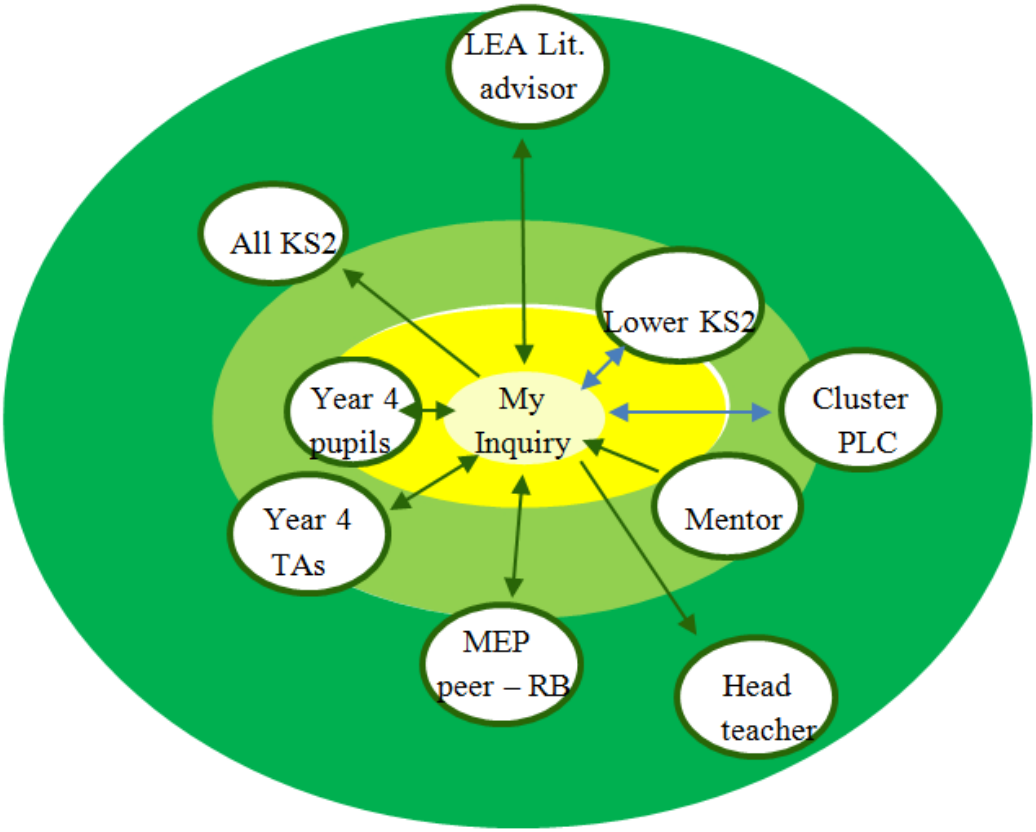
I want the sessions to lack structure, for pupils to begin to respond in any way they deem appropriate, this might involve working with practical equipment, working with a partner/group to read marking, possibly starting to select their own areas for improvement by writing their own 'wishes', and even discuss given success criteria. I must be open to the idea that pupils struggled with a particular task because the success criteria (W.I.L.F.) and wish (instructional marking) I'd provided was not suitable. I ideally want pupils to really engage with marking and think critically about what they've achieved, their feedback might not always be positive, just as mine isn't. Didau (2015) asserts that by encouraging pupils to criticize what they have been taught, teacher feedback might be more productive.

I believe that this focus is important to my context. As mentioned during section 2.1 this is first and foremost a problem as far as I and the pupils in my class are concerned, however it is also a whole school focus, identified by the school leadership team in response to a LEA challenge visit. During my Module 8 work I also found that this is a common problem in some schools in our cluster, it is for that reason that I have included cluster school colleagues in my network map (Appendix 2.3). Again, I must not rush to superficially solve this problem, but regardless of outcomes the reading I have made even this far as part of this module has proved useful and certainly seem to resonate with a feeling in my school and others.

My reading during Module 3 – Behaviour Management, truly shaped my ethos as a new teacher. Freiberg and Lamb's (2009) work on changing 'teacher-centered' classrooms to 'pupil-centered' classrooms have helped me understand that there is a direct link between adult control and overly structured classrooms and 'restive responses' from pupils. As Hattie (2012) states, feedback is powerful, but only in the right conditions. It is key that my intervention facilitates the opportunity for pupils to discuss feedback with myself and each other, and in turn, to give their own feedback. I ended my Module 3 paper with the sentence 'I will strive to maintain an environment, where my perspective has changed from "I am in control" to "we are in control"'. I'd applied this mantra to behavioural management strategies, but naively overlooked its value to all areas in the classroom.

APPENDIX 2.0 – SECTION 2.0 INTRODUCTION TO THE INQUIRY

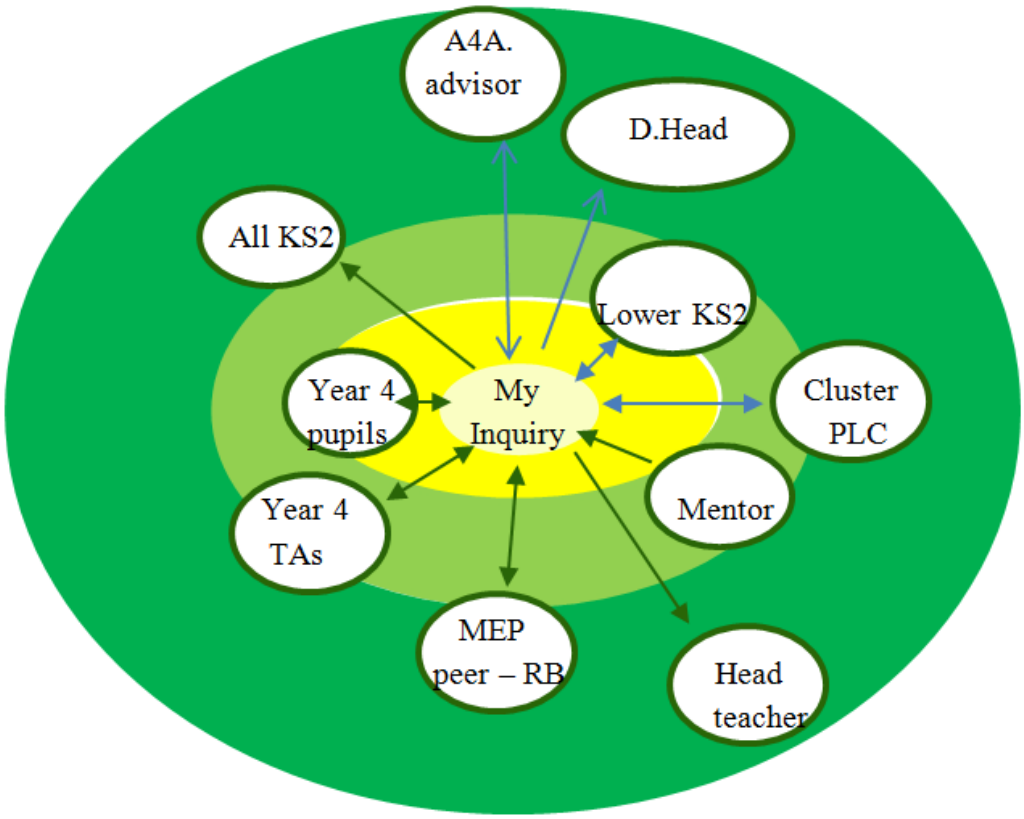
Appendix 2.1 –Original network Map



Appendix 2.2 – Rate of pupil response to instructional marking- Journal February 2016

Year 3	Year 4	Year 5	Year 6
27%	31.25%	11.11%	33.33%

Appendix 2.3 – Revised network map



Appendix 2.4 – Relevant section of revised time plan

29 Aug	BANK HOLIDAY	
5 – 30 Sept	Create poster (section 9) Proof-read all sections. Check references.	
3 – 21 Oct	10th October - Deliver staff Inset regarding inquiry methods and data collected. Discuss impact and implications for future practice in KS2.	
24 Oct	Half Term - Meet with LC (lower KS2 leader) to proof read final Inquiry project.	
7 Nov	Deadline Module 9 Inquiry Project: Tues 8th November 2016	

SECTION 3.0 ETHICAL CONSIDERATIONS

As part of my work during this section I read about the ethical implications of conducting social research involving children. I found this reading to be very useful, as I'd never completed an ethics form before, or thought deeply about the responsibility we have as teacher researchers to the children we teach. Firstly I familiarized myself with the BERA guidelines, which raises the specific 'tensions in areas such as confidentiality' involved in the dual roles of teacher and researcher (BERA 2011). An article by Alderson focused on pupils' right to participate during research projects (Alderson 2004), my reading of her work reminds me to value pupil voice during this process as much as those of my teacher colleagues and the academic authors I'll encounter. I am confident that my intervention meets what Alderson describes as 'best outcomes based ethics' (Alderson 2004), in that I feel my proposed project is inclusive, promotes well-being and a pupil-centered classroom at very little cost.

In completing the ethics review form I designed a parental consent letter, but decided that I'd also like to invite all parents and children to an open evening (prior to the intervention), giving me an opportunity to explain my project and welcome questions from parents and their children. In discussion with the deputy head teacher, she agreed that this might be the best way to obtain consent, as some parents might not be familiar with the specifics of research based inquiry. She also pointed out that as I planned to obtain verbal consent from all pupils in my class, it might be best to have parents present when doing so, particularly in the case of a pupil with ALN and speech difficulties.

Initially I questioned whether this inquiry could be considered complex, as during the project I might look at pupils' varying abilities in Literacy, including SEN and MAT pupils. However in discussion with my MEP mentor we agreed that given the context of existing classroom routines and school improvement tasks linked to my intervention, this intervention would be categorized as standard. I noted in my journal that working in the primary sector I have a great deal of contact with my pupils; I know them well and know where care will be needed.

During my reading during core task 3.1 I considered the relationship between myself and my pupils. I found completing the checklist provided in Watt's work *Ethical Issues for Teacher Researchers* to be very useful. I am reassured that my project aims to solve a relevant and educational need in my classroom, as well as in the wider context of my school. I also feel that most importantly this project aims to serve the purpose of improving pupil well-being and experience in responding to feedback, and I genuinely would be seeking to understand the root of the issues raised by this study even if I were not studying the MEP.

APPENDIX 3.0 – SECTION 3 ETHICAL CONSIDERATIONS

Appendix 3.1 –Ethics review form

MEP Ethics Review Form

If these are available, please ensure you attach supporting documents and necessary letters.

- This Ethics Review Form needs to be completed before starting data collection.
- Please complete this form in draft to discuss with your mentor before submitting to your academic tutor. This discussion may be by exchanging emails or face to face.
- You must send the draft by email to your academic tutor for pre-scrutiny before submitting it. Your tutor will advise you about any further amendments which are needed before final submission.
- This form should be submitted on Learning Central/Blackboard by 18 March 2016 at the latest.
- There will be an opportunity to discuss your ethics form with your academic tutor at the M9 Learning Event day on 8/9/10/11 March.
- The submission portal for completed Ethics Forms will open on 7 March 2016.
- You must not start your data collection in relation to your intervention before you have received confirmation that your ethics application has been approved.

Student Number:	
Student Name:	
Mentor Name:	
Mentor Signature: (as confirmation that a discussion has taken place – a typed name is acceptable)	
Student contact address, telephone and email	
Title of your course:	

Provisional Title of Project:	Maximising the impact of feedback as instructional marking	
Topical focus (tick one – red indicates more sensitive topic areas)	□ Reducing the impact of poverty on attainment √ Literacy	□ Numeracy □ Inclusion and ALN
Categorization of Project – Choose 1 from the following:	□ Complex √ Standard	
Student Signature (a typed name is acceptable)	Katie Wainwright	
Academic Tutor Signature (a typed name is acceptable)		

PLEASE ANSWER ALL THE FOLLOWING QUESTIONS:

a) What are the aims/issues that are the focus for your project?
(a brief paragraph about your aims and the issue you are focusing on and, if applicable, your research question(s) even if this is provisional)

My focus is the issue of using teacher marking to give constructive feedback to pupils, and maximising the impact this might have on pupils' attainment in Literacy (specifically writing). Currently my school policy (and classroom practice) involves using detailed instructional marking, giving next steps or extended tasks to which pupils are encouraged to respond. However pupil response to this marking has been very low, particularly in Literacy tasks.

My intention is to improve the impact of my marking in Literacy tasks. This will involve giving pupils regular set time ('Yet….' Sessions) to respond to marking, assistance (with adult or peer) with reading marking, and facilitating discussion groups between pupils so that they may assist each other in acting on instructions. I hope that this will improve my ability as a teacher to deliver feedback in the best conditions and also improve pupils' ability to act upon instructional marking to improve their understanding and ability in Literacy (specifically writing) tasks.

Based on my reading of Didau (2015), Hattie (2012) and Wiliam and Black (2001), I believe that by giving pupils set time to respond to instructional marking, and facilitating collaborative work, pupils will be better equipped to respond to feedback. By responding to feedback they should make steps to meet their literacy targets, hopefully improving their overall attainment in written tasks.

b) What is the nature of your classroom intervention?
How will you ensure there will be no potential harm to participants in your inquiry (for example ensuring that any change you make applies to the whole class rather than a group of students in that class)
(what sort of changes you are thinking of making and why you think this will be an improvement on existing procedures)

My classroom intervention will involve a weekly allocated time (titled 'Yet….') for pupils to work collaboratively, in some cases with adult support, to respond to instructional marking. During my reading I noted the importance of a positive, non-judgmental and inclusive classroom environment when delivering feedback to pupils. I shall ensure that pupils do not feel threatened or embarrassed by sharing their feedback with their peers by leading P.S.E. sessions prior to the intervention involving a Class Dojo animated series (titled '*I can't do this YET*') about the power of making mistakes and persevering with challenging work.

The inquiry looks at a full class of year 4 pupils who I teach Literacy, Context and Maths lessons, however the data collection will be centered on all pupils' work in Literacy.

c) What is the range of data and evidence you will be collecting?
(a brief paragraph about the methods you will use to collect your data and whether each one of them is part of your normal classroom practice e.g. interview, observation, documents etc and any other sorts of data and evidence you will be collecting)

I will be using the following methods to collect data:

(i) Literacy book analysis - collect data regarding pupil response to instructional marking prior to intervention (April/May 2016)
(ii) Pupil voice activity – pupils' thoughts about instructional marking prior to intervention (April/May 2016)
(iii) Literacy book analysis - collect data regarding pupil response to instructional marking during intervention (June/July 2016)
(iv) Pupil voice activity – pupils' thoughts about instructional marking during intervention, this will involve both journal note taking and audio recording during 'Yet….' Sessions. (June 2016)
(v) Interviews with teachers in response to peer observations and book scrutiny (already part of school CPD timetable) and in response to staff Inset session sharing my work and data collected during this inquiry. (June/July 2016)

d) Who are you intending to involve in your extended professional project? (pupils, teacher colleagues – be specific about the ages of pupils and numbers of those involved)
Pupils – 29 year 4 pupils aged 8-9 years old. Varying abilities and social, economic and cultural backgrounds.

Teacher colleagues – KS2 teachers during peer observations, book scrutiny and staff inset. Head of KS2. Year 4 teaching assistants who will be involved in supporting pupils during

'Yet….' Sessions, which may result in their collection of soft data.

Parents/carers – I shall request consent by sending letters home to parents/carers. The letters will also include an invitation to an open evening (prior to intervention) in which I shall explain my project and welcome questions/feedback. (May 2016)

e) How you will obtain permission from participants to take part in this project and how will it be obtained? (See Appendix A and write a brief paragraph on how you will obtain the consent of participants)

I shall send letters home to parents/carers before the intervention begins. These letters shall give parents information regarding the project and also request permission to involve their child. Parents will be able to give or refuse consent by returning a consent slip (enclosed with letter). I shall also host an open evening regarding the project, giving parents opportunity to seek further information and give or refuse consent in person.

f) How will it be made clear to adult and child participants that they may withdraw consent to participate at any time?
(Your participants can withdraw consent for their involvement in the study. Write a brief paragraph about how you will ensure that they have been informed of this)

I shall make clear to parents (in both consent letter and open evening) that they can remove their pupil from the project at any point.

I shall discuss the project with the class, making clear that I am conducting the inquiry as part of my studies, and intend to collect data. I shall make clear that should they agree to take part, this data might be examples of their school work, or things they might say during 'Yet….' sessions. When I do go on to collect data during the intervention, I shall explain what I am doing and when it will happen, giving pupils further opportunity to opt out should they feel uncomfortable (for example, if all pupils agree to being recorded during sessions, I will give pupils additional opportunity before individual audio recording sessions to opt out in each and every case.) I shall explain to all pupils and parents involved (both in person during the open evening and in the consent letter) that all data will be anonymised and used solely for the purpose of my studies.

I will make clear to pupils and parents that should they feel uncomfortable with being involved with data collection, they are still welcome to take part in 'Yet…' sessions.

In line with the school 'open door' policy, parents/carers will be welcome to meet with me to discuss findings and progress during project regarding their particular child.

g) What steps will you take to ensure the secure storage of any personal data that is collected?

I shall use Cardiff University secure storage (H drive) to store electronic data (audio recordings, transcripts from pupil voice activities, and data resulting from Literacy book analysis). I shall follow school policy regarding child protection and pupil questioning. All data collected will be used solely for the purposes of this project. BERA guidance and the

Data Protection Act will be followed when storing hard copies of data (copies of pupils' responses to instructional marking in Literacy books).
(Data collected on mobile devices (phone/tablet) should be downloaded and stored on Cardiff University's central 'H drive'. Storage on a USB stick or laptop is not acceptable)

i) How will you ensure the anonymity of participants? I shall number pupils based on appearance in class register and refer to pupils using allocated number in all representations of data and writing.
ii) How will you maintain confidentiality of data? I shall store all data using Cardiff University's secure H drive. I shall store hard copies of pupils' work in a locked storage cupboard (based in classroom).
iii) Please confirm that any data you collect will not be used for other purposes apart from this study? √ I confirm this.

h) Please confirm that you are familiar with your school's policy for any matters relating to Child Protection issues (you may need to know about this in detail during the course of your research)
√ Yes I have read the school Child Protection policy

i) What particular features of the proposed work could raise ethical concerns? How would you judge this project – standard, complex? If you indicate complex please write a brief paragraph about the concerns and how you will deal with them.
Pupils may feel reluctant to share instructional marking with their peers, as they may feel that it highlights mistakes and short comings. However as instructional marking, and attempting class work in collaborative situations are part of the School Improvement Plan, and align with school policy, I judge this project as standard.

j) Outline any other information you feel is relevant to this submission, using a separate sheet if necessary.

I confirm that the information given above is correct and I endorse the following statement:

"I confirm that I have engaged with the ethics materials provided by the MEP course and discussed my study with my professional Mentor and Academic Tutor. I will seek further advice and support if and when unanticipated dilemmas arise. I have also read and understand the BERA guidelines, which I will abide by in my research"

Signature(s) (electronic signature OK.) . .Katie Wainwright.. Date 01/05/16

Appendix 3.2 – Parental consent form

Dear Parent/Guardian,

I am currently undertaking a Masters degree in Educational Practice and as part of my final year of study I am required to carry out a classroom based inquiry project. The project will investigate my use of instructional marking and the impact of this type of feedback on pupils' attainment in extended writing tasks. My intended focus is on all 4W pupils in Literacy lessons. The project will hopefully help all junior teachers understand how we are currently using marking, and how it can be improved to impact learning.

The inquiry will involve 4W pupils taking part in a weekly session, 'Yet….'group. During 'Yet….' They will take part in collaborative tasks, discussing instructional feedback (or 'wishes') in books and assisting each other in responding to marking. The marking will be linked to their individual targets. Should you and your child consent, some of their discussions may be recorded. They may be asked to take part in informal interviews regarding 'Yet….' Their perspectives are valued massively and will form a sizeable part of my research. All pupils and all data collected from this study will be anonymised. Data will at all times be stored securely.

If you wish to give consent for your son/daughter to take part in this study then please complete and return the parent/guardian slip below. Your child is free to withdraw from being involved in this project at any stage, with no adverse effect on their studies. Should you not consent to any data collection regarding your child, he/she is still free to partake in 'Yet….' sessions.

I will be holding an open meeting on Thursday 12th May at 4pm to share further information and welcome any queries. If you would like further information and are unable to attend the meeting, please feel free to contact the school office to arrange an appointment or phone conversation.

Yours sincerely

Katie Wainwright

Parent/Guardian consent form.

I wish my son/daughter to take part in the research project ☐ (please tick)

Pupil name _____

Please return to class 4W or school office

Parent/Guardian signature _____ Date _____

SECTION 4.0 LITERATURE REVIEW

In recent years there has been a great deal written about the potentially powerful impact of giving feedback in the classroom, and many agencies and organisations have noted it's 'high effects on learning at low cost' (Sutton Trust, 2011). However, despite the increasing awareness of this strategy, there is little guidance from the Welsh Government in implementing it in schools. Whilst the WG advises that PDG money can be used to improve 'effective feedback on learning' to encourage and challenge pupils (Welsh Government, 2015) and Donaldson's recommendation that pupil self-assessment be encouraged as a way of monitoring learning (Donaldson, 2015), there is no national policy document regarding feedback.

There is however much sociological, psychological and even neurological study on the subject, giving me opportunity to read widely around my inquiry focus; the impact of using this strategy. The literature I have studied focuses on four areas of research:

4.1 What is powerful feedback?
4.2 The dangers of giving pupils feedback
4.3 The importance of mindset when giving and receiving feedback
4.4 No more praise

4.1 What is powerful feedback?

Whilst many academics acknowledge that feedback is potentially one of the most powerful strategies a teacher can use in the classroom, there is much discussion and disagreement about exactly what feedback is, and how it should be used to greatest affect. Even Hattie (Hattie & Timperley, 2007), one of the most prolific writers on the subject admits that 'surprisingly few studies have systematically investigated the meaning of feedback in classrooms' (Hattie and Timperley, 2007)

Wiliam (2014) states that how feedback is given, and in what context, is of little importance, the only vital thing being what students do with the feedback (Wiliam, 2014) , however Hattie and Timperley assert that the impact of feedback varies greatly depending on teacher input, task level and its relation to learning goals (2007). They expand on this by saying 'goals (should be) specific and challenging, but task complexity is low' (2007) a belief that aligns with conclusions reached by Kluger and DeNisi (1996) and Sadler (1989) who also tells us that feedback should 'provide information specifically relating to the task or process that fills a gap between what is understood and what is aimed to be understood'. It's clear that the sole purpose of giving feedback is for teachers to facilitate pupils' progression, but that the quality and circumstance of the feedback has a great impact on the likelihood of pupils going on to use that it to progress.

Hattie goes on to be very specific about what constitutes as powerful feedback, prescribing questioning techniques at four different levels (Hattie, 2009) (Appendix 4.1). Both he and Timperley stress that feedback must relate to three key questions; 'Where am I going? How am I going? and Where to next?'(2007). These questions align with existing school policy regarding target setting and use of pupil target booklets, based on my reading, it makes sense that I link the feedback I am giving as marking with the pupils' target booklets. After all Sadler (1989), Hattie, Timperley (2007) and Wiliam (2014) all agree that the purpose of feedback is to close 'the gap between where students are and where they are aiming to be' (Sadler, 1989). Both Wiliam and Hattie describe giving feedback carefully, in a manner that brings to mind reading covered during MEP Module 2 regarding Vygotsky's Zone of Proximal Development, by stating that feedback should be pitched just above the level at which the child is working (Hattie, 2009)(Wiliam, 2014).

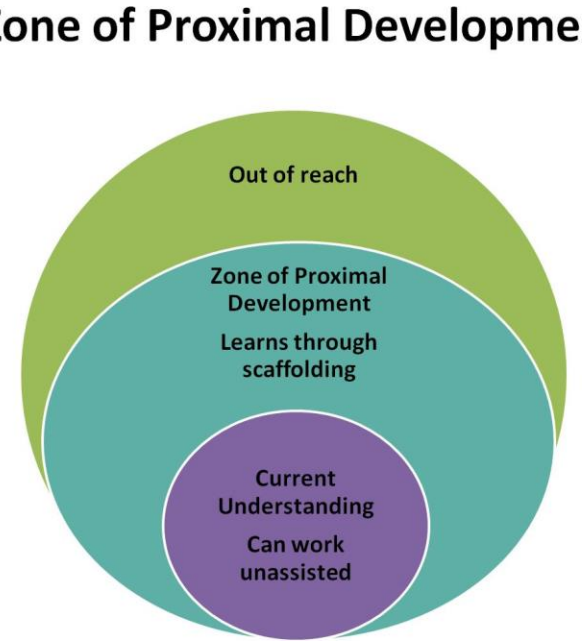


Figure 2: A diagram demonstrating Vygotsky's theory of the Zone of Proximal Development

If it can be argued that feedback is only useful if pupils are using it to progress towards a target, how do we ensure that pupils use the feedback we give? Wiliam stresses that making the response to feedback a task or lesson in itself is the key and goes further by suggesting pupils use feedback to self-assess their work making it into 'detective work' (2016). Asking pupils to identify errors or areas for improvement could certainly improve pupil self-regulation and a move towards Wiliam's ideal; '…the most productive strategy is to develop our students' ability to give themselves feedback.' Hattie also states that the best feedback should come from the pupil and be received by the teacher (2009). With growing teacher workloads this is an appealing thought, a move away from the teacher giving feedback, towards the teacher facilitating feedback and developing 'students' own critical eye' (Wiliam, 2016), however can this strategy be implemented with primary age pupils? Much of Wiliam's research involves secondary or university aged students.

Hattie and Timperley also list timing and the learning environment as imperative factors when giving feedback. They assert that feedback is best delayed when involving difficult tasks, and immediate when involving easy tasks (2007), however I find this advice difficult to apply to classroom contexts, as the difficulty of a task can depend completely on the child. Surely if the initial learning objective was appropriate, the pupil would never encounter 'easy' tasks. Also lower ability pupils, who are more likely to find a range of tasks difficult, will be working on a 1:1 basis with adults who as part of their 1:1 support will offer a great deal of immediate feedback. Having conducted a series of classroom observations Nuthall marveled that pupils' peers were providing 80% of the feedback pupils received, and as a result 80% of that feedback was deemed 'incorrect' by Nuthall (Nuthall, 2005), this could be due to a delay in teacher's availability to give feedback, and pupils' peers being more readily available to offer immediate advice. Wiggins offers seven keys to giving effective feedback (2012). Here he tells us that feedback is always best when delivered as soon as possible, and the best way to manage that demand in a busy classroom is to utilize peer review, although he concedes this would involve initial pupil training in using constructive feedback (Wiggins, 2012). Didau contradicts this by saying that 'delaying feedback can boost long term retention' (Didau, 2015).

I shall go on to discuss research regarding learning environment in section 4.2.

4.2 The dangers of giving pupils feedback

Although the Sutton Trust does celebrate the high impact of giving pupils feedback, it does also state that some studies have found that feedback can have negative consequences (Sutton Trust, 2011).

Crucially, most research shows that the effects of feedback vary hugely. Hattie has conducted much research into the impact certain variables have on feedback, such as timing, praise and punishment, goals and targets (Appendix 4.2) He has described feedback used in an incorrect manner as 'dangerous' (Hattie and Timperley, 2007). Kluger and DeNisi observed that many studies had demonstrated that pupils regularly learned less when teachers provided written feedback than they had done when the teacher wrote nothing in their books (Kluger and DeNisi, 1996).Therefore it could be argued that it is dangerous to attempt using feedback if conditions have to be exact, as controlling all of these variables could prove to be very challenging in a busy classroom. Given the many differing interpretations on offer, educators are still unclear about how best to deliver feedback effectively, as Wiggins puts it 'even Hattie acknowledges that he has "struggled to understand the concept"' (Wiggins, 2012).

Hattie, who championed the use of feedback in his seminal work *Visible Learning* (2009), has been criticized for his use of effect-size when working with data. Both Wiliam and Didau have openly objected to this, Wiliam explaining that 'relying on standardized effect sizes in educational studies creates substantial difficulties of interpretation' (Wiliam, 2010). Both state that applying meta-analysis from medical sciences and applying them to education is hugely problematic (Didau, 2014). Hattie admits that more research needs to be conducted in educational settings; 'feedback needs to be more fully researched by qualitatively and quantitatively investigating how feedback works in the classroom and learning process' (2009).

Another danger in utilizing feedback in the classroom lies in its confusion with marking. In 2015 Didau released a blog entry reminding us that 'marking and feedback are two quite separate things….In minds of educators, marking and feedback have becomes synonymous….this is used to justify ever-increasing demands on teachers to mark children's work' (Didau, 2015). In an ideal scenario, I'd agree that feedback does not necessarily have to be written in pupils' books as marking, and could be given orally, however I think that given increasing school book scrutinies and challenge advisors setting tasks based on teacher accountability, most teachers would be reluctant to leave books unmarked. Interestingly, Didau argues that teachers must stop marking so frequently, as marking too much results in spoon-feeding the pupils using what he calls 'satnav feedback' (2015). Wiliam agrees that poor written feedback can encourage learners to be lazy, pupils might use prescriptive feedback to improve a piece of work, 'but the student has probably not learned much from the process'. (Wiliam, 2016). He goes on to argue that our focus should be on changing the student and not on changing the piece of work the student has produced (2016).

Perhaps most importantly, many academics argue that the power of feedback all hinges on the relationship between the teacher and pupil and the environment they foster. Wiliam asserts that ultimately it all comes down to trust (2016) and Hattie similarly tells us that 'we need classes that develop the courage to err' (2009). I think that this is the most important variable to consider when utitlising this feedback in my classroom, the idea that feedback should be used mutually between pupils and teachers, and those pupils should be encouraged to receive feedback positively.

4.3 The importance of mindset when giving and receiving feedback

As previously stated in Section 2 of this paper, I have amended my reading plan to include literature focusing on the theories surrounding 'fixed and growth mind sets'. Wiliam has asserted that feedback is only purposeful if the

pupil uses it, and much research investigates how best the **teacher** can **deliver** feedback to encourage pupil use; however mind set has helped me consider how the **pupil receives** feedback.

Carol Dweck has spent much of her career researching and writing about fixed and growth mind sets, and their impact on success and learning (Mindsetonline.org, Dweck, 2016). Moser et al (2011) cite her work with Utman when defining these mind sets; 'Fixed-minded individuals view failure as evidence of their own immutable lack of ability and disengage from tasks when they err; growth minded individuals view failure as potentially instructive feedback and are more likely to learn from their mistakes (Dweck, 1999; Utman, 1997).' (Moser et al, 2011). In later work Dweck and Nussbaum refer to these conditions of learning as 'entity theory' (fixed intelligence) and 'incremental theory' (improvable intelligence). Dweck's work has led a school of thought that intelligence depends on the way a person responds to mistakes, if viewed as a positive and learning experience, making mistakes and receiving negative feedback can lead to great progress. In relation to feedback, Blackwell, Trzesniewsky and Dweck state that 'negative feedback, while perhaps disappointing, is not an indictment of a permanent ability but is part of a learning process' (2007).

So if the impact of feedback depends on pupil response, and the rate and quality of pupil response depends on their mind set, does the impact of feedback depend entirely on growth mind sets? O'Rourke et al conducted an investigation involving primary aged children playing computer games, they concluded that 'children in the experimental condition played longer and completed more levels' (the experimental condition here being children who researchers considered to display a growth mind set.) (O'Rourke, 2014).

Moser et al conducted a fascinating neurological study based on Dweck's work, involving scanning the brains of participants who considered themselves to hold a fixed or growth mindset (Moser et al, 2011). They found that participants who self-evaluated themselves as having a growth mind set reacted to making mistakes in a positive manner and 'showed superior accuracy after mistakes compared with individuals endorsing a more fixed mind-set.' However it could be argued that this data is unreliable based on the fact that prior to the experiment the participants were asked to evaluate their own mind set, and all of the following test data hinged on this self-evaluation. A participant may consider themselves to bear a growth mind set, yet it doesn't necessarily mean they do. Is mind set a static state of intelligence? Much of Dweck's more recent work suggests not, in fact she concludes that different mind sets can be induced.

Murphy and Dweck explain that teachers and organisations can decide whether to create an environment 'in which people feel their fixed intelligence is being judged or their malleable intelligence is being cultivated' (Murphy and Dweck, 2009). This aligns with Hattie's assertion that 'we need classes that develop the courage to err' (2009). Dweck's research with Nussbaum involves testing participants' responses to feedback, after 'inducing a mindset'. Unlike Moser et al's work, this experiment hinges on the idea that mind set can be manipulated. Similarly O'Rourke et al describe an intervention conducted by Blackwell et al involving teaching pupils that 'intelligence is malleable during an eight-session workshop through readings and discussions about the neural connections that are formed in the brain when it works hard' (O'Rourke, 2014).

This has prompted me to consider my own intervention. If I am seeking to improve the use of feedback in my classroom, then I should consider the classroom environment. I teach pupils aged 8 and 9 years old, my concern is that should I decide to teach them about growth mindset directly, they may be too young to understand some of the concepts mentioned above. Another issue to consider is that if mind set is malleable and can be manipulated by external forces; working on growth mind set in the classroom may be counteracted by possible negative influences at home. Importantly, Blackwell, Trzesniewski and Dweck ask; 'How can one hope to influence student achievement without addressing the many overwhelming factors, such as home environments and school conditions that have an impact on how students perform?' (2007).

4.4 No more praise

Most of the reading I have conducted during this section has indicated that the least effective form of feedback is giving praise, yet it is probably the form most used by teachers. In fact many academics now argue that praise is best kept out of the classroom; Hattie and Timperley found that completely removing praise from teacher feedback greatly increased pupil response to feedback (2007). Didau refers to marking strategies that involve giving praise (such as the 'two stars and a wish' strategy I currently use) as 'a waste of time' as marking in this manner 'is a huge cost in terms of time' and pupils will not be motivated by teachers praising them 'for achieving a minimum standard' (Didau, 2015). Based on my experience of using this marking strategy, he may be right. Pupils have not been motivtated to answer 'wishes' as data collected during section 2 highlights. It certainly does take a long time to mark books, with little in return.

Hattie describes the alleged negative affect of using praise in the form of tangible rewards, such as stickers or a class point system as undermining 'intrinsic motivation'. (2009). I currently use Dojo points to reward pupils for work, using the ClassDojo behavioural management system. I concede that vague rewards for work such as 'Excellent English' do not motivate pupils greatly; however some Dojo points are linked with a highly specific skill, such as 'Perfect Perseverance'. By giving a specific reward, for example a reward for persevering with a difficult task, the Dojo point becomes instructional. The PERTS Research Centre of Stanford University advises that we 'praise the process, not the person' and give examples of restructuring 'person-praise' as 'process-praise' (Appendix 4.4)

Key issues raised by reading

- The literature I have studied has helped me consider how to implement the change I'd like to make. Most of the case studies referred to in the literature found providing pupils with feedback to be an effective strategy, however much of the research also emphasises that the term feedback can be interpreted in different ways, particularly in relation to education. The research within secondary and further educational sectors outweighs that in primary education. Hattie and Timperley highlight the point that 'feedback needs to be more fully researched by qualitatively and quantitatively investigating how feedback works in the classroom and learning process'(2007); while my intervention will be small-scale and over a short time frame, it is clear that my focus is worthwhile.

- It's clear that mindset is important, and ensuring pupils feel confident to make mistakes, then receive and act on feedback is vital, but the literature raised the issue of external factors. I must remember that pupils' mind sets cannot be controlled in the classroom (nor should they be), pupils will be bringing their own external issues and experiences to their learning and these are to be considered and accepted. Another issue raised by the research in mind sets is pupil age, as stated in Section 4.3, should I decide to teach my pupils about growth mindset directly, they may have trouble understanding some of the scientific information involved.

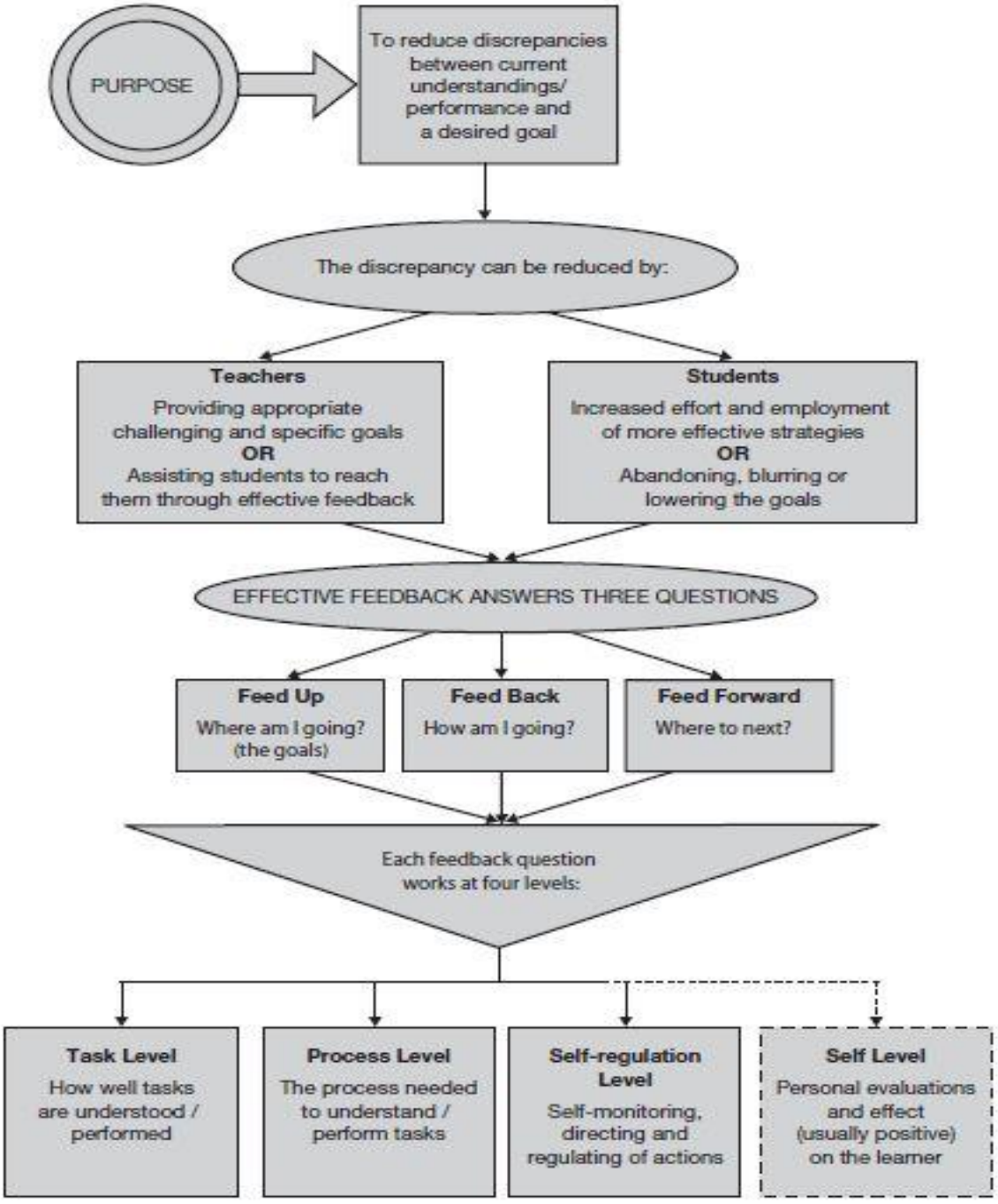
-The literature also raises discussion regarding timing feedback. There is disagreement about whether it should be delivered immediately, or after some delay. Some research links timing with the easiness or difficulty of a task, which can be hard to define and subjective. Classroom routines and pressures to manage the rest of the curriculum will also have an impact on whether feedback is immediate or delayed. If pupils are to sometimes rely on their peers' feedback, some training should be offered to ensure their feedback is constructive and useful. I am reminded to consider that the 'best' feedback is not always from the teacher.

- My reading around the subject of using feedback that includes praise has prompted me to consider my own marking strategies. I currently follow the school policy, using ‘two stars and a wish’ marking, however I may need to reconsider how I offer pupils written instructional feedback.

APPENDIX 4.0 – SECTION 4 LITERATURE REVIEW

Appendix 4.1.

Hattie's model of feedback (Hattie, 2009)



Appendix 4.2

Hattie and Timperley, The Power of Feedback, 2007

TABLE 3
Summary of effect sizes relating to types of feedback

Moderator	Number of effects	Effect size
Correct feedback		
'Tis correct	114	0.43
'Tis incorrect	197	0.25
Task feedback about changes from previous trials		
Yes	50	0.55
No	380	0.28
Task feedback designed to discourage the student		
Yes	49	–0.14
No	388	0.33
Praise feedback about the task		
Yes	80	0.09
No	358	0.34
Feedback provided from a computer		
Yes	87	0.41
No	337	0.23
Number of times feedback was provided		
Lots	97	0.32
Little	171	0.39
Task complexity		
Very complex	107	0.03
Not complex	114	0.55
Goal setting		
Difficult goals	37	0.51
Easy, do your best goals	373	0.30
Threat to self-esteem		
Much threat	102	0.08
Little threat	170	0.47

Appendix 4.4

PERTS - www.Mindsetkit.org - 'The do's don'ts of praise'

Instead of This (Person-Praise)	Try This (Process-Praise)
Great job! You must be smart at this.	Great job! You must have worked really hard.
See, you *are* good at English. You got an A on your last test.	You really studied for your English test and your improvement shows it.
You got it! I told you that you were smart.	I like the way you tried all kinds of strategies on that math problem until you finally got it.
You are such a good student!	I love the way you stayed at your desk, you kept your concentration, and you kept on working. That's great!

SECTION 5.0 THE INTERVENTION/CHANGE

This section describes my proposed intervention. I have included photographs/examples of planned resources and changes to the learning environment in the appendix that follows.

I have planned this intervention based on my early reading and reconnaissance work, which has led me to believe that the feedback I currently offer pupils as instructional marking is not often being responded to or used by pupils, and as a result is having little impact on their progress.

The intervention will take place within my Year 4 class of 29 pupils. I'd initially planned to focus on a smaller selection of pupils, however based on the fact that my focus is clearly a whole class need, and in response to Module 8 feedback, I have widened the number of participants I shall study. The class contains 16 boys and 13 girls including, 2 pupils on the school SEN register (although 1 of these pupils is included on the register for medical reasons that do not have a direct impact on her attainment; she regularly achieves slightly above the average level expected for her age), 8 pupils on the school MAT list, and 4 EAL pupils (all of which demonstrate good speaking and listening skills in English) and 1 pupil who receives FSM. During the past academic year our school has received an LEA challenge visit, which has resulted in the school being re-catagorised from 'yellow' to 'amber'. Challenge advisors have set a range of targets, one of which is for teachers to increase use of instructional marking, and will monitor our progress against these targets with regular visits.

My main aims in planning this intervention are;

i. To improve pupils' response (to feedback) frequency

ii. Enable pupils to progress in Literacy, specifically writing tasks, by offering feedback and giving pupils opportunities and support to respond to, and use the feedback

iii. Encourage pupils to adopt what Dweck calls a 'growth mind set'- this will involve teaching pupils about incremental theory and creating a learning environment that fosters the belief that intelligence is malleable.

When planning the intervention sessions I referred to the key issues raised by my literature review (Section 4.0). I know that before beginning my intervention I want to formally teach the pupils about 'growth mind set', including information about the way the brain works when we make mistakes and respond to challenges. I feel that this will help induce a growth mind set in the pupils and enable them to respond to feedback in a more positive way. I also aim to include some support for pupils in giving constructive feedback to each other and myself; during the early stages of the intervention, pupils may need these strategies modeled for them. I will also amend my marking strategies before the intervention takes place. I currently use the 'two stars and a wish' strategy to offer pupils feedback; however this technique does include praise, sometimes for the sake of it. By reducing the amount of praise offered in my marking, I hope to make my feedback more constructive and challenging, which will hopefully help pupils progress towards their targets.

I have planned my intervention using the three components of the instructional core. I first noted the current situation for both myself and my pupils and identified that there is no current content that allows pupils to respond to feedback. A change in the 'content' element, introducing an intervention, will have an impact on the other two elements; pupils' engagement and my teaching.

The Instructional Core

Instructional core	Current situation	Desired change
Pupil	Pupils complete tasks in response to a particular learning objective (WALT). In own time (often the next time pupils use the book) pupils re-visit wishes. Difficulties: pupils don't get timely opportunity to re-visit wish. Pupils not acting on feedback or responding to marking. Pupils often forgetting skills involved in task by the time they re-visit wish. Some pupils unable to read teacher's handwriting. Pupils not motivated by 'praise' comments/stars, which are time consuming to write.	Pupils to engage in weekly 'Yet' sessions to look at instructional marking (particularly in Literacy books). Pupils to respond to marking. Pupils may choose to work alone, work with a partner, as a group, and with resources. If pupils find responding to feedback challenging (for reasons detailed in section 2) encourage to work with others. Pupils encouraged to choose a partner/group who is also working on the same skill, rather than someone who easily achieved skill and will offer answers.
Teacher	Teacher collects work and marks books, giving 2 'praise' comments (stars) and one piece of instructional feedback (Wish). Teacher writes three comments for every pupil, which is time consuming. Sometimes praise comments for made for the sake of it, i.e. You met the learning objective. Teacher's instructional comment is made to help pupil reach 'next step' in learning.	Teach children about growth mind set using ClassDojo Growth Mind set animated series. Discuss content with class and create classroom display. Assess comprehension of scientific ideas. To follow; join in weekly sessions, supporting pupil where appropriate in answering feedback. Facilitate rather than teach, do not spoon-feed. Use questioning to prompt pupils. Initially (first few sessions) pupils may revert to asking teacher for help, teacher to model asking others to work with me, selecting appropriate resources, using past work to help etc.
Content	Marking happens away from the classroom in teacher's own time. Pupils response does not have an allocated time so any response made is usually during the start of the next lesson when the pupil is about to learn about a new (sometimes completely different) skill. As pupil response usually happens during start of new lesson, teacher is engaged with teaching and unable to support pupils in responding to instructional feedback.	Initial viewing of ClassDojo Growth mind set animated series during PSE lessons (over 2 weeks). Class discussion about content. Children to write/draw about what they have learnt from animation to ensure good comprehension and contribute to classroom display. To follow; a weekly session of 20-30minutes to look at instructional marking in books, focusing mainly on literacy books (as least pupil response in this subject). Pupils to work collaboratively to discuss wishes and support learning.

Figure 3: The instructional core used to outline my current classroom situation and proposed changes

As outlined in the table above, I plan to carry out my intervention during a weekly slot of 20-30 minutes. The slot will not be held at a fixed time each week, as I want pupils to contribute to the planning of the intervention, giving them a sense of ownership. Before leading the session I will need to conduct three tasks in preparation;

i. Amend my marking. Instead of using the 'two stars and a wish' strategy I shall simply mark correct work where appropriate using customary ticks, and then give feedback using the word 'Yet'. For some more able pupils I will occasionally just use the word 'Yet' to indicate the work needs some revision, with no additional comment. I believe this will challenge MAT pupils and encourage them to really engage with learning objectives and self-asses their performance.

ii. Next, I shall lead a series of sessions to introduce the concept of growth mind set. The children are familiar with the ClassDojo behavioural system animated series (referred to in section 2 of this inquiry). The series has been produced in partnership with PERTS Research Centre of Stanford University, who works closely with Carole Dweck. The episodes explain complex ideas regarding scientific explanations for the way the brain reacts to challenge and making mistakes. The series encourages pupils to embrace challenge and see making mistakes as a positive part of the process of learning. I shall ask pupils to write/draw about what they have learnt from animation to ensure good comprehension and contribute to a classroom display. As mentioned in section 2, pupils have not had much training in responding to teacher marking, I shall use these sessions to fully explain that I am going to be changing the way I give them written feedback. I will encourage pupils to give me their feedback on the new system over the period of intervention, and make clear that the marking is there for them, making their view of paramount importance.

iii. Lastly, I shall collect some baseline data regarding pupils' national curriculum levels in Literacy, specifically writing, and assign each pupil a target taken from the Literacy and Numeracy Framework. Pupils use the LNF regularly to asses learning using 'child-friendly' copies of the LNF as part of a classroom display. When they believe we have applied a skill from the framework a chosen monitor places a sticker on the appropriate skill. Pupils will be encouraged to engage with their targets during the intervention using the LNF display. As part of my reconnaissance tasks I have already collected baseline qualitative data regarding pupils' views of the existing marking policy, and quantitative data demonstrating the rate of pupil response to written feedback.

Initially the sessions will be more structured, I will lead the intervention with the Year 4 class T.A. and ask children to collect their exercise books, and read any instructional marking I have given in the past week. I and the T.A. will ensure that all pupils collect their Literacy books (they also have a Maths and 'Context' exercise book) as this is my particular focus. During the first session I will seat children using the usual class seating plan, which has been designed based on ability and working styles; I intend to do this as pupils are accustomed to working collaboratively in these groups. I shall provide each group with talking cards which they can use to structure conversations about the marking in their books. These talking cards are based on Hattie's Model of Feedback, rephrased slightly so that they are in keeping with school policy regarding learning objectives and target setting (Appendix 5.1). Pupils will be encouraged to work as they choose, partner work, group work or alone, to read their feedback and depending on their 'Yet' comment, either complete an instructed task or absorb the comment and reflect.

At first, the children may revert to asking an adult in the room to assist them in reading and responding to their 'Yet' comment. The sessions should give me more time to give any clarification needed regarding written feedback, although I must be aware that my role within the intervention is not to 'spoon feed' pupils; as Didau has warned, giving pupils too much support can impede progress (2015). I will use the 'talking cards' (Appendix 5.1) to model working collaboratively with pupils to identify a strategy to answer a 'wish' and a 'next step'.

When marking MAT pupils' literacy books, I shall avoid specifying an exact instruction (task and product level feedback), and instead just mark their work using the 'wish' symbol (a wand) and the word 'yet'. I will explain to

pupils that should they find this symbol in their books, it will signify that they use 'Yet' time to revisit work and collaborate with me, the class TA, or other pupils, to decide upon a 'next step' and deliver their own feedback. As mentioned in module 8, I hope to;

'facilitate a move toward a 'self-regulation level' of feedback (Hattie, 2012 p.134). Pupils may even start selecting their own area to be discussed in 'Yet….' linking self-assessment with my teacher assessments, thus encouraging pupils to seek feedback. Didau (2015) feels that such methods prevent pupils from using meaningless self-assessment and increases engagement with feedback.' (Wainwright, Module 8, 2016)

Pupils will also be encouraged to use 'Yet' sessions to discuss the opportunity the lesson WILF (success criteria) and my teaching provided them in order to achieve the WALT (learning objective). During module 8 I referred again to my reading of Didau, who asks 'how much more productive might our feedback be if it were to encourage pupils to criticise what they have been taught?' (Didau, 2015 p.265). It is not just my hope that this intervention will give pupils the opportunity to respond to feedback from myself, other pupils and their own self-assessments, but to also collect feedback from them regarding lessons, which will help fuel my planning of future lessons. In module 8 I used this diagram to describe the cycle 'Yet' sessions may initiate;

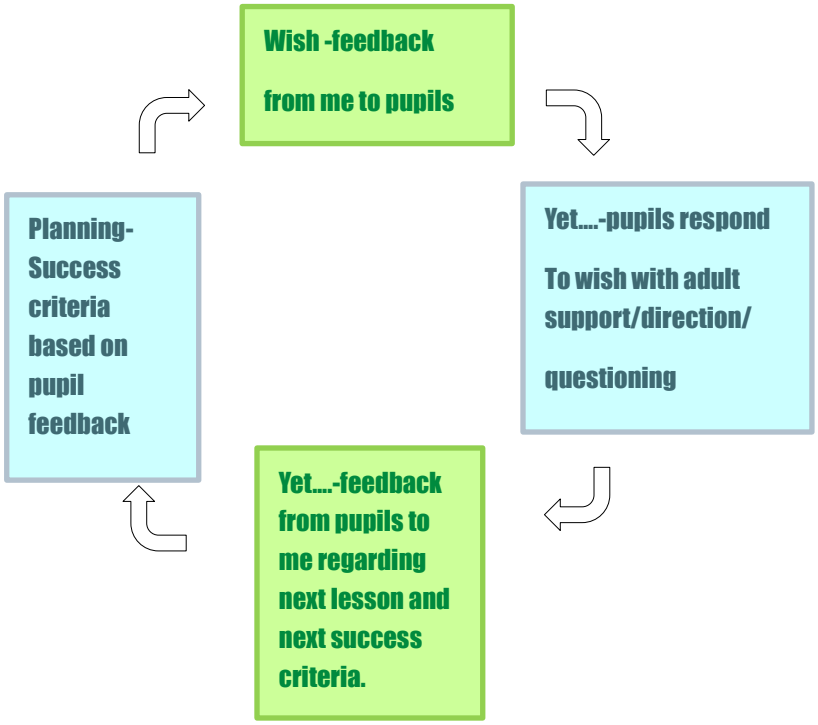


Figure 4: A diagram, produced during module 8, to describe the cyclical and mutual nature of feedback between me and my pupils.

As well as responding to my written feedback, pupils will also be encouraged to use 'Yet' to identify their own areas for improvement. This may involve working with physical equipment. I will include a 'Yet' pouch on the classroom display in the hope that pupils will use it to set aside equipment and resources they'd like to use during their next 'Yet' session (Appendix 5.3).

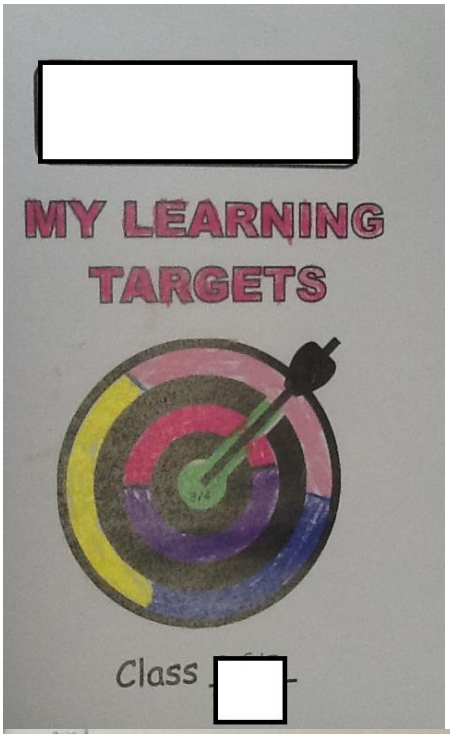
I have decided not to use written plans in preparation for each session, as it is my aim that pupils will direct each session and shape the intervention as it progresses. Through discussion with my senior leadership team, I have

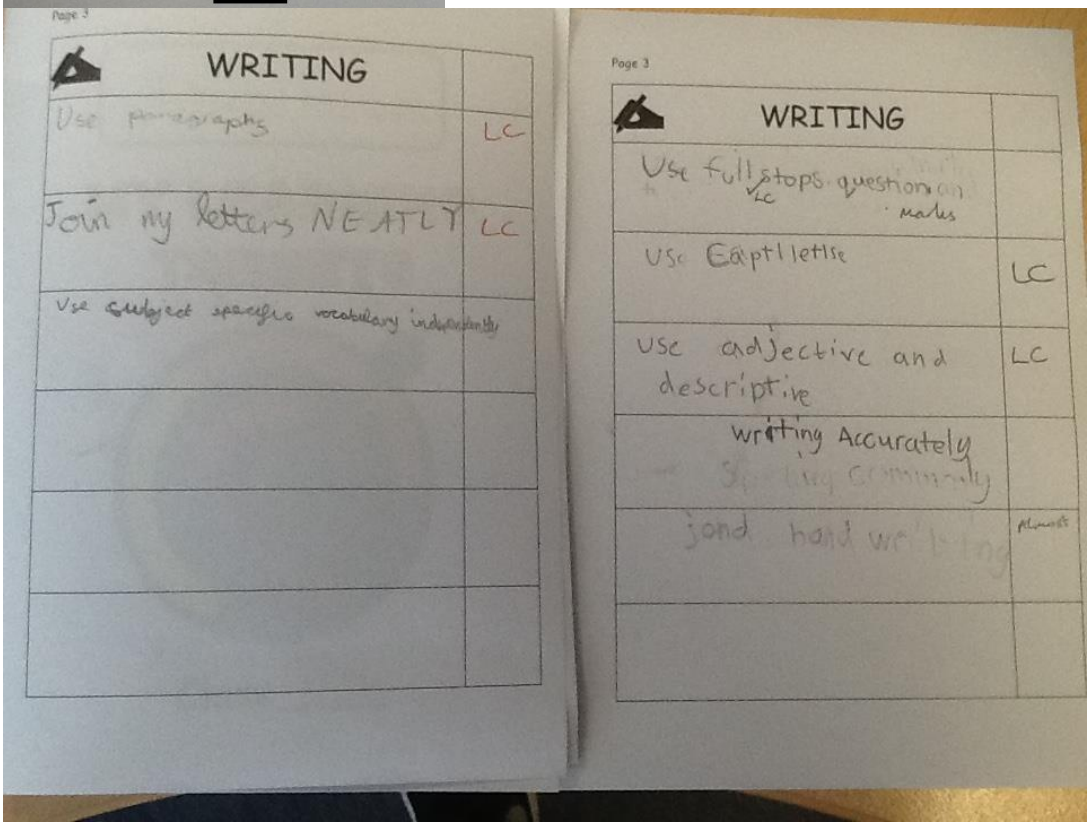
decided instead to document each session by including copies of evaluations and field notes made during the intervention in my planning folder.

Appendix 5.1 Yet talking cards

Talking cards used during 'Yet….' sessions. These questions are based on Hattie's Model of Feedback (Appendix 4.1). I have amended the language (original questions: Where am I going? How am I going? Where to next?) by using existing school characters.

Appendix 5.2 Pupil target booklets





Appendix 5.3 Yet resources pouch design

SECTION 6.0 INQUIRY METHODS

In preparation for this section of my inquiry, I reflected on my past three years as a teacher and my experience while studying the MEP. Indeed, the two have been simultaneous; I have only experienced teaching from the perspective as a student and developing teacher researcher, a peculiarity common to most of the MEP students. By conducting teacher research, I have engaged with a wide range of theory that has helped to underpin my daily practice. During my second year of study I noted in my journal that 'the MEP has caused me to no longer consider myself as a cog with a specific job, but as a part of a machine. How does my job impact others within the machine? How can I work with other 'cogs' to better improve functions? Why does the machine work in this way? Is this the best way?' By developing my critical eye and understanding of academic research, I have been able to focus on changing practice in my classroom, but also on collaborating with others to initiate change within the wider school.

Before deciding upon my overall approach to my inquiry and data collection methods, I engaged with literature focusing on research methodology. This literature includes course recommended reading, as well as literature I have sourced as I refined my interests and focused on particular methodologies and approaches.

I began by reading about what Strauss considers to be the challenges of teacher research. I could certainly relate to the condition he calls 'professional schizophrenia' (Strauss, 1995 pp.30) and am reminded of conversations I have had with my Head teacher and a colleague also studying the MEP at my school, which I have noted in my journal. All three of us agreed that through study (formal or self-initiated) we improve our performance, however find that 'the more we find out, the more we believe that a lot of what we have to do within our class teacher role is rubbish, and often against what we believe'. It's not to feel that you have 'one foot in each camp', however I've realized that I can use this inquiry to focus on my particular needs (to improve my teaching, pupil well-being, and understanding of my feedback) and also, in the long term on whole school and LEA needs (to improve pupil attainment in Literacy- although I am aware of the limitations of impact beyond my classroom during such a small-scale intervention). Strauss considers the pull between assessing children using qualitative data to address his particular research concerns, whilst also assessing pupils using formal National Curriculum testing and levels. It is for this reason that I have become interested in the 'mixed method' approach, which I shall expand upon later in this section.

Strauss discusses this same concern but states; 'I may be inhabiting two worlds, but at least by acknowledging that fact, I am in a better position to understand the world I'm in and create my vision of a better one'. (pp.35, 1995) This is certainly an encouraging thought. This article also considers the importance of reflectiveness as a collaborative process in schools, and notes that 'A staffroom culture of 'fear and loathing' is unlikely to generate discussions about the purpose of education, and yet these discussions are a prerequisite of reflective practice' (pp.33, 1995). This certainly resonates with my experience as a reflective practitioner. I am a member of a deeply reflective and collaborative lower KS2 team. However I have also experienced some tension and competitiveness from other colleagues; this can place some pressure on teachers as researchers to research with a heavily biased eye in a bid to make case studies 'work'.

I found the article by Wilson encouraged me to consider the positives of conducting research. He reminds us that all teachers 'make judgements based on their beliefs and values, and they have developed these through a range of experience.' (Wilson, pp.2 2012) I completely agree with his assertion that teachers cannot be unbiased researchers, however I am reminded that my study through the MEP has helped inform my beliefs, encouraging me to make more educated and enlightened judgements in the classroom. Unlike Strauss, Wilson argues that the two different types of knowledge, gleaned from academic research and classroom practice respectively, are complimentary (2012). I agree that it is important I try to 'bridge the gap between codified research knowledge and the everyday 'craft' knowledge of teachers' (pp.2 2012), however this process can also increase frustration.

Wilson goes on to examine these two types of knowledge as, 'research that contributes to learning' and 'creating practical knowledge based on an intervention' (pp.7 2012). In reading this I realised that both are my focus; I was drawn to focus on feedback during this inquiry because of the sheer amount of CPD we have received in school on the subject. I wanted to think about it critically and find out for myself whether lauding feedback as a strategy was justified. I can use the academic research with the practical knowledge I'll build during the intervention to gain my own knowledge about my own pupils in my own class. As Wilson acknowledges; '.each classroom context is different and what works for one teacher, or in one school, or with one class, or one occasion, may not translate directly into action in another'. (pp.2 2012)

Daly's thoughts align with this. She discusses the problems with 'answers' found by other professionals on our behalf (Daly, pp.1 2006). These answers might not work in our particular contexts; for example, I attended a one day course on feedback from an external provider in 2015. It has taken a full year of research with the MEP to make their advice workable in my classroom with my pupils. Daly asserts that 'through inquiry, teachers can become their own experts and begin to develop and share their own 'answers'-particularly when the process is shared with colleagues who can help build a collaborative professional development that is bottom-up' (pp.1 2006). I used my journal to note a similar comment made by my Head teacher; 'The best CPD is internal'. Daly's advice; to 'use peer involvement' to conduct research has certainly helped. During this process I have conducted structured discussions with my lower KS2 team, who went on to informally trial some of the ideas I'd raised, even beginning to collect data. Although, I have also encountered problems with this kind of 'peer involvement'; as my ideas were shared with my colleagues, the senior leadership team were keen to trial my intervention in the wider school, even before I'd begun formally collecting data. This meant I felt an increased pressure for my intervention to be successful, and may affect my data collection and bias.

The disadvantage of teacher researcher 'impartiality' is referred to by Denscombe (pp.135, 2010). It is through reading of his 'Good Research Guide' that I have identified my inquiry approach. I believe that the 'action research' approach is appropriate to my focus and intervention. Firstly, my intervention is certainly what he describes, as a 'hands-on', small-scale research project' (pp.125, 2010). He also describes action research as a focus on 'professionals who want to use research to improve their practices' (pp.125, 2010); my main aim in undertaking research. Denscombe provides four defining features of action research;

i. Practical nature
ii. Change
iii. Cyclical process
iv. Participation (pp.126, 2010)

I consider these to also be the four key elements of my inquiry;

i. My research is practical, I am a teacher first and foremost.
ii. My main aim in conducting this inquiry is to use the instructional core to plan and initiate a change.
iii. Cyclical process – I am not just researching feedback as part of my MEP studies, but as part of my school improvement priorities, which will extend beyond the end of this project and my formal study. As a result the process is sure to be continuous and cyclical beyond the end of the formal intervention.
iv. Participation is a key element of my focus, feedback will involve the mutual participation of me and my pupils.

Denscombe has encouraged me to consider the main disadvantage action research poses; impartiality (pp.135, 2010). He states that 'It is clearly geared to resolving problems which confront people in their routine, everyday (work) activity, and these people therefore have a vested interest in the findings.' (pp.135, 2010). This resonates with my experiences as a teacher researcher, as previously mentioned, I feel a certain pressure as a professional to create a 'successful' intervention that 'answers' the wider school problem regarding pupil response to feedback. In discussion with my MEP mentor, she reminded me that I am not impartial, my research is subjective, and that in helping to collect the data, I'm an insider, an active participant. During the first cycle of research, I plan to collect data using observations of the pupils during 'Yet' sessions, however during our conversation regarding impartiality, my MEP mentor agreed to conduct a second cycle of data collection, by observing the pupils herself, thus offering an objective view.

Denscombe also defines another inquiry approach which is appropriate to my methodology and focus; 'mixed methods' (pp.138, 2010). He describes mixed methods as an approach involving the collection of a mix of qualitative and quantitative data, and using an 'explicit link between approaches' (pp.138, 2010). I believe that utilizing the mixed method approach will help address problems caused by what Strauss called 'professional schizophrenia' (2006). As previously stated, my role as a teacher researcher has led me to select an inquiry focus that seeks to address my interests, as well as the wider school interests. As such my strategies of data collection will involve a mix of methods; some initiated or designed by me, some based on existing school methods; some qualitative and some quantitative. Denscombe describes an advantage of this approach as accuracy. Where one method of data collection might be flawed (i.e. Pupil voice), other sources of data can be used to draw comparisons and increase reliability.

If using triangulation, Demscombe stresses we must consider in what order to use each method of data collection, the timing of collection, use and benefit (pp.150, 2010). The drawback of triangulation is that 'findings from different methods might not corroborate one another' (pp.151, 2010). My results may contradict each other, but it is my hope that my planned second cycle of research will help provide enough data and 'extend research to unravel reasons for this' (pp.151, 2010). He asks us to consider another drawback in using mixed methods; the need for the teacher researcher to acquire skills in collecting and analyzing data using more than one method. Teaching has given me ample opportunity to work with quantitative data, but rather depressingly, little opportunity to work with qualitative data. I am looking forward to developing my skills in using mixed methods and triangulation, as these methods will not only help me work with my intervention data, but help me develop the leadership skills involved in working with core data sets and school self-evaluation reports.

I will be using four different methods to collect data during and after the intervention period. These methods will involve a mix of quantitative and qualitative data, allowing me to use triangulation to improve accuracy when later analyzing the data. Where possible, I will be collecting data using a sample of all 29 pupils in the year 4 class; this will ensure I have a broad amount of data to analyse. However some of my chosen methods will involve a smaller sample group of 6 pupils, in order for the process to be manageable. Here I shall detail each of the 4 methods, including detail regarding sample size;

i. Firstly I shall use semi-structured interviews at the beginning and the close of the intervention period. I shall conduct the interviews with the same group of 6 pupils. These pupils will be carefully selected including a balanced mix of abilities, backgrounds and gender. In the first interview I shall adopt the ethnography interview style, using questioning techniques that Drever (pp.14 2003) describes as, 'very open….Instead of probing to explore the interviewee's reasons, ethnographers probe to check their own understanding, often using their respondent's own language.' I feel that this technique will help me work with pupils to structure the intervention. As previously mentioned, I feel that pupils' views regarding the new marking strategy had

been overlooked, and during the reconnaissance activities the little pupil voice data I collected provided me with a great deal of insight into why feedback was having little impact.

The closing interview will have a semi-structured style, involving both closed and open questions. Open questions are likely to provide me with rich answers from the pupils, however closed questions will be needed to 'assert interviewer's control' (Drever 2003). Drever suggest 'using the main questions to structure the interview, and planning the prompts and probes to guide it, you can decide how much control you need to exercise' (pp.12 2003). Based on my experience of mixed ability group discussion, I'm aware that some pupils may attempt to dominate discussion, some control may enable all to contribute equally. Kellet (2005) favours using semi-structured interviews to question pupils as it helps avoid wandering 'far from core themes as to become completely unstructured' (2005). This reminds me to consider my own agenda when writing my main interview questions; the data I collect should refer to my three main aims (section 2) in conducting the intervention. I will use an audio recording device to collect data during each interview. As such each interview will last no longer than 10 minutes. I have attached an informal script I shall use to help structure both interview 1 (pre-intervention) and interview 2 (post-intervention) (Appendix 6.1).

Bell reminds us to consider our own bias as interviewers (Bell pp.166 2005). My strategy to counteract the danger of bias is to use the data produced by these interviews with quantitative data, using triangulation to check for correlation.

ii. Secondly, I shall use observations during 'Yet' session. It is important to me that I collect data regarding pupils' ability to work collaboratively to support each other's learning. However I have considered a problem with collecting data using class observations. Taking notes when observing pupils and using these notes as a form of data can be unreliable, because as teacher-researchers we are active participants, invested in the success of the intervention. When analyzing data, I must remain aware that I may select information to note during the observations based on my own agenda. Kellet reminds that when conducting observations it is important to be aware of body language, which can express 'signs of approval, disapproval, enthusiasm or boredom, which could the nature of the responses'. (pp.70 2005). Ideally, I'd like to film and transcribe these session, however in order to make data collection manageable as part of a short and small-scale project, I have decided instead to ask my MEP mentor to assist me in collecting data during these observations. This will allow me to observe pupils more fully, considering body language, and will offer an objective 'outsider's' view, offering less biased data.

iii. The next method of data collection I shall use is documentary evidence, using pupils' literacy books. As part of my class teacher role, I scan examples of pupils' literacy work, attach the scans to the Incerts assessment system, and then use the National Curriculum Level Descriptors to assess the work. I shall scan and asses examples of all 29 pupils' written work using Incerts at the beginning and close of the 6 week intervention period. I will be collecting the initial data to provide a 'baseline' regarding pupils' ability in literacy (specifically writing), and to provide me with the next level descriptor each particular pupil needs to achieve (their target) to fuel my instructional marking. I shall collect the closing data using book scans and Incerts to gauge progress against pupils' targets, and the overall number of level descriptors each pupil was able to achieve during the 6 week process. I am aware that most pupils will be expected to make some progress against the level descriptors over a 6 week period and shall consider this when analyzing the data. I have attached anonymised examples of the a pupil profile on the Incerts Assessment System, and the table I shall use to record progress as part of the section 6 appendix (Appendix 6.2 and 6.3).

iv. Lastly, I shall collect quantitative data regarding the frequency of written pupil response to my instructional marking. I shall use the same methods of data collection and representation as used by the school leadership team referred to in section 2 (Figure 1).

APPENDIX 6.0 – SECTION 6 INQUIRY METHODS

Appendix 6.1 – Semi-structured interview questions/prompts

Interview 1

1.Do you look at my marking in red pen in your books?

2.Why?

3.Do you understand what the wish marking is asking you to do?

4.Do you think this helps you with your learning?

(Ask pupils to look at their literacy books)

5.Can you show me your favourite wish mark and explain why it is your favourite?

6.Can you show me your least favourite wish mark and explain why it's your least favourite?

7.How do you feel when you see a wish in your literacy book?

Interview 2

1. Do you enjoy Yet sessions?

2. Why?

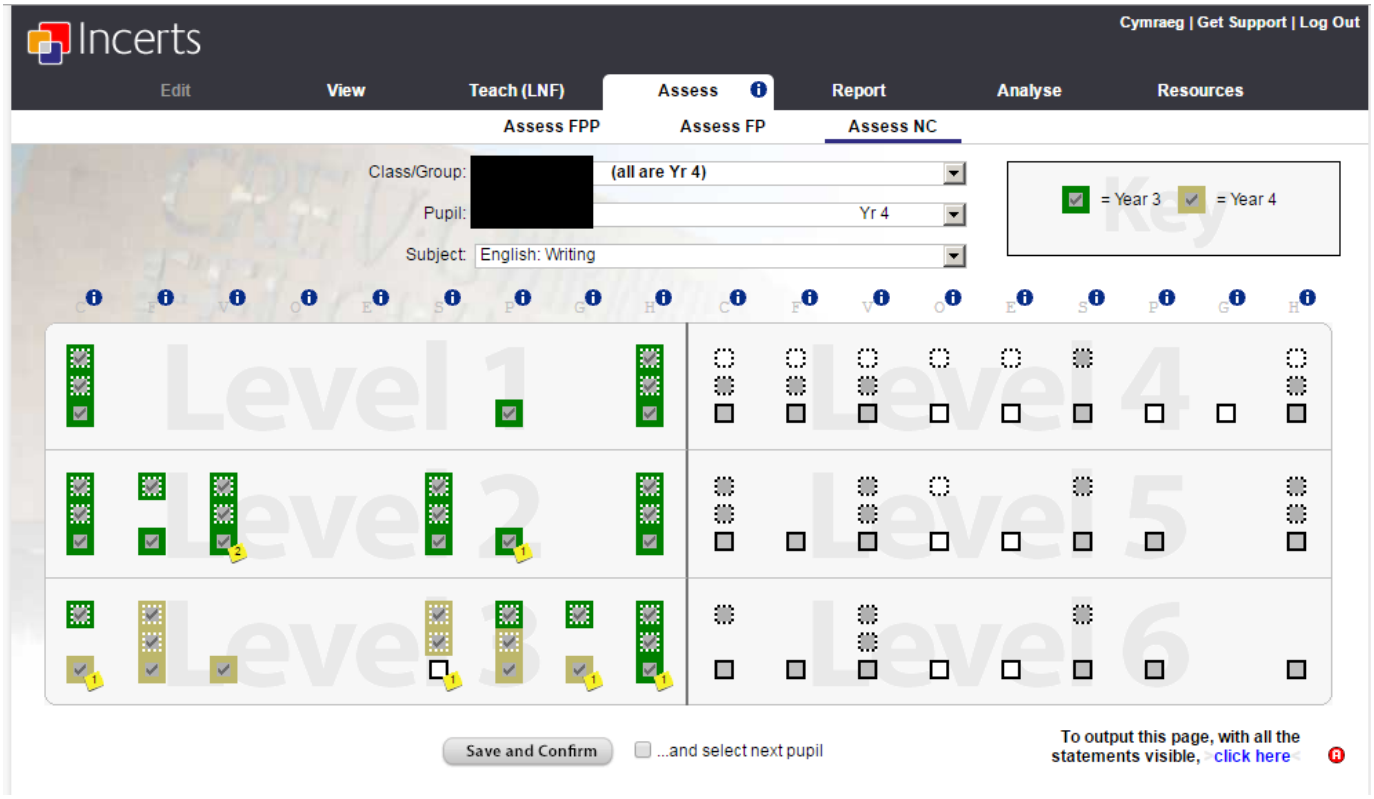
3. Do you find wish marks useful?

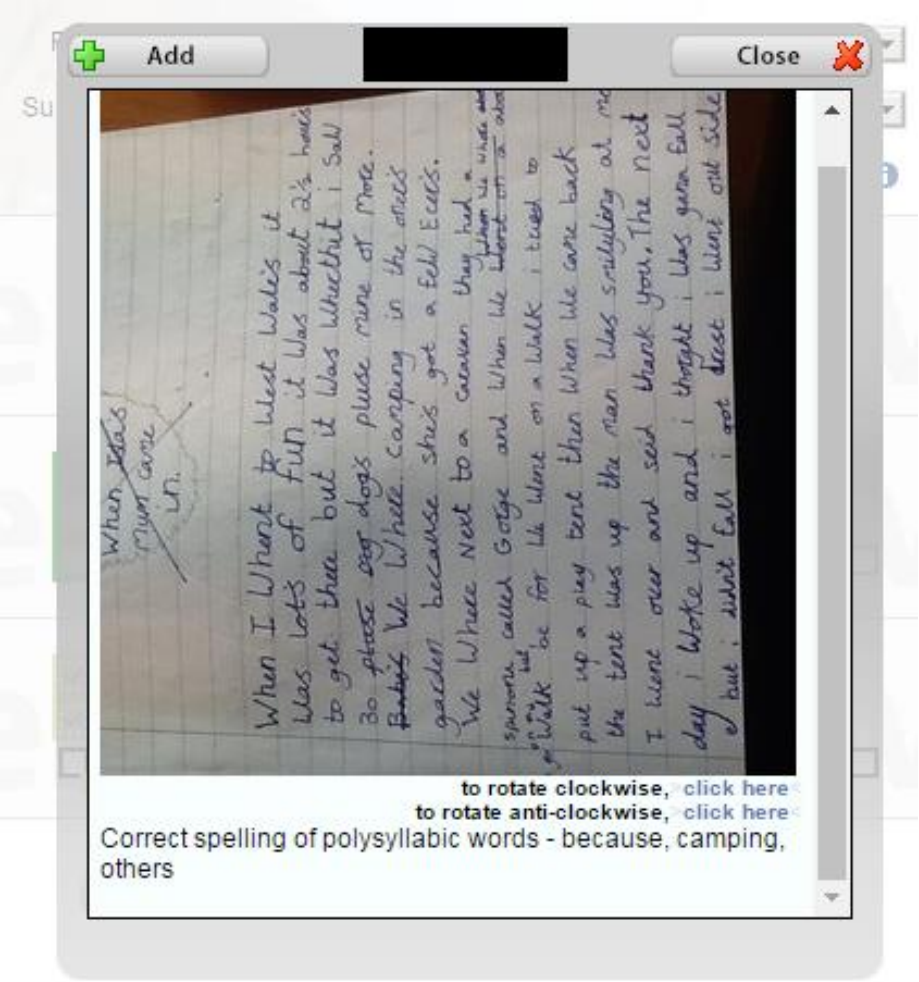
4. How do you feel when you see a wish in your literacy book?

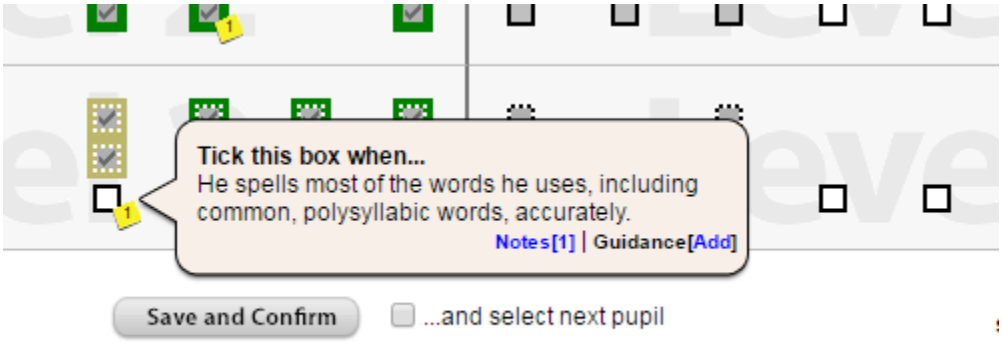
5. *(Offer pupils literacy books)* Can you find a wish mark that has helped you with your targets?

Appendix 6.2 – Example of Incerts Assessment System pupil profile

Incerts Assessment System details each level descriptor. Teachers assess work by ticking the level descriptors a particular pupil has achieved, then attaches a scan of the pupil's work as a 'note', providing evidence that the pupil has achieved the level/sub-level.




Add
Close
to rotate clockwise, click here
to rotate anti-clockwise, click here
Correct spelling of polysyllabic words - because, camping, others


Tick this box when...
He spells most of the words he uses, including common, polysyllabic words, accurately.
Notes[1] | Guidance[Add]
Save and Confirm
...and select next pupil

Appendix 6.3 – Proforma used to monitor progress recorded using Incerts

Incerts Data Comparison

Year 4 Au 2015 Class 4W

Pupil	Maths (Procedural) End of Y3	Maths (Procedural) Dec Y4	Writing End of Y3	Writing Nov Y4	Reading End of Y3	Reading Dec Y4
	3c		3c		3c	3c
	2b		2b	2a	2b	2a
	2a		2b	2a	2c	2b
	2c		2c	2c	1a	2c
	2a		2a	3c	2b	2a
	3c		2a	3c	3c	3c
	2b		2a	2a	2a	3c
	3c		2a	2a	3c	3b
	3c		3c	3c	3b	3a
	2c		2b	2a	2b	2a
	-		-	2b	-	2c
	1a		2b	2a	2c	2b
	2a		2b	2a	2a	2a
	1a		2c	2b	1a	2c
	2a		2a	3c	2a	3c
	3c		3c	3b	3b	3a
	1a		2c	2b	2c	2c
	3c		3c	3c	2a	3c
	2b		2c	2b	2b	2b
	3c		2c	2b	2a	3c
	-		-	3c	-	3c
	2a		2c	2b	2b	2b
	2b		2b	2a	2c	2b
	2a		3b	3b	3c	3b
	2a		3c	3b	2a	3c
	-		-	2c	-	2b
	2a		3c	3b	3c	3a

SECTION 7.0 THE DATA

I have collected five forms of data using the four methodologies detailed in section 6. During this section I shall firstly detail my analytical approach, describing how I processed the data and used both qualitative and quantitative data. Secondly I shall present the data produced during the intervention , using a thematic approach. Lastly I shall use triangulation to analyse all sets of data overall, enabling me to interpret the data, and identify difficulties in using both qualitative and quantitative data.

7.1 My overall analytical approach

Having finished collecting five sets of data in their raw form I decided that before processing and selecting methods to represent the data I would complete the suggested VLE 7.2 task titled Activity: Listing Data Types. This task helped me to pause and really reflect on the methods I'd chosen and how best to work with them.

	Data name	Method of collection	Stakeholder group from whom it was collected	Raw data form	Data type	Form it will take for analysis	Final presentational form in dissertation appendices
(1)	Year 4 interview 1 (pre-intervention)	Focus group - semi-structured interview	Year 4 pupils – 6 pupils of varying abilities, background and gender	Voice recording	Qualitative	Transcribed text	Selected quotations
(2)	Year 4 interview 2 (post-intervention)	Focus group - semi-structured interview	Year 4 pupils – same 6 pupils interviewed during Interview 1	Voice recording	Qualitative	Transcribed text	Selected quotations
(3)	Yet observations	Unstructured observation	Year 4 pupils (whole class)	Observation notes	Qualitative	Frequency of 6 key occurrences inputted in spreadsheet	2 bar graphs (one representing frequency of 6 key themes during my observation, 1 representing findings when conducting observation with mentor)
(4)	Incerts data	Entering data in Incerts data system using	Year 4 pupils (whole class)	Spreadsheet	Quantitative	Spreadsheet	Grouped bar graph – comparing literacy

		examples of pupils' work in literacy books					Incerts data before and after intervention period
(5)	Book scrutiny data	Counting rate of pupil response to marking in literacy books	3 pupils – 1 lower achieving, 1 medium achieving and 1 higher achieving in order to produce an average rate of pupil response.	Spreadsheet	Quantitative	Spreadsheet	Spreadsheet with accompanying examples of pupils' work in literacy books. (Example demonstrating superficial 'wish' answering and an example demonstrating 'wish' answering linked to pupils' literacy target)

Figure 5: Section 7.2 Activity – Listing data types

After using these tools to clarify what data I had collected and how I'd be processing it, I began by transcribing the voice recordings made during Interview (1) (conducted prior to the intervention period) and Interview (2) (conducted at the close of the intervention period). Cohen, Manion and Morrison (2007) remind us that qualitative data analysis is 'often heavy on interpretation, and one has to note that there are frequently multiple interpretations to be made of qualitative data'. It is for this reason that I decided to note pupil response captured in the recordings as accurately as possible when transcribing. My reading of Cohen et al (2007) also helped me focus my analysis and identify my main aims in transcribing the two interviews. My main aim in analyzing the transcription of Interview (1) was to seek causality; to begin to identify what was causing pupils to not regularly respond to my marking. My aim in processing and analyzing Interview (2) was to interpret what the children were telling me, and use their ideas to hopefully demonstrate correlations between their views and my quantitative data. I am, however aware of the problems related to asking interviewees preconceived questions. As Bell (2005) states, 'your line of questioning may direct respondents to reply in certain ways'. When analyzing pupils' answer I shall consider a spectrum of reasons for their statements, including a desire to comply, or a lack of confidence in group situations. I am slightly reassured by the fact that my pre-written interview questions are based on pupil voice activities conducted as part of my reconnaissance activities (see section 2), and therefore based on pupils' agendas as well as mine.

I then began the exercise of coding the notes I and my MEP mentor had made during Yet observations (data type (3). As I re-read the observational notes key behaviours and acts began to emerge, I used these key behaviours to quantify the data and produce Excel data, allowing immediate analysis of certain themes. Cohen, Manion and Morrison (2007) refer to this type of coding as 'typological analysis' describing it as data 'put into groups, subsets or categories on the basis of some clear criterion (e.g. act, behavior….' Spencer, Ritchie and O'Connor (2002) warn

that categorizing qualitative data in this manner is not ideal. I'm aware that some 'acts' or 'behaviours' exhibited during observations may be categorized in more than one way; for this reason I will be using data type (3) in two ways. Firstly by using categories to reduce the data and make it more manageable, secondly by taking extracts from the notes to investigate some individual examples of pupil behavior further. Importantly, my reading of Bell (2005) is reassuring, as she asserts that 'your first thought categories will give you a start in the process of collating the findings'. This is a small-scale, short research inquiry; using categories and some pre-determined questions (in Interviews (1) and (2), will enable me to quickly collect and analyze data. If continuing the intervention and data collection beyond the end of the MEP, I'll move to researching themes that may arise beyond my pre-conceived criteria (I'll expand on this point in section 8).

Next I exported data I'd entered into the Incerts assessment system to two Excel spreadsheets. This allowed me to compare pupils' national curriculum levels in literacy, specifically writing, over two separate periods of time. I'd conducted formal assessments of the pupils' writing in November 2015, assessing their levels again in March 2016, giving a four month period of progress prior to the intervention. I then captured data between March 2016 and June 2016, giving a three month period of progress during and after the intervention cycle. I used this data to calculate the range and mean of pupils' national curriculum levels in writing. I'm aware that there are some issues with using quantitative data produced by my own classroom assessments, and shall expand on these problems during section 7.2.

Lastly, I produced a table to represent data produced during a second literacy book scrutiny. The first book scrutiny and subsequent data was produced during a performance management task by the school head teacher (see section 2). This activitiy involved him selecting one pupils' literacy book at random from each class. This has caused me some problem; I'd like to use the second book scrutiny data to draw contrasts and comparisons with the original data, however I do not know the ability of the randomly selected pupil. Based on my classroom experience, lower ability pupils often receive more instructional marking, as their books are often marked by the class teacher, as well as a 1:1 T.A. or specialist support staff member. Also, based on my observations during Yet, I believe that a greater percentage of M.A.T. pupils respond to instructional marking. For these reasons, I decided to scrutinize three books, belonging to pupils of varying abilities, and use this data to calculate mean frequencies.

7.2 The data and analysis

I have decided to represent my data thematically, focusing on three themes which relate to the three key goals I outlined in Section 2.3 (The Focus for teacher inquiry project). These themes are;

i. Pupil progress in literacy
ii. The frequency of pupil response to marking
iii. Improving pupil well-being

I then allocated the above five data types to these themes;

Theme	Data included
i. Pupil progress in literacy	Interview (2) – particularly extracts relating to question 6 relating wish marking to literacy targets Yet observations (3) – focus on frequency of 6 key behaviours. Incerts data (4)
ii. Frequency of pupil response to marking	Interview (1) – extracts relating to reasons why pupil response is low Book scrutiny data (5)
iii. Improving pupil well-being	Interview (1) – particularly extracts relating to questions 3, 6, and 7. Interview (2) – particularly extracts relating to questions 3 and 4. Yet observations (3) - Extracts drawn from MEP mentor's observation notes

Theme i. Pupil progress in literacy- Interview (2), Yet observations (3) and Incerts data (4)

Interview (2) offered me the opportunity to assess pupils' ability to engage with their progress in literacy and work specifically with their literacy targets during Yet sessions. Their literacy targets are selected through discussion between myself and the pupils on a half-termly basis and are taken from the national curriculum level descriptors. By meeting these targets, pupils are able to progress against the level descriptors. I used my instructional feedback to offer pupils support and advice in working towards their targets, and was keen to ascertain whether pupils were using Yet sessions to read and act on the feedback I offered.

Reading the transcription taken from Interview (2) (Appendix 7.2), we can see that four of the six pupils were able to identify instructional marking that they felt had helped them meet a literacy target. It is worth noting here that pupil A also felt she had found a 'yet' mark that was linked to her literacy target, however it was not; this highlights a possible wider problem to do with SEN pupils engaging fully with target setting. Pupil E did not offer an example of a 'yet' that had helped him meet a target, however during the interview he did discuss working on his spelling homework, and his target at this time was 'to spell most of the shorter words I use correctly' (taken from NC level descriptor 3). The MAT pupils involved in the interview spoke confidently about their literacy targets and could relate examples of using Yet time and instructional marking to work on them.

Another theme that arose during this interview was collaborative learning; four of the six pupils refer to some sort of collaboration to respond to feedback. The Sutton Trust Teaching Learning Toolkit (2016) asserts that collaborative learning is likely to result in educational gains. Although the Toolkit does warn that collaborative learning does require some adult support and pupil training to embed, stating that 'this does not happen automatically' (2016). This certainly resonates with my experience during this intervention; pupils initially deferred to asking me for help, or 'staying stuck'. With adult support and modeling of collaborative techniques this improved during the intervention period. It is my belief, that improving collaborative learning during these sessions, better equipped pupils to respond to instructional marking, and pupils have improved their ability to engage in the 'effective classroom discussion' (Hattie, 2012) I referred to in section 2.

The data produced by the Yet observations (3) provided me with more information regarding pupils' behaviors during the intervention. I took notes made during Yet observations and used them to collect data regarding the frequency of key behaviors or acts. I focused on six behaviors;

i. The frequency of pupil collaboration (working as partners or in groups to answer 'yets')

ii. Pupils identifying their own strategies to answer 'yets' – such as selecting their own resources

iii. MAT pupils using Yet time to self-regulate feedback – using green pens to identify own areas for improvement and mark own work using the Yet marking code and identify own wish to work on.

iv. SEN pupils using Yet time to self-regulate feedback – using green pens to identify own areas for improvement and mark own work using the Yet marking code and identify own wish to work on.

v. Pupils disengaged during Yet time

vi. Pupils relying heavily on 'more able' peers during Yet time.

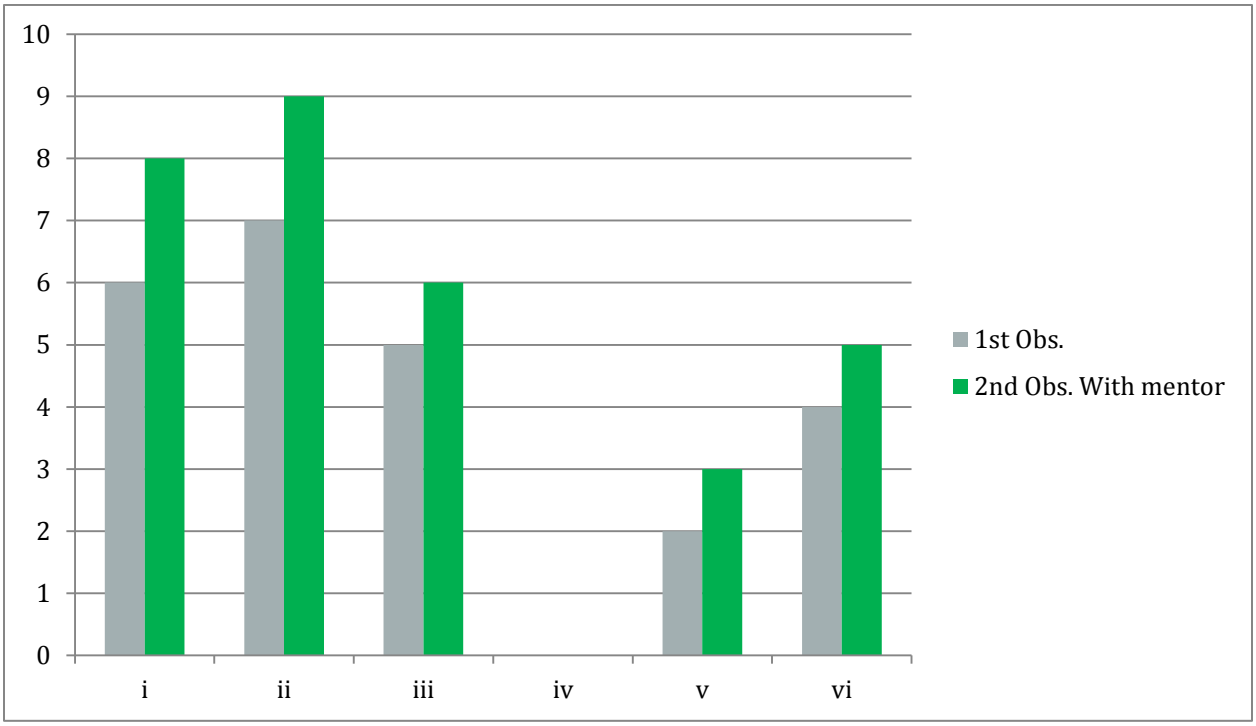


Figure 6: Yet Observation (3) Bar graph

This graph, much like Interview (2), demonstrates a high frequency in examples of pupil collaboration. It is also pleasing to note bars ii and iii, which depict the high frequency of pupils identifying strategies to respond to instructional marking and self-regulation in MAT pupils. In light of my reading during section 4, I'd expressed a desire to engage pupils in a mutual cycle of giving and receiving feedback, it's gratifying to see them moving towards self-regulating their work. However, looking at bar iv, it's concerning to note that no SEN pupils were observed during either observation identifying their own areas for improvement. Much like Interview (2), the data

here indicates that SEN pupils were less likely to progress during Yet sessions as their peers. Bar vi also indicates that some pupils were relying heavily on MAT peers during the sessions. We can find an example of this during Interview (2); Pupil E states 'I put my homework in the Yet pouch. I finished it with ____. He's a really good speller.' The second observation, conducted with my MEP mentor shows an increased number of occurrences in every behavior, except bar iv. This is likely due to the fact that with another adult present I was simply able to observe more in general. Overall the second observation reinforces findings from the first.

The data produced by the Incerts assessment system represents two separate period of progress in writing for the whole class. The first period (Appendix 7.3.1) shows pupils' progress in writing between 11th November 2015 – 14th March 2016; prior to the intervention cycle. Over this four month period the average (mean) amount of progress was 0.12 of a national curriculum level. Over the three month period of 14th March – 13th June, after the intervention, the average (mean) amount of progress was 0.35 of a national curriculum level. The highest performing pupil of the class progressed 0.58 of a level during the four months before the intervention, and progressed 1.13 levels over the three months during and after the intervention. This data indicates that almost all pupils made greater progress during and after the intervention process, and that MAT pupils made the most progress.

It's important here that I highlight my awareness of the limitations of working with quantitative data in this way. Quantitative data is appealing to me, as it helps validate claims I have made when analyzing the qualitative data. Muijs (2011) discusses the appeal of a 'realist' approach when using quantitative data; '(the) researcher needs to be as detached from the research as possible, and use methods that maximize objectivity and minimize the involvement of the researcher in the research' (Muijs, 2011, P.4). As a teacher researcher, even my quantitative data involving national curriculum levels is highly subjective. I have a high involvement in the data, as I assess and apply national curriculum levels to pupils' work. This is a particular problem in my school environment, where performance management targets are linked to pupil progress.

Theme ii. Frequency of pupil response to marking – Interview (1) and book scrutiny data (5)

Interview (1) (Appendix 7.1) has helped me identify causality regarding the low rate of pupil response to instructional marking. Only half of the pupils stated that they read my instructional marking, and I suspect that one of these pupils (pupil A) answered positively through a bid to comply. All of the pupils felt it would be useful to have a set time to read and answer their feedback. Five of the six pupils said they'd prefer to be given opportunities to respond to instructional marking with a partner or in a group. Based on my interpretation of their answers, it was clear that giving pupils time and peer and adult support to respond to instructional marking would likely improve the frequency of their response.

The literacy book scrutiny data (5) demonstrates a definite improvement in the rate of pupil response to instructional marking (when compared to the original book scrutiny data included in section 2). The lower ability pupil received far more instructional marking than the middle ability and MAT pupil; this is due to the fact the LA pupil works with support staff as well as the class teacher and receives instructional marking from both. The MAT pupils are often given challenges in the form of instructional marking, to extend their thinking and help them progress towards their next target; this might explain the slightly higher rate of instructional marking in their books. We can also see here that the MA and MAT pupils responded to 100% of their given feedback; however the LA pupil responded only 62.5% of the time. Although I am pleased with the overall increase in pupil response to marking, again there is some discrepancy between the data produced for lower ability and more able pupils.

	LA Pupil	MA Pupil	MAT Pupil	Average (Mean)
Pieces of work completed	34	27	26	29
Instructional marking	16	8	10	11.3
Pupils respond to marking	10	8	10	9.3
Pupils correct own spellings	5	4	8	5.6
Evidence of pupil self-assessment	Yes	Yes	Yes	Yes
Evidence of peer-assessment	Yes	Yes	Yes	Yes

Figure 7: Literacy book scrutiny data (5)

I have considered the fact that not all of the pupils' responses to the instructional marking may have been constructive. I am aware that a higher rate of pupil response does not necessarily mean an increase in the quality of their response. However, during the Yet observation (3) and Interview (2) I did note that more pupils were using 'Yet' time and their instructional marking to work towards their literacy targets; this indicates an increase in the quality of their responses. I have included examples of the quality of pupil response to marking (both prior to and during the intervention) in the appendix to this section (Appendix 7.4). I have also included examples of pupils utilizing the Yet classroom display to work towards their targets; this demonstrates that as well as responded to their instructional marking more often, they were engaging more with a variety of strategies to respond to the marking (Appendix 7.5).

Theme iii. Improving pupil well-being – Interview (1), Interview (2) and Yet observations (3)

I have compared pupils' answers to questions in Interview (1) and Interview (2) to gauge whether 'Yet' has had a positive impact on pupil well-being. Responses to question 3 of Interview (1) reveal an underlying frustration at the lack of time allocated for pupils to read and respond to instructional marking. Pupil F, who is very able, explained that he understood what he needed to when reading marking, but that there wasn't any time to act on it. Pupil D, another MAT child, also expressed a concern in the lack of time to carry out activities I'd asked them to. Pupils B, C and E all expressed frustration at their lack of understanding at what they were expected to do with given feedback. Their thoughts echoed those given by pupils during reconnaissance activity iii (section 2) and indicated clearly that my marking strategy at the time was not promoting pupil well-being.

When questioned during Interview (2) four of the six pupils stated that they found instructional marking useful, and most importantly, five of the six pupils said that they enjoy reading and acting on feedback during 'Yet' sessions. Unfortunately, my chosen method of data collection, a voice recording and transcription, does little to depict the difference in the pupils' demeanor in Interview (2). However the class T.A. who was present during the interview noted afterwards that the pupils were 'as high as kites', and I noted a difference in the energy in the classroom during 'Yet' sessions. I commented in my journal that 'the most impressive observation I've made during this intervention has nothing to do with results, or an increase in pupil response to marking- it's the way pupils fly out of their seats to find 'yets' in their books. They're disappointed if I haven't given them something to work, or if they've just received some praise!' This also motivated me in my marking, as I'd commented previously, marking could be a time consuming and frustrating task; but watching the impact my feedback was having on the pupils encouraged me to mark promptly and constructively. During Interview (1) Pupil C stated 'I like getting stars more', however in Interview (2) we can see that all six of the pupils responded positively when asked how they felt when

they found a ‘yet’ in their book; a change I attribute to the work we’d carried out on ‘growth mind-set’ using the ClassDojo series of animations (ref.).

Notes made by my MEP mentor (Appendix 7.6) during Yet observation (3) reinforce the view that pupil well-being had improved. She noted comments made by a pupil during the observation when she asked him how ‘Yet’ sessions could be improved. However during this intervention she also questioned an SEN pupil (incidentally Pupil A featured in Interviews (1) and (2); this conversation again indicated that ‘Yet’ sessions might not be as positive an experience for lower ability pupils as their peers. When asked ……A replied……..

7.3 Analyzing my findings

In analyzing my findings I return again to my three key aims in conducting this research inquiry;

i. Enable pupils to progress in writing by offering feedback and more importantly, by giving pupils a chance to respond.

ii. Improve pupils’ response frequency

iii. Improve pupil well-being, by giving time to reflect, enjoy their achievements and see feedback offering challenge as a positive experience.

Positive findings

Overall I believe that my findings indicate ‘Yet’ to be successful in enabling most pupils to progress in writing. Certainly, the Incerts data (4) indicates that during the intervention period most middle ability and all MAT pupils progressed at a greater rate than before the intervention cycle. Interview (2) and Yet observation (3) indicate an improvement in pupil engagement with their writing targets, which is likely to have helped pupils make progress.

Pupil response to instructional marking improved greatly. Book scrutiny data (5) demonstrated that the selected pupils responded 87.5% of the time, with the selected middle ability and MAT pupils responding to marking 100% of the time.

The data showed a definite increase in pupil well-being. This was perhaps the one goal of the three which increased the greatest, although it is probably the hardest to prove using the types of data I collected.

Negative findings and limitations of the data

Both the Incerts data (4) and observations made during Yet (3) indicate that the progress in writing made by SEN pupils did not improve. Furthermore, Yet observation data (3) revealed that some SEN pupils were relying heavily on their more able peers to respond to marking. Based on my classroom experience, there are some issues with SEN pupils engaging with targets and target setting as a whole. Going forward I’d like to focus more on this issue.

Upon analysis of the book scrutiny data (5) and key goal ii. (to improve frequency of pupil response to marking), I’ve realized that ideally I should’ve focused on both the frequency and quality of pupil response. Although my chosen method of data collection (counting examples of pupil response in literacy books) mirrored that of the head teacher’s initial data collection (included in section 2) and allowed comparisons to be drawn, it did not allow me to

focus on the quality of the pupils' responses. Really I've come to question this method of data collection overall; how much can tallying pupil responses really tell us about pupils' progress and quality of learning? Why as a school are we even conducting performance management tasks like this? These kinds of performance management tasks seem to serve only to foster a culture of superficial assessment of pupils' learning. I mentioned in section 6 that I planned to use a mixed method approach to enable me to triangulate data, however adopting more qualitative data collection methods alongside existing forms of educational data collection and assessment, has at time reinforced that feeling Strauss called professional schizophrenia' (Strauss, 1995 pp.30).

Lastly, I have come to realize that there are real limitations in collecting quantitative data in literacy in schools. I chose to collect a mix of qualitative and quantitative data to triangulate and assess pupils' progress in writing, however there is very little reliable quantitative data available to teachers in literacy. The data I collected using the Incerts assessment system was constructed using my own biased assessments regarding pupil progress in literacy, and is justified by using scans of pupils' work in books. During this process I have realized that the Incerts data that we rely on in my setting is not purely quantitative and is highly subjective.

Cohen et al (2007 p.469) refer to the researcher as being 'selective in his or her focus'. They highlight that researchers can be influenced by 'positive instances'; I think that this is what we can be inclined to do as teachers when conducting assessment using national curriculum level descriptors. The lack of formal assessment regarding writing serves only to heighten the problems in assessing literacy in schools. The LNF tests aid us in assessing procedural numeracy, numerical reasoning and reading, but not oracy or writing. In reality, when conducting this research, I relied mostly on my own judgments regarding pupils' progress in writing, and had no objectivity in collecting my data. I'm aware that this is a limitation imposed on all teacher-researchers, as Muijs (2011, p.6) states, when conducting quantitative research 'We don't observe passively, but actively interact with the world through our bodies'. I expand on the limitations this method of data collection posed in section 8.3.

APPENDIX 7.0 – SECTION 7 THE DATA

Appendix 7.1 – Pupil responses during semi-structured interview 1 (pre-intervention)

The interview was conducted with 6 pupils of varying abilities, backgrounds and gender. I have labelled the pupils as letters, A – F and included some information about them below. I have used the recordings made during the interview to collect recurring themes.

Pupil	Gender (Male/Female)	Eligible or not for FSM (eFSM/nFsm)	Ability in Literacy (SEN, Average in class or MAT)	EAL? (Yes √ or No X)
A	F	nFSM	SEN	X
B	M	eFSM	Ave.	X
C	F	nFSM	Ave.	X
D	F	eFSM	MAT	X
E	M	nFSM	Ave.	√
F	M	nFSM	MAT	X

1. Do you look at my marking in red pen in your books?

Yes F C A **Sometimes** D **Hardly ever** E B **No** 0 pupils

2. Why?

F: Just to spot wishes and see how many answers I got right.

A: I don't always *(E nods)*

B: I'm writing the date. It takes ages to do the date and the WALT `

F: But I look at my wishes when I've finished my work.

C: Or you could look in wet play?

(D doesn't speak during this section, shifts in seat and looks to others to answer.)

3. Do you understand what the wish marking is asking you to do?

F: Yes, but there sometimes isn't any time to do it.

D: Yeah you asked me to check my story but I couldn't there was no time.

E: I help (A) to read the wishes don't I (A)?

(Here I'm prompted to ask further question)

3.1 Can you understand my handwriting?

E: (A) can't can you?

A: I can with a partner

D: I can sometimes

F: Most handwriting is tricky. My mum doesn't do her letter 't' properly.

D: Yeah! You do a funny f!

(Most of the pupils giggle at this question)

4. Do you think this helps you with your learning?

Yes F **Sometimes** D C A *('With partner help')* **No** E B

(Ask pupils to look at their literacy books)

5. Can you show me your favourite wish mark and explain why it is your favourite?

D: My favourite wishes are in my maths book. I wrote you a word problem.

F: In our literacy books *(pointing)* you asked me to try to use my spelling words in my writing. I did, look. I used equipment, and some others *(points)*.

A: I like this one *(refers to wish asking her to select adjectives from her writing and put them in a 'word bank' she uses with a T.A. during writing tasks)*. Me and Mrs _____ did this.

6. Can you show me your least favourite wish mark and explain why it's your least favourite?

E: I don't like these ones *(refers to wish asking him to check certain spellings)*. Using a dictionary is hard. It takes ages to check my words.

C: This one. I don't get it *(refers to wish asking her to remember to close a question mark inside speech marks when a character asks a question)*.

6.1 Yes that's a tricky one. Why didn't you like that one so much?

C: I don't know how to do that one. Did you want me to cross out my speech marks and do it again?

D: Isn't it next time? Next time remember your speech marks?

Yes, it's a little reminder.

C: Ah. Ok.

B: I can't decide which wishes I like. *(B has been flicking through book for a few minutes)* I'm not sure.

7. How do you feel when you see a wish in your literacy book?

A: I feel brave. I am brave to ask for help.

F: I feel good. It's handy.

B: But it can be a bit frustrating. I don't know what you mean sometimes.

E: It's good if I know what to do.

D: I feel fine. I like wishes most of all in maths, my maths wishes are easy.

B: You shouldn't say wishes are easy.

D: Why not?

(I stop group to re-focus and ask question again, this time focusing on C)

C: I don't mind. We all have to work on things.

D: Yes no one is good at everything

C: I like getting stars more!

(Due to semi-structure of interview some questions were added in response to pupils during interview:)

8. How could we make wishes better?

F: The main problem is there's no time to answer your wishes. I understand them, but I could do with more time. *(C and E nod)*

D: If I finish work early I have time

E: I think that we need helpers

A: We could have partner helpers

D: Yeah I prefer to work in partners. You don't get stuck as much.

B: I think it'd be good if we could check our wishes with you.

F: We could have time in a lesson to look at them and check with you?

9. When would you like to look at your wishes?

D: We could do it during assembly

C: I think wet play. Or maybe yeah if we stay in during assembly?

D: But what if there isn't any wet play?

E: I don't want to miss play

F: We need a teacher there. We need time to answer the wishes

B: Yes what if we need help?

E: We could help each other. I like being a helper. We could get Dojos for helping?

10. Do you think a special time to read and answer wishes would be useful?

Yes A B C D E F **No**

11. Do you prefer to work with friends on wishes, or alone?

With friends B D C A **With a partner** F **Alone** E

Appendix 7.2 – Pupil responses during semi-structured interview 2 (post-intervention)

The interview was conducted with the same 6 pupils who participated in interview 1.

Pupil	Gender (Male/Female)	Eligible or not for FSM (eFSM/nFsm)	Ability in Literacy (SEN, Average in class or MAT)	EAL? (Yes √ or No X)
A	F	nFSM	SEN	X
B	M	eFSM	Ave.	X
C	F	nFSM	Ave.	X
D	F	eFSM	MAT	X
E	M	nFSM	Ave.	√
F	M	nFSM	MAT	X

1. Do you enjoy Yet sessions?

Yes B C D E F **Sometimes** A **No** 0 pupils

2. Why?

F: We get time to look at our work and check how we're doing. Or we can try out things we didn't get in lessons.

B: Yes like the tarsia. We worked on tarsia puzzles from maths. I prefer working on it away from the maths group.

D: I like working with friends and helping each other. We're all good at different things, but we mustn't be embarrassed.

F: No exactly. It's like me with dividing.

E: I put my homework in the Yet pouch. I finished it with _____. He's a really good speller.

A: It's better with a partner. Then if I get stuck we can help each other.

3. Do you find wish marks useful?

D: Yes. My target is to know my word types. I had a wish asking me to write a silly sentence. It helped me remember. I played it with my mum.

E: Sometimes.

F: I think it's really useful. I've crossed off my target. It's less of a rush now.

E: Yeah I like having a set time.

B: I like having a wish that someone else has so I find them at Yet time and we make a group.

(Here, I ask how he goes about finding others with the same wish during Yet time)

B: I just go around asking. I asked each table if anyone has a wish about speech marks then we made a group in the library. _____ knew more than me. She showed us all what to do.

4. How do you feel when you see a wish in your literacy book?

F: I love finding wishes.

D: Yes I know that everyone has a wish, not just me. I like having something to do in Yet.

E: Yeah it's good that we all work on it together. No one is stuck on their own.

F: It's my favourite lesson. I like sitting where we want and choosing what to do. *(Other pupils agree here)*

B: It's good. I don't mind. *(C nods)*

A: I like it if you read the wish to me and we work together

5. *(Offer pupils literacy books)* Can you find a wish mark that has helped you with your targets?

Yes B C D F **No (or unable to find appropriate wish)** A E

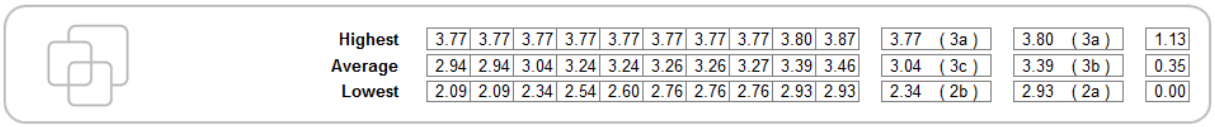
Appendix 7.3 – Incerts data

[redacted]

		11 Nov 2015	25 Nov 2015	14 Mar 2016	16 May 2016	17 May 2016	23 May 2016	25 May 2016	26 May 2016	13 Jun 2016	12 Oct 2016	Click on the yellow cell below then click on the drop-down/arrow button that appears to choose a start date; then click on the green cell below and do the same thing to choose an end date	14 Mar 2016	13 Jun 2016	Progress in Levels
M	3.07	3.17	3.35	3.45	3.45	3.45	3.45	3.45	3.45	3.57		3.35 (3b)	3.45 (3b)	0.10
M	3.11	3.11	3.15	3.24	3.24	3.24	3.24	3.24	3.50	3.61		3.15 (3c)	3.50 (3b)	0.35
M	3.31	3.31	3.35	3.40	3.40	3.40	3.40	3.40	3.61	3.61		3.35 (3b)	3.61 (3b)	0.26
M	2.93	2.93	2.34	3.17	3.17	3.17	3.17	3.17	3.47	3.61		2.34 (2b)	3.47 (3b)	1.13
F	2.94	2.94	2.94	3.15	3.15	3.15	3.15	3.24	3.34	3.50		2.94 (2a)	3.34 (3b)	0.40
F	2.54	2.54	2.54	2.54	2.60	3.23	3.23	3.23	3.23	3.27		2.54 (2b)	3.23 (3c)	0.69
M	2.97	3.07	3.26	3.51	3.51	3.51	3.55	3.61	3.80	3.87		3.26 (3c)	3.80 (3a)	0.54
F	3.30	3.30	3.39	3.70	3.70	3.70	3.70	3.70	3.77	3.84		3.39 (3b)	3.77 (3a)	0.38
F	2.71	2.71	2.76	2.88	2.88	2.88	2.88	2.97	2.97	3.01		2.76 (2a)	2.97 (2a)	0.21
F	2.60	2.60	2.79	3.17	3.17	3.17	3.17	3.17	3.35	3.40		2.79 (2a)	3.35 (3b)	0.56
F	2.80	2.80	2.98	3.07	3.07	3.07	3.07	3.07	3.11	3.15		2.98 (2a)	3.11 (3c)	0.13
M	2.80	2.80	2.94	3.21	3.21	3.21	3.21	3.21	3.50	3.55		2.94 (2a)	3.50 (3b)	0.56
F	2.60	2.60	2.67	2.76	2.76	2.76	2.76	2.76	2.97	3.01		2.67 (2a)	2.97 (2a)	0.30
F	3.07	3.07	3.21	3.40	3.40	3.40	3.40	3.40	3.61	3.67		3.21 (3c)	3.61 (3b)	0.40
M	3.40	3.40	3.45	3.61	3.61	3.61	3.61	3.61	3.61	3.70		3.45 (3b)	3.61 (3b)	0.16
M	2.47	2.47	2.54	2.80	2.80	2.80	2.80	2.80	2.93	2.97		2.54 (2b)	2.93 (2a)	0.39
F	3.31	3.31	3.35	3.65	3.65	3.65	3.65	3.65	3.77	3.84		3.35 (3b)	3.77 (3a)	0.42
F	2.09	2.09	2.67	2.84	2.84	2.84	2.84	2.84	2.97	3.01		2.67 (2a)	2.97 (2a)	0.30
M	2.58	2.58	2.71	2.88	2.88	2.88	2.88	2.88	2.93	2.93		2.71 (2a)	2.93 (2a)	0.22
M	2.57	2.57	2.83	3.16	3.16	3.16	3.16	3.16	3.47	3.47		2.83 (2a)	3.47 (3b)	0.64
M	2.54	2.54	2.71	2.84	2.84	2.84	2.84	2.84	2.97	3.01		2.71 (2a)	2.97 (2a)	0.26
M	2.71	2.71	2.86	2.98	2.98	2.98	2.98	2.98	3.11	3.16		2.86 (2a)	3.11 (3c)	0.25
F	3.50	3.50	3.55	3.65	3.65	3.65	3.65	3.65	3.74	3.87		3.55 (3b)	3.74 (3a)	0.19
F	3.41	3.41	3.45	3.67	3.67	3.67	3.67	3.67	3.67	3.84		3.45 (3b)	3.67 (3a)	0.22
M	2.80	2.80	2.94	3.11	3.11	3.11	3.11	3.11	3.15	3.15		2.94 (2a)	3.15 (3c)	0.21
F	3.39	3.39	3.49	3.74	3.74	3.74	3.74	3.74	3.74	3.80		3.49 (3b)	3.74 (3a)	0.25
F	3.77	3.77	3.77	3.77	3.77	3.77	3.77	3.77	3.77	3.87		3.77 (3a)	3.77 (3a)	0.00

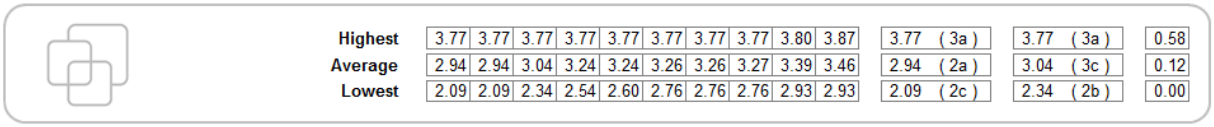
Produced from learnfit, www.learnfit.org

		11 Nov 2015	25 Nov 2015	14 Mar 2016	16 May 2016	17 May 2016	23 May 2016	25 May 2016	26 May 2016	13 Jun 2016	12 Oct 2016	Click on the yellow cell below then click on the drop-down/arrow button that appears to choose a start date; then click on the green cell below and do the same thing to choose an end date		Progress in Levels
												11 Nov 2015	14 Mar 2016	
[redacted]	M	3.07	3.17	3.35	3.45	3.45	3.45	3.45	3.45	3.45	3.57	3.07 (3c)	3.35 (3b)	0.28
[redacted]	M	3.11	3.11	3.15	3.24	3.24	3.24	3.24	3.24	3.50	3.61	3.11 (3c)	3.15 (3c)	0.04
[redacted]	M	3.31	3.31	3.35	3.40	3.40	3.40	3.40	3.40	3.61	3.61	3.31 (3c)	3.35 (3b)	0.04
[redacted]	M	2.93	2.93	2.34	3.17	3.17	3.17	3.17	3.17	3.47	3.61	2.93 (2a)	2.34 (2b)	0.00
[redacted]	F	2.94	2.94	2.94	3.15	3.15	3.15	3.15	3.24	3.34	3.50	2.94 (2a)	2.94 (2a)	0.00
[redacted]	F	2.54	2.54	2.54	2.54	2.60	3.23	3.23	3.23	3.23	3.27	2.54 (2b)	2.54 (2b)	0.00
[redacted]	M	2.97	3.07	3.26	3.51	3.51	3.51	3.55	3.61	3.80	3.87	2.97 (2a)	3.26 (3c)	0.29
[redacted]	F	3.30	3.30	3.39	3.70	3.70	3.70	3.70	3.70	3.77	3.84	3.30 (3c)	3.39 (3b)	0.09
[redacted]	F	2.71	2.71	2.76	2.88	2.88	2.88	2.88	2.97	2.97	3.01	2.71 (2a)	2.76 (2a)	0.05
[redacted]	F	2.60	2.60	2.79	3.17	3.17	3.17	3.17	3.17	3.35	3.40	2.60 (2b)	2.79 (2a)	0.19
[redacted]	F	2.80	2.80	2.98	3.07	3.07	3.07	3.07	3.07	3.11	3.15	2.80 (2a)	2.98 (2a)	0.18
[redacted]	M	2.80	2.80	2.94	3.21	3.21	3.21	3.21	3.21	3.50	3.55	2.80 (2a)	2.94 (2a)	0.14
[redacted]	F	2.60	2.60	2.67	2.76	2.76	2.76	2.76	2.76	2.97	3.01	2.60 (2b)	2.67 (2a)	0.07
[redacted]	F	3.07	3.07	3.21	3.40	3.40	3.40	3.40	3.40	3.61	3.67	3.07 (3c)	3.21 (3c)	0.14
[redacted]	M	3.40	3.40	3.45	3.61	3.61	3.61	3.61	3.61	3.61	3.70	3.40 (3b)	3.45 (3b)	0.05
[redacted]	M	2.47	2.47	2.54	2.80	2.80	2.80	2.80	2.80	2.93	2.97	2.47 (2b)	2.54 (2b)	0.07
[redacted]	F	3.31	3.31	3.35	3.65	3.65	3.65	3.65	3.65	3.77	3.84	3.31 (3c)	3.35 (3b)	0.04
[redacted]	F	2.09	2.09	2.67	2.84	2.84	2.84	2.84	2.84	2.97	3.01	2.09 (2c)	2.67 (2a)	0.58
[redacted]	M	2.58	2.58	2.71	2.88	2.88	2.88	2.88	2.88	2.93	2.93	2.58 (2b)	2.71 (2a)	0.13
[redacted]	M	2.57	2.57	2.83	3.16	3.16	3.16	3.16	3.16	3.47	3.47	2.57 (2b)	2.83 (2a)	0.26
[redacted]	M	2.54	2.54	2.71	2.84	2.84	2.84	2.84	2.84	2.97	3.01	2.54 (2b)	2.71 (2a)	0.17
[redacted]	M	2.71	2.71	2.86	2.98	2.98	2.98	2.98	2.98	3.11	3.16	2.71 (2a)	2.86 (2a)	0.15
[redacted]	F	3.50	3.50	3.55	3.65	3.65	3.65	3.65	3.65	3.74	3.87	3.50 (3b)	3.55 (3b)	0.05
[redacted]	F	3.41	3.41	3.45	3.67	3.67	3.67	3.67	3.67	3.67	3.84	3.41 (3b)	3.45 (3b)	0.04
[redacted]	M	2.80	2.80	2.94	3.11	3.11	3.11	3.11	3.11	3.15	3.15	2.80 (2a)	2.94 (2a)	0.14
[redacted]	F	3.39	3.39	3.49	3.74	3.74	3.74	3.74	3.74	3.74	3.80	3.39 (3b)	3.49 (3b)	0.10
[redacted]	F	3.77	3.77	3.77	3.77	3.77	3.77	3.77	3.77	3.77	3.87	3.77 (3a)	3.77 (3a)	0.00



Highest	3.77	3.77	3.77	3.77	3.77	3.77	3.77	3.77	3.80	3.87	3.77 (3a)	3.80 (3a)	1.13
Average	2.94	2.94	3.04	3.24	3.24	3.26	3.26	3.27	3.39	3.46	3.04 (3c)	3.39 (3b)	0.35
Lowest	2.09	2.09	2.34	2.54	2.60	2.76	2.76	2.76	2.93	2.93	2.34 (2b)	2.93 (2a)	0.00

14th March – 13th June 2016. Range and mean of Incerts writing data for the year 4 class.

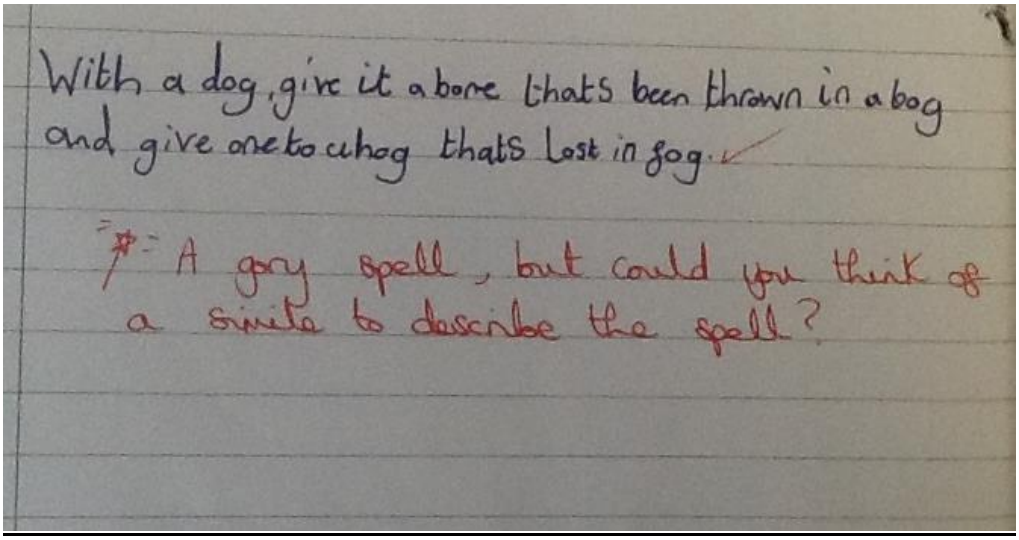


Highest	3.77	3.77	3.77	3.77	3.77	3.77	3.77	3.77	3.80	3.87	3.77 (3a)	3.77 (3a)	0.58
Average	2.94	2.94	3.04	3.24	3.24	3.26	3.26	3.27	3.39	3.46	2.94 (2a)	3.04 (3c)	0.12
Lowest	2.09	2.09	2.34	2.54	2.60	2.76	2.76	2.76	2.93	2.93	2.09 (2c)	2.34 (2b)	0.00

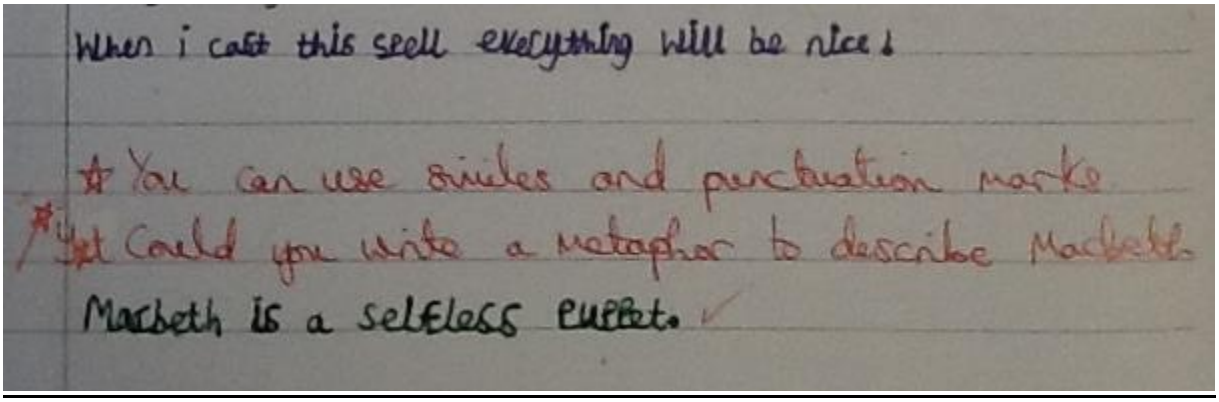
11th November – 14th March 2016. Range and mean of Incerts writing data for Year 4 class.

Appendix 7.4 Book scans

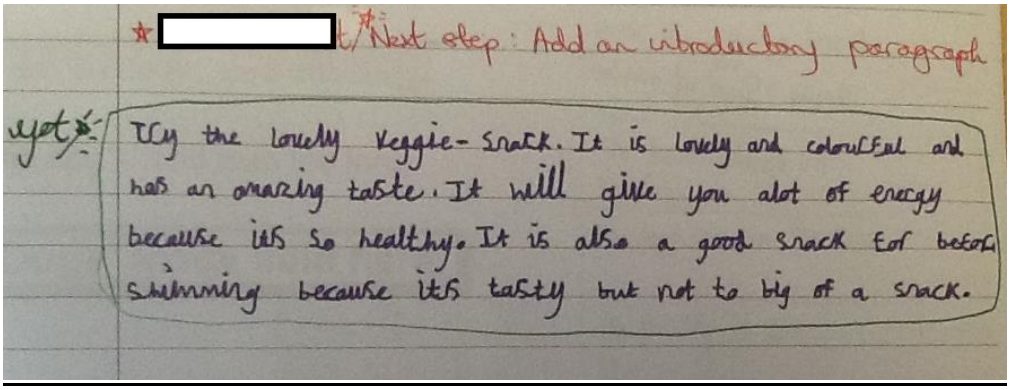
Prior to intervention: Using a star and a wish marking. Wishes were often left unanswered.



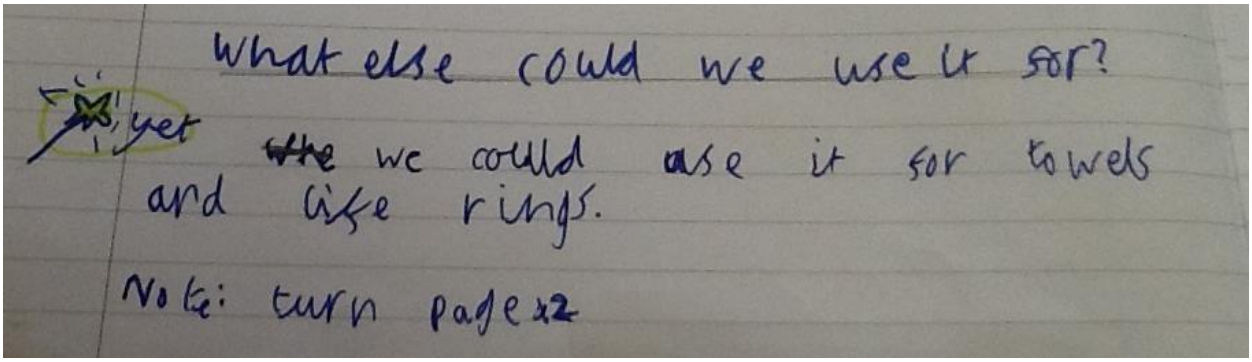
During the intervention: Linking instructional marking to pupils' targets. This pupil could use similes, but needed reinforcement in using metaphors. She used Yet time to work in a group to create metaphors.



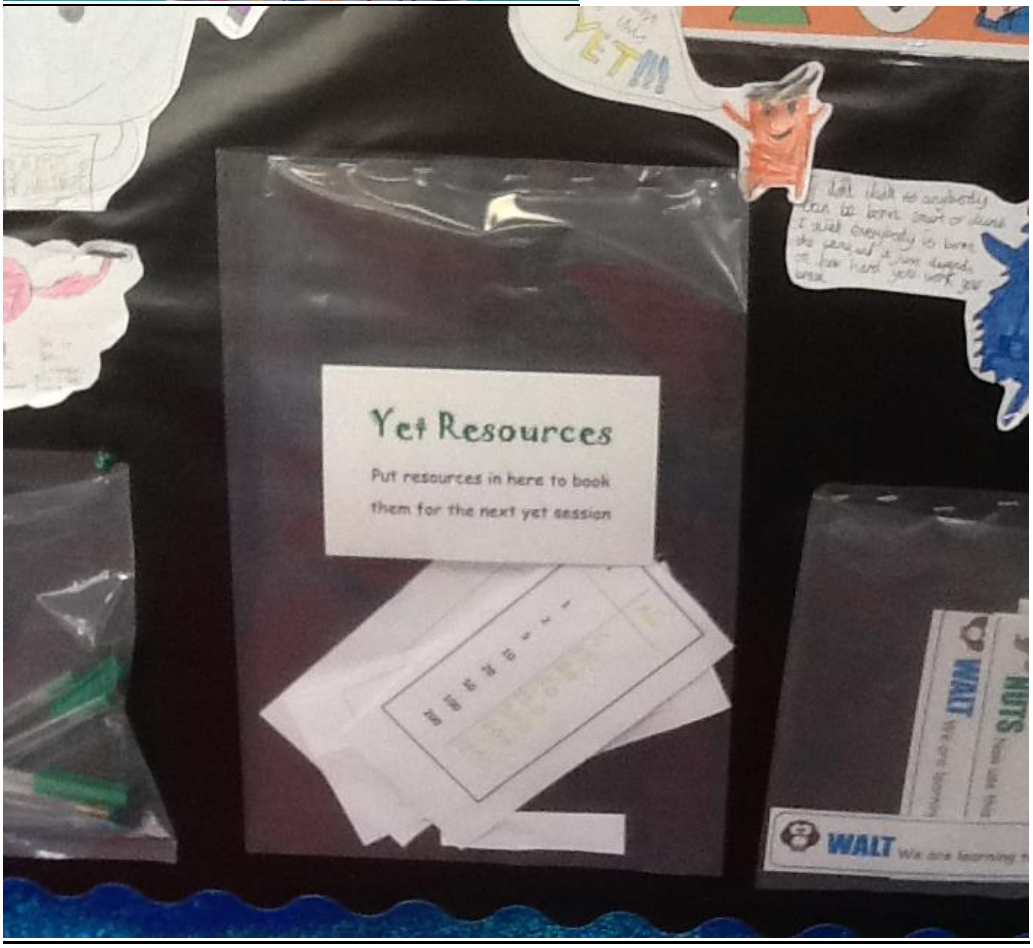
Using instructional marking and Yet time to extend MAT pupils: This pupil had met the lesson learning objective, but instructional marking and Yet time was used to work towards a 'next step' in her learning.



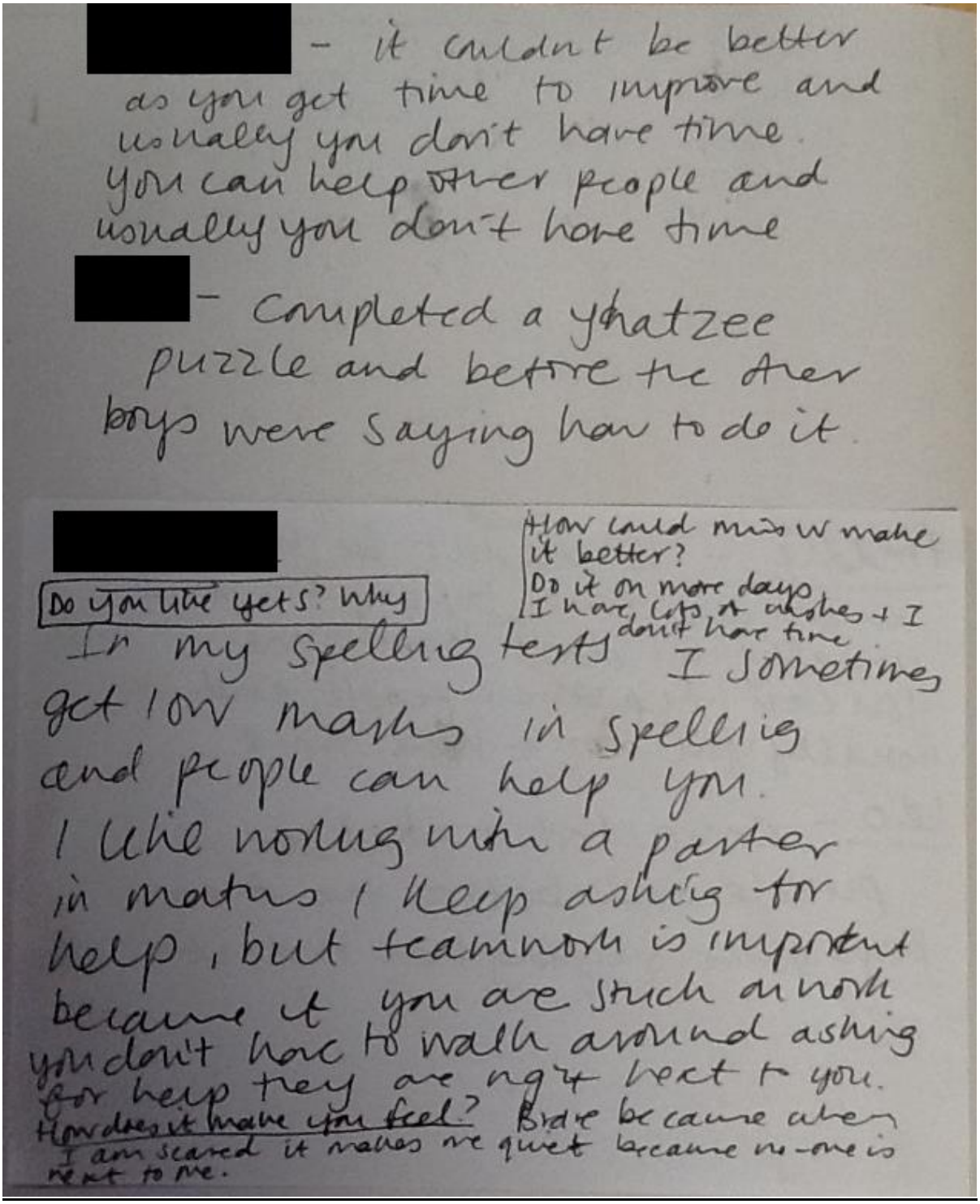
At the close of the intervention: Pupils are beginning to self-regulate their feedback, identifying their own areas for improvement. This is probably the most pleasing outcome created by the intervention process.



Appendix 7.5 Interactive Yet classroom display. All pupils contributed to the display, and used the Yet pouch to 'book' resources they selected to help them progress during Yet sessions. The display also includes the pupils' green 'marking pens', which they were free to use at any time to self and peer assess their work.



Appendix 7.6 MEP mentor's notes



[redacted] - it couldn't be better as you get time to improve and usually you don't have time. You can help other people and usually you don't have time

[redacted] - completed a yhatzee puzzle and before the other boys were saying how to do it.

[redacted]

Do you like yets? Why

In my Spelling tests I sometimes get low marks in Spelling and people can help you.

How could miss W make it better?
Do it on more days
I have lots of wishes + I don't have time

I like working with a partner in maths I keep asking for help, but teamwork is important because if you are stuck on work you don't have to walk around asking for help they are right next to you.

How does it make you feel? Bored because when I am scared it makes me quiet because no-one is next to me.

SECTION 8.0 MAKING A DIFFERENCE

8.1 Being a teacher leader

Throughout this process I have maintained the passionate belief that teacher leadership is fundamental in initiating change in schools. My reading of Harris and Muijs (2003) during module 8 helped shape my thinking regarding the importance of sustaining change in schools. I'd previously been keen to initiate change when asked to, but Harris and Muijs' (2003) assertion that the 'leadership capability of many' to support and maintain 'developmental work' encouraged me to develop my capacity to work towards addressing whole school areas for improvement. I found that carrying out this research empowered me to identify areas for improvement and work with others to initiate change without waiting to be asked to; an attribute which was welcomed by the senior leadership team.

In module 8 I noted Leithwood, Harris and Hopkins' (2008) emphasis of the importance of teacher leadership and classroom teaching respectively. I explained that I found 'the distinction between the two unnecessary' (Wainwright, Module 8, 2016); I feel that I've managed to achieve a union in my practice as a classroom teacher and my new role in leading innovation through close work with other staff members. I feel that it is through my focus on my classroom practice and then sharing my observations with colleagues, I have been able to induce change and small improvements in pupil learning wellbeing. This is reflected by the fact the 'Yet' intervention has now been implemented across the school.

I'd previously identified my best 'teacher leader' attributes as 'initiating' and 'reflecting'; these remain strengths of mine as the inquiry process fosters these characteristics greatly. I also identified my weaknesses as a teacher leader; 'I shall have to develop my ability to work collaboratively and lead groups' (Wainwright, Module 8, 2016). The inquiry process has offered me opportunities to lead staff CPD sessions, support them in implementing the 'Yet' intervention in their classrooms and collaborate with staff to informally collect data. I certainly feel that these processes have improved my confidence in leading colleagues, and the MEP has lent me a great deal of credibility as a leader of new initiatives in the school.

However working with some colleagues has come with certain challenges. The view that leadership be distributed among teachers is not shared by all staff members at my school. I noted in my journal that one teacher in particular had questioned why I was acting as a teacher leader at all, asking 'Why are you starting this intervention anyway?' and 'Did they ask you to do it?' ('they' denoting school leadership team). I found that the challenge of acting as a teacher leader and trying to involve some staff members a constant challenge; especially when some firmly held the belief that schools best functioned utilizing a system of 'top-down' leadership. I found some success in addressing questions from these staff members by explaining my studies as part of the MEP; however I am aware that I shall have to address these issues in a different manner in the future.

8.2 Being research literate

I feel that through this process my research literacy has developed massively. Prior to undertaking the MEP, I felt vulnerable discussing with other staff those areas of my teaching practice which needed developing, for fear of criticism or belittlement. Since studying the MEP, collaborating with other teachers has become central to my practice. Cordingley refers to a range of reviews of effective CPDL and highlights peer support as one of the most powerful strategies that can be deployed to improve research literacy (Cordingley, 2013). Cordingley specifically talks about 'reciprocal risk taking and professional dialogue, as core learning strategies' (Cordingley p.5, 2013). During this project, I have utilized peer observations, shared data with lower key stage 2 staff and engaged in professional dialogue with a fellow MEP student on the school staff. Cordingley also emphasizes the importance of specialist expertise; the MEP mentors and academic tutors have provided me with support in improving my relationship with and use of research (Cordingley, 2013).

There have been many factors that have supported my development as a teacher researcher, the three most important being;

i. The peer support provided by a colleague studying the MEP – this certainly helped me to resist the 'pull of the status-quo' (Desforges, 2003).
ii. The length of the MEP course – Cordingley cites Timperley et al (2007), asserting that teachers who participated in research based tasks for 'at least one year' vastly 'improve student outcomes' (Cordingley p6, 2013). I feel that during the first year of study my action-based research ran parallel to my classroom practice. Now notably, my research is entwined with my role as a classroom teacher and is linked to the SIP. As a result, my inquiry has been based on a real need in my classroom and the resulting intervention has been rolled out across Key Stage 2.
iii. MEP learning event days, particularly those focused on data collection – action-based research has encouraged me to focus more on qualitative data whereas previously I had relied almost solely on quantitative methods. The key difference between my project this year and those before is I did not look solely to theory and standardized assessments for answers. It is interesting to note here that during my qualitative reconnaissance activities my pupils gave me the same answers to the problem as researchers such as Hattie and Timperley (see section 2).

I have encountered some obstacles during this process, namely working with existing school strategies that counteract the strategies used during the inquiry. Also, time constraints have not allowed the time to reflect and analyze data I would have liked, e.g. during data analysis tasks conducted in section 7, I identified that Yet did not have the impact I would have liked on SEN pupils. These pupils are most in need of powerful feedback, so ideally I would have liked time to amend the intervention and conduct a second cycle of research.

I now view research literacy as an essential part of any excellent teacher's practice. I consider internal CPD to be of more value to schools than expensive courses based on action-research provided by external agencies. I do not agree with McConville's view that research and intuition are not being jointly utilized by teachers at present, considering the MEP facilitates development in new teachers conducting research tasks to inform their own intuition and judgements. I look forward to continuing to develop my research literacy through action-based research tasks conducted with the Lead Creative Schools Project.

8.3 Reflection on the inquiry process

Initially my enquiry focused on feedback as instructional marking. However, during early reconnaissance activities it became clear that many pupils were not emotionally equipped for the sudden change from praise-focused feedback and to instructional feedback. As a result, my inquiry became concerned with issues regarding 'growth-

mindset' theories. I dealt with this by amending my literature review reading list to include research dealing with the impact of inducing a 'growth-mindset' in students.

Overall, I am fairly satisfied with the data collection methods I designed during this process. However, as discussed in Section 7.2, I feel that data type 5 (book scrutiny data) only allowed me to gauge the frequency of pupil response to feedback and not the quality of their response. I feel that data types 1 and 2 (the semi-structured interviews with pupils) were highly successful; interviewing a variety of pupils of different abilities, backgrounds and gender to identify areas where Yet is particularly effective (promoting collaborative learning and challenging MAT pupils) and pupils who benefitted less from Yet sessions (SEN pupils).

I have inevitably had an impact on the data I have collected. When gauging the overall success of my intervention, I have been aware that my role as school MAT coordinator has at times impacted my view of the data, e.g. I had initially viewed my selection of pupils involved in data types 1 and 2 to be fair and balanced, however, upon reflection a third of the pupils interview are on the school MAT list, one half are average ability and only one sixth are on the school SEN register. If I were to conduct these interviews again, I would amend my selection so that all groups would be fairly represented.

During the process I have had to amend my network map more than once (the final network map is attached Appendix 8.2). Whilst carrying out the intervention I discussed my initial informal observations with the school deputy head and head teacher. As a result of these discussions and the school's own interest in developing instructional marking as part of the SIP, I was asked to lead staff INSET and support peers in implementing Yet in every classroom. This meant that I discussed the intervention and the data I was collecting with almost every member of staff at the school. Overall, implementing the intervention across the wider school whilst still conducting the research cycle helped contribute data and peer support to my project. However, it also posed certain difficulties, e.g. as the intervention had already been implemented across the school before I began collecting data, this may have affected my impartiality due to a self-imposed pressure for the intervention to be 'successful'. Also when my colleagues were informally discussing the progress they were making with Yet, some were disheartened by a 'dip' in the progress their pupils were making; I had to take time to explain Fullan's 'implementation dip' (2001). In future, if I were to carry out a similar project I would like to carry out several cycles of research and data analysis before sharing my strategies and results with the wider school staff.

8.4 Impact on practice

When revisiting the instructional core used to plan the intervention (Section 5), I'm pleased that in most cases I have achieved the change I desired. I think that the greatest change was the outcome based on the content; the process has directed us from the, then, current situation, of marking away from pupils, no pupil response time, and no support in responding to instructional marking. I am confident that I have been successful in achieving all aspects of the change in content I desired; this outcome is particularly valuable to me, as by changing the content, I have been successful in completely changing the classroom environment, and both my, and my pupils' attitude towards instructional marking. I am now more motivated when marking pupils' books, and pupils are certainly more inclined to see feedback as a positive learning experience. Figure 8 illustrates the instructional core, including highlighted (in green) areas where change was most successful and the outcomes most valuable, and (in yellow) areas where the anticipated change did not occur.

The Instructional Core

Instructional core	Current situation	Desired change
Pupil	Pupils complete tasks in response to a particular learning objective (WALT). In own time (often the next time pupils use the book) pupils re-visit wishes. Difficulties: pupils don't get timely opportunity to re-visit wish. Pupils not acting on feedback or responding to marking. Pupils often forgetting skills involved in task by the time they re-visit wish. Some pupils unable to read teacher's handwriting. Pupils not motivated by 'praise' comments/stars, which are time consuming to write.	Pupils to engage in weekly 'Yet' sessions to look at instructional marking (particularly in Literacy books). Pupils to respond to marking. Pupils may choose to work alone, work with a partner, as a group, and with resources. If pupils find responding to feedback challenging (for reasons detailed in section 2) encourage to work with others. Pupils encouraged to choose a partner/group who is also working on the same skill, rather than someone who easily achieved skill and will offer answers.
Teacher	Teacher collects work and marks books, giving 2 'praise' comments (stars) and one piece of instructional feedback (Wish). Teacher writes three comments for every pupil, which is time consuming. Sometimes praise comments for made for the sake of it, i.e. You met the learning objective. Teacher's instructional comment is made to help pupil reach 'next step' in learning.	Teach children about growth mind set using ClassDojo Growth Mind set animated series. Discuss content with class and create classroom display. Assess comprehension of scientific ideas. To follow; join in weekly sessions, supporting pupil where appropriate in answering feedback. Facilitate rather than teach, do not spoon-feed. Use questioning to prompt pupils. Initially (first few sessions) pupils may revert to asking teacher for help, teacher to model asking others to work with me, selecting appropriate resources, using past work to help etc.
Content	Marking happens away from the classroom in teacher's own time. Pupils response does not have an allocated time so any response made is usually during the start of the next lesson when the pupil is about to learn about a new (sometimes completely different) skill. As pupil response usually happens during start of new lesson, teacher is engaged with teaching and unable to support pupils in responding to instructional feedback.	Initial viewing of ClassDojo Growth mind set animated series during PSE lessons (over 2 weeks). Class discussion about content. Children to write/draw about what they have learnt from animation to ensure good comprehension and contribute to classroom display. To follow; a weekly session of 20-30minutes to look at instructional marking in books, focusing mainly on literacy books (as least pupil response in this subject). Pupils to work collaboratively to discuss wishes and support learning.

Figure 8: The instructional core – Yellow -changes either did not occur, or were not as I had anticipated.

Green -changes were the most valuable and most successful.

I'd hoped to encourage pupils to choose a partner/group who is also working on the same skill, rather than someone who easily achieved skill and will offer answers. However, as the data and analysis included in Section 7 demonstrated, not all pupils selected a working partner or group appropriately; some SEN pupils selected pupils who were more able than themselves and not working on the same skill. It was clear that during the Yet observations, both myself and my mentor noted a significant number of occurrences where lower ability pupils were relying on their more able peers to provide answers for them. During future Yet sessions I shall take care to group pupils based on similar abilities and similar targets.

In Module 8 I designed an impact plan, and outlined that I hoped that my intervention would have an impact on three groups; pupils, KS2 colleagues and the wider school and teaching community.

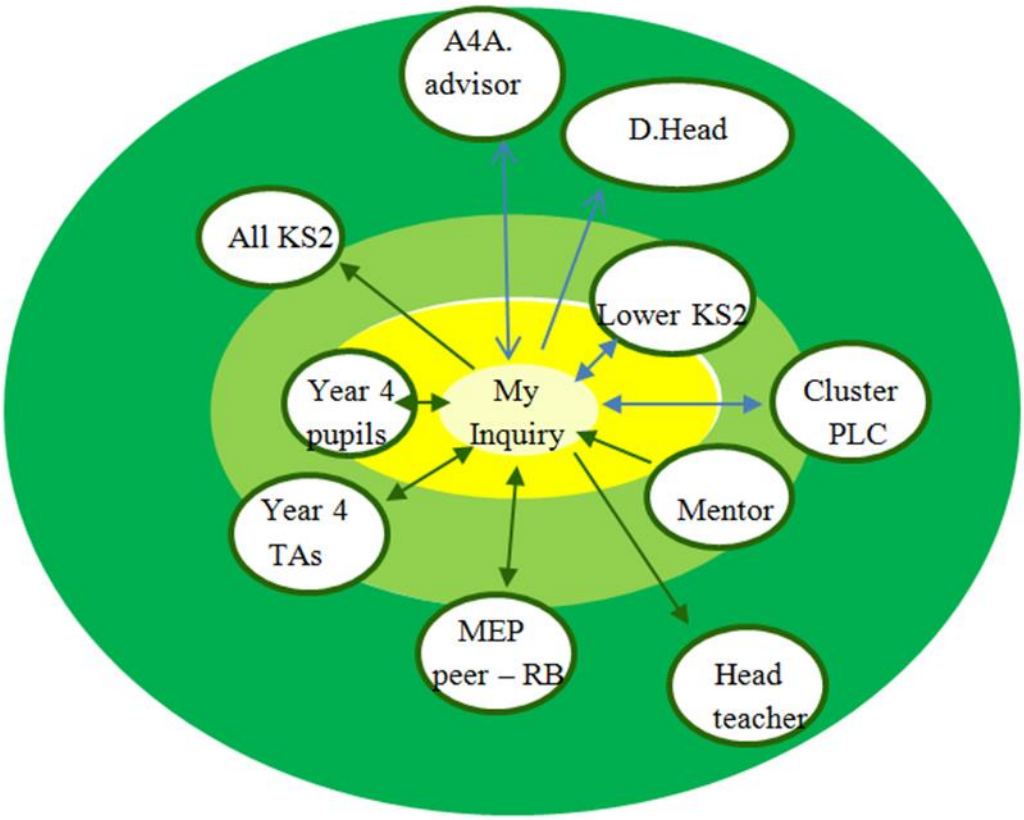
In the 'impact on pupils' section, I outlined a desire to improve progress in literacy. The Incerts data (Section 7) demonstrates that this was achieved for almost all of my pupils. I also noted a hope to eventually impact all KS2 pupils; in actuality all pupils at the school were impacted in some way, due to fact Yet was rolled out across all classrooms.

I aimed to impact my KS2 colleagues; however I believe that all teaching staff were impacted. This is the areas of my original impact plan where I think I made the most progress. I note in the plan that I'd be due to deliver a staff inset on 10th October 2016, however due to the school leadership team being keen to implement the intervention across the school, led to the inset being much earlier (6th July 2016) (Appendix 8.3, 8.4 and 8.5). I also mentioned in the impact plan that some KS2 staff could be resistant to change, however I found the backing of the school leadership team helped counteract any negativity and initiate change.

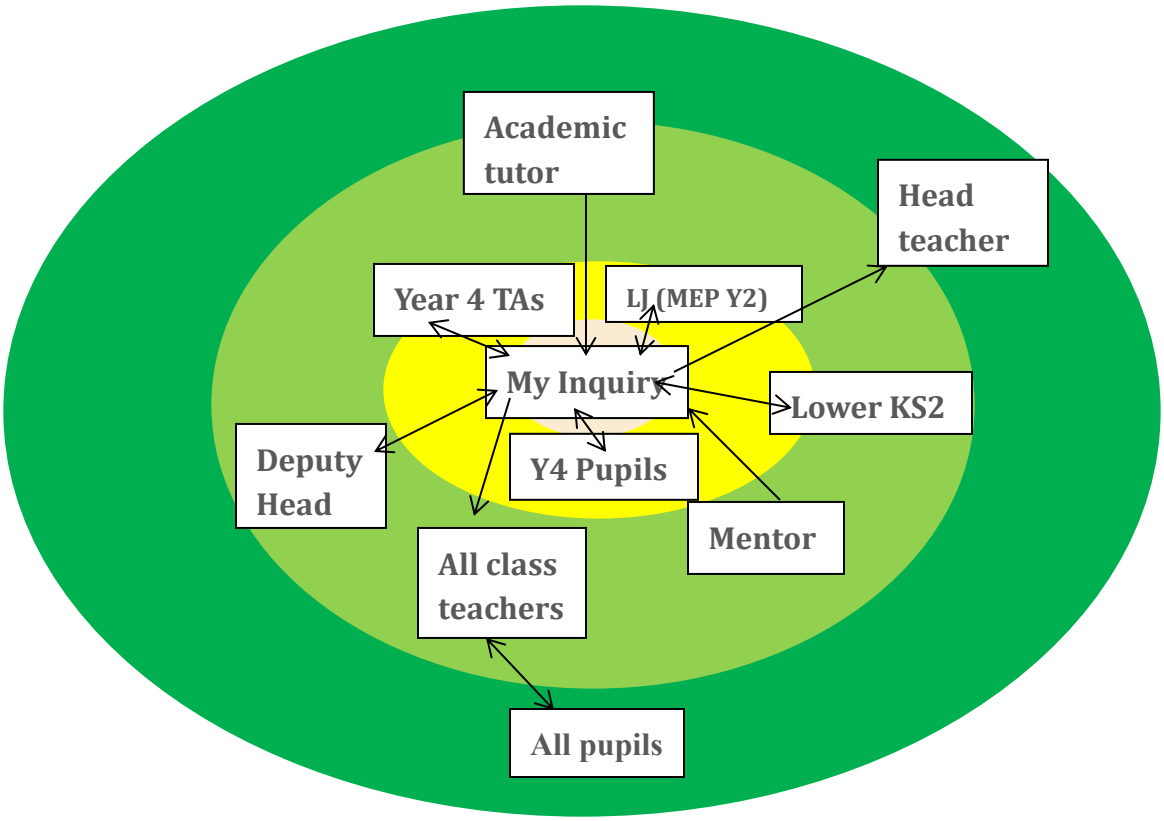
My plans to impact the wider school and teaching community mentioned that I'd like to play a part in improving pupil response to instructional marking. It was my hope that when conducting their monitoring visits, the consortium might note measurable impact caused by the new marking strategies. It is pleasing to report that the school has recently been re-categorized from 'amber' to 'yellow'. Of course this is due to many factors and areas of improvement within the school; however during this process I have noticed a change in the climate of the school. Staff members are more willing to change, I feel that I have become more influential as a teacher leader, and most importantly, we as a whole staff are more open to the views of the pupils. We now more regularly conduct pupil voice activities and consult them when faced with a need or problem within our context. After all, the main lesson I've taken from the MEP is that, I shared problems with my pupils, and they suggested answers that, for us, worked.

APPENDIX 8.0 – SECTION 8 MAKING A DIFFERENCE

Appendix 8.1 Network map (created during planning stages of intervention)



Appendix 8.2 Network map 2 (Amended network map, created at the close of the research process)



Appendix 8.3 Email from school leadership team to all class teachers (dated 06.06.16)

Victoria Scale-Constantinou <vconstantinou@tonyrywen.co.uk> 6 Jun

to Teachers, David

All,

Following our INSET today, here is a reminder of the YET TIME trial to be undertaken by everyone this half term*:

Week 1:

- Introduce the concept of YET TIME with class. (You might choose to use the animation to introduce this - The Power of Yet Animation)
- Ask class questions about marking and feedback and gather their responses.
- Ask pupils for their preferences as to when YET time will happen. Choose a set time to hold YET TIME session.

Week 2:

- Commence YET TIME continuing with regular sessions until the end of term.

Week 3:

- Create YET TIME display.

Week 7 :

- Initial evaluation of YET TIME with staff and pupils.
- Book sampling to look at impact

We thought it might make this pupil response even more evident and exciting for the children if they wrote in green pens during YET TIME.

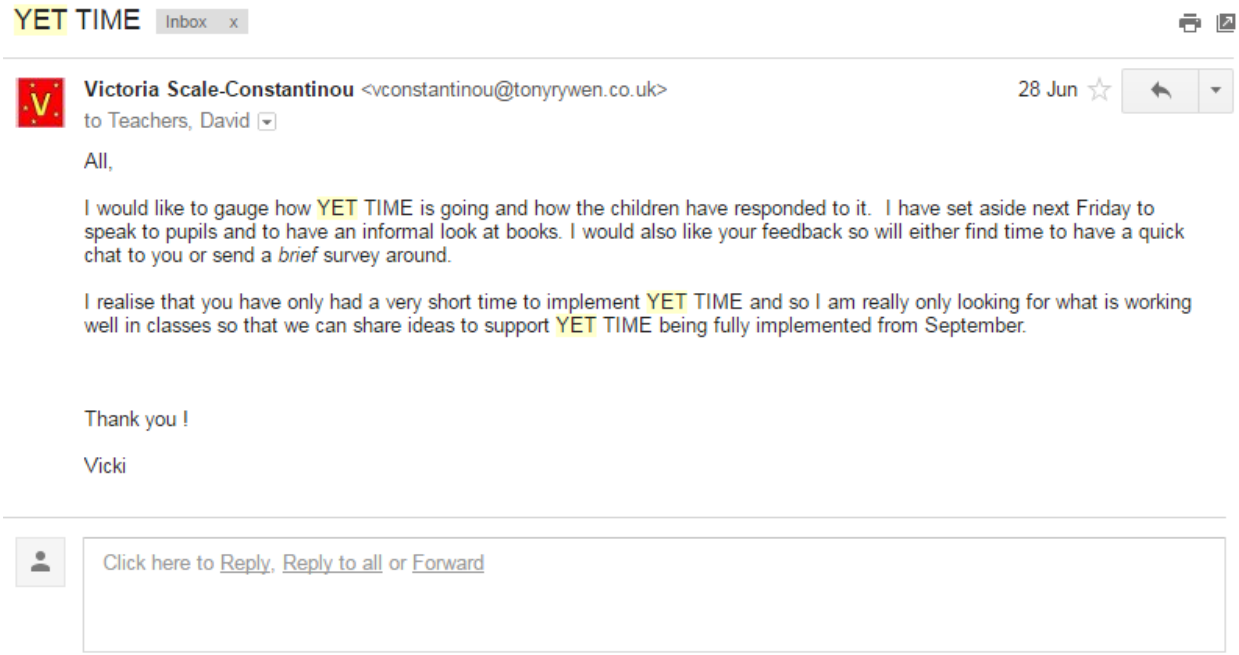
*as we acknowledged during the INSET: FP can adapt the above to suit FP pupils and pedagody.

Thanks again to Katie for an informative presentation and providing great ideas to get the trial started.

Thank you in advance for trialling this- I look forward to your evaluations, speaking to the children and reading their comments. I am hopeful that this could be a very effective way of framing the way in which we provide opportunities for children to respond to feedback.

I will let you know when the green pens are delivered but in the meantime allow children to use their usual pens in order to get started!

Appendix 8.4 Email from school leadership team to all class teachers regarding pupil response to Yet (dated 28.06.16)



YET TIME Inbox x

Victoria Scale-Constantinou <vconstantinou@tonyrywen.co.uk> 28 Jun

to Teachers, David

All,

I would like to gauge how YET TIME is going and how the children have responded to it. I have set aside next Friday to speak to pupils and to have an informal look at books. I would also like your feedback so will either find time to have a quick chat to you or send a *brief* survey around.

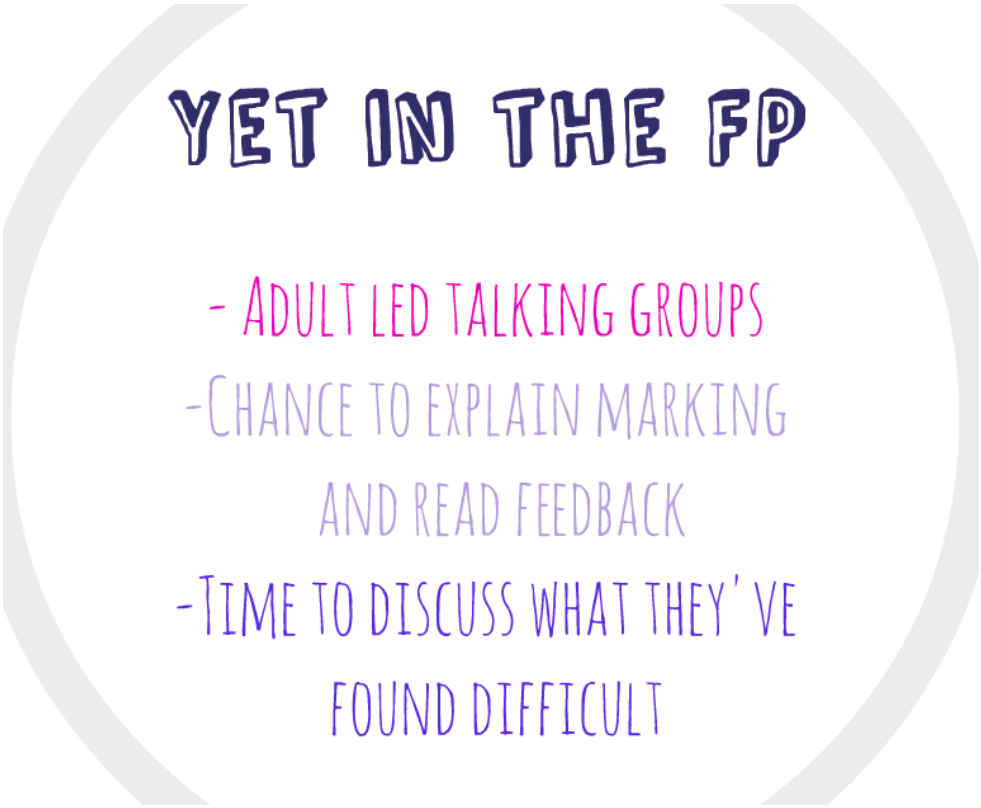
I realise that you have only had a very short time to implement YET TIME and so I am really only looking for what is working well in classes so that we can share ideas to support YET TIME being fully implemented from September.

Thank you !

Vicki

Click here to Reply, Reply to all or Forward

Appendix 8.5 Slides taken from Prezzi presentation delivered during whole staff inset (06.06.16)



Appendix 8.6 Example of a Yet display in a KS2 colleague's classroom

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