

Marking and feedback in primary
schools with a particular focus on
pupil responses

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Abstract

In primary schools, teachers are currently implementing a short, designated response session for pupils to respond to feedback. This is integrated into the timetable regularly for pupils to implement feedback within the same piece of writing rather than through lessons redrafting or applying into future pieces of writing.

This study arose in response to very few research studies considering not only the whole feedback cycle incorporating this designated response session, but also the lack of research on the skills/strategies pupils use when developing their written response and the range/type of pupil written improvement responses produced. It focuses specifically on the skill/strategy use and the types of responses Year 5 pupils (differing abilities) produce as part of the designated session.

This qualitative study provides the breadth and depth required to understand the whole feedback cycle including pupil and teacher perceptions. The new improvement response typology and skills/strategies framework identify how improvement responses are developed as well as the type of responses being produced.

One key finding shows that pupils use a range of skills/strategies that are not always identifiable through the final response outcome thus remaining hidden to teachers. Pupils base the formulation and production of their improvement response around a structure of Planning, Organising, Responding and Evaluating of which they use skills/strategies within some or all these stages. Pupils use this as a non-linear process moving between different stages at various points of their response.

This study suggests that once teachers have identified the main feedback message(s), they should deploy a backward design to consider the response outcome, the type of improvement response suggested (including engagement, challenge, expectations, and choice) and the skills/strategies required to achieve this leading to the final written feedback comment with shared next steps.

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Declaration

I declare that this thesis is a presentation of original work and I am the sole author. This work has not previously been presented for an award at this, or any other, University. All sources as acknowledged as References.

Chapter 1 Introduction and Overview of Study

1.1 Overview of Chapter

This chapter begins with a brief contextual overview of feedback research to set the scene before introducing the main aim of the study. Key reasons as to why this study has been developed are considered including personal and professional interests. This is followed by the introduction and clarification of specific terms namely improvement responses and designated response sessions. A more detailed understanding of current classroom practice is presented which is aligned with the contributions this study makes. Finally, a brief overview of each chapter is outlined identifying the purpose and relevance each has in presenting this study.

1.2 Brief Overview of Feedback Research

Research evidence highlights the positive impact that feedback can have on pupil learning and achievement (Black & Wiliam, 1998b; Hattie & Timperley, 2007; Shute, 2008). Across all educational contexts (Primary, Secondary and Higher Education) feedback is seen as a contributory factor in developing and promoting learning after teaching (Hattie & Timperley, 2007). Over the years, research has considered many elements including: correct/incorrect responses (Kluger & DeNisi, 1996) or responses to different forms of feedback such as praise (Kluger & DeNisi, 1996), grades (Black & William, 1998; Crooks, 1988), rewards and motivation (Deci et al., 1999), learner characteristics (Shute, 2008) and directive/facilitative comments (Black & Wiliam, 1998b; Straub, 1996).

Over the last twenty years there have also been several meta-analyses and systematic reviews by Black and Wiliam (1998b), Kluger and DeNisi (1996), Mory (2004) and Shute (2008) considering what constitutes successful feedback. However, even after all this research, there is still no definitive approach or model to ensure that feedback is effective in developing pupil knowledge, learning and/or skills. Shute (2008) recognises that conclusions have been rarely drawn or agreed. Neither is there clarity, according to Price et al., (2010) as to the meaning attributed to what feedback is.

It has been agreed that feedback is not classed as feedback until it is acted upon (Sadler, 1989). However, the nature of the response could vary from reading the feedback, digesting and reflecting upon it and identifying a goal, to the physical act of adding to/changing the work. Again, this act could all take place within the same piece of work or in future work as part of feed forward (Hattie & Timperley, 2007). Therefore the focus is

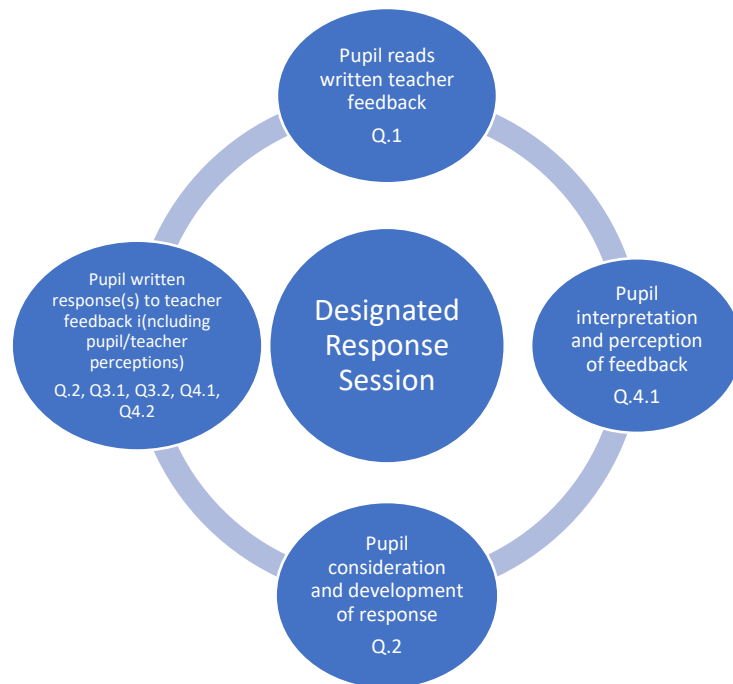
often on perceived actions/potential future responses as opposed to ‘real-time’ classroom-based responses which are being undertaken on a regular (weekly to fortnightly) basis.

1.3 Main Aim of Study

The aim of the study is to understand how, and in what ways, primary school pupils respond to written teacher feedback as well as the actual written responses they produce as part of the designated improvement session. The focus is specifically on feedback and improvement responses based on writing produced as part of or after a series of English lessons. The study considers the following feedback cycle focusing on written teacher feedback, the skills/strategies pupils engage in to develop a response, the written response/improvement outcome as well as pupil and teacher perceptions of the response/improvement work (Figure 1).

Figure 1

Feedback Cycle Involving the Designated Response Session



The study is focused on and situates the research on pupil actions and what pupils do with the feedback within the context of real-life classroom practice. It looks to contribute new findings focused on how pupils respond within the designated response session and the different types of responses produced. Data is triangulated across different aspects of

the feedback process to provide greater depth and meaning behind the responses and to begin to really understand what pupils do. It looks to move and situate the research in schools moving towards the “new paradigm” of feedback (Carless, 2015; Nash & Winstone, 2017) in terms of what pupils do rather than merely focusing on what the teachers do.

1.4 Research Questions

To support the main aim of the study, the following research questions have been identified and developed:

Q1. What types of written feedback do teachers give to pupils?

Q2. What skills and strategies do pupils use responding to written teacher feedback within designated response sessions?

Q3.1 What types of written responses do pupils produce within designated response sessions?

Q3.2 How do these written responses relate to the written feedback given by the teacher?

Q4.1 What are pupil perceptions of the work produced in response to written teacher feedback?

Q4.2 What are teacher perceptions of the work produced in response to written teacher feedback?

The questions enable each section of the feedback process to be explored whilst still retaining the key focus on pupil actions. The written teacher feedback has been considered as a point of reference for data triangulation as well as understanding what pupils did from this point forwards as little research has considered the whole feedback cycle.

1.5 Personal and Professional Interests

Latterly in my roles as a Deputy Headteacher and a Local Authority Consultant and then Adviser, I spent a lot of time not only giving feedback to pupils but also scrutinising it. At first this just started with considering the content of the feedback and giving pupils time to read it. It was hoped that the information would be carried forward and used in the next piece of writing, but this was often not the case. Once Ofsted were noted by schools as looking carefully at the feedback being given and the difference this was making to pupil learning, the pace of feedback seemed to move very quickly. Within schools, one way to show the impact of feedback was to provide opportunities for pupils to respond to the

feedback. Therefore, specific time slots were designated at the beginning of the day or a lesson for pupils to write a response. Leadership Teams and Local Authorities began to scrutinise pupils' books considering initially the impact of the feedback and understanding through the pupil response. However this changed to consider pupil progress and learning which, at first, needed to be visibly demonstrated through the response.

In my work as a Local Authority Consultant, I spent a lot of time scrutinising books and feedback/responses as well as delivering marking and feedback workshops across different schools. It became clear that feedback was quite a contentious issue as not only was it taking up a lot of teacher time, but it also 'looked' different and was viewed differently by teachers. Initially feedback was often a practice developed individually by teachers to reflect their own priorities and practices rather than being driven by research understandings and best practice. It became clear that some teachers were so focused on the feedback and the message, that they were overlooking the importance of the response.

Over time, some books were showing similar feedback messages and the same types of responses. Trying to demonstrate the need for, and importance of, different responses depending upon the nature and reasoning behind what was being asked and the purpose of the feedback proved to be quite difficult for some teachers to comprehend. This was sometimes reflected in conversations with pupils as they were not always sure why they had been given a specific improvement response and the purpose of it. Some felt that it was too easy/too hard and that it had not helped them in their learning and understanding.

These observations led me to search for answers to support teachers as well as pupils. However, a lot of focus in the research at this time continued to consider the teacher as the giver of feedback rather than the pupil as the responder. The feedback typologies were of significant interest and really highlighted the potential missing link of an improvement response typology. With this to share, discuss and use, both teachers and pupils could have a clearer and more aligned view of the different types of responses and the purpose behind these. This focus of the lens on what the pupil was doing through the type of response but also how they were responding became the main foci of this study.

The next section (1.6) will explain the terms improvement response and designated response session.

1.6 Contextual Understandings of Improvement Responses and Designated Response Sessions

1.6.1 Introduction

The feedback agenda came to the forefront of practice in schools from the early 2000s starting firstly with Assessment for Learning in response to Black and Wiliam's (1998a) Inside the Black Box; later rolled out as part of the National Assessment for Learning agenda. This was further supported by The Education Endowment Foundation Toolkit (2014) identifying feedback as an effective but cheap resource as well as the drive by Ofsted to consider progress including feedback as part of inspections in schools. Whilst each of these has contributed to a greater school focus, it has also led to an increase in teacher workload such as marking every piece of work, marking pieces with varying degrees of depth, or even triple marking.

The pupil role has also changed during this timeframe with a greater emphasis on not only providing peer feedback but also responding to the feedback being given. At times, this resulted in feedback responses being incorporated into the next piece of writing. However latterly it became expected that pupils would develop a response within the same piece of writing in which the feedback had been given to show progress and evidence impact.

1.6.2 Improvement Response Clarification

Many schools introduced new terms to their feedback practice such as response challenge, next steps, wish etc. These were aimed at enabling pupils to provide a response which was either incorporated into the writing, added as a new section or separate to the piece of writing (e.g. linked to a generic aspect of learning instead). In this study, these types of responses will be termed and recognised as improvement responses as they are intended to either improve the existing writing or improve pupil understanding/skills as a result of the written response produced. Improvement responses are not expected to be onerous or time consuming. Instead, they are quite short (from a word to a paragraph) and can be developed and produced within a relatively short space of time through the designated response session. This is a different expectation to previous detailed feedback considering more significant changes and developments as part of the process of drafting and re-drafting over a series of lessons.

1.6.3 Designated Response Session Clarification

Many schools introduced a short session (approx. 10-15mins) either at the start of the day, end of the day or beginning of a lesson for pupils to read and then develop a written response to the feedback. The designated response session is a standalone activity and is seen as a weekly or fortnightly opportunity to respond to the written teacher feedback (e.g. a task, challenge, skill, wish, next step etc) as well as often a short focus on specific identified corrections and omissions. Pupils are not engaged in rewriting or reworking large chunks of their work or improving everything, but instead focusing on specific aspects within a much shorter time period. The aim being that the time has enabled them to improve their written work and/or learning. In this study, the designated improvement response session will specifically refer to writing but, in practice, schools can also hold these sessions for pupils to respond to maths and/or cross-curricular work.

There is no recent research to suggest or recommend that this should be implemented in schools and that it is an effective use of time. Hattie and Timperley (2007) suggest feed-forward opportunities which indicates future writing opportunities of which The Independent Teacher Workload Review Group (2016) also called for such practice. However, where the feedback could be applied, the piece of work might not be until several days later or in some cases weeks. This then puts the onus on individual pupils to remember and to apply the feedback alongside other feedback comments that have been made since then as well. Dann (2015) confirmed through her research that pupils found it very difficult to identify where a development feedback comment had been achieved in later work. Therefore, suggesting that these are either not being applied or pupils are not able to identify their use; thus questioning the effectiveness of such practice.

The next section (1.7) will explain and explore current feedback practice using existing literature to support this understanding.

1.7 Current Feedback Practice in Schools

1.7.1. Overview

A range of feedback practices have become established in schools and take place regularly, over time, through different formats e.g., peer, verbal, written, self, whole class, individual, group etc. Although the frequency in which each of these occur can vary across different schools. Wiliam and Christodoulou (2017) recommend teachers use “four quarters marking” (p. 32) where:

teachers should mark in detail 25% of what students do, should skim another 25%, students should then self-assess about 25% with teachers monitoring the quality of that and finally, peer assessment should be the other 25% (p. 32).

Whilst schools may not follow this exact model in terms of percentages of marking and feedback practices undertaken, they do represent the many different types that are being used. However, the focus within this study is on the recommended 25% of teacher feedback as written feedback.

The next section (1.7.2) will consider the different types of writing that are being used within this study.

1.7.2 Types of Writing Used Within Study

Within this study, feedback was considered across two types of writing that are regularly produced as part of usual classroom practice. The first was a 'hot' piece of writing which is a relatively independent piece of writing, but it does have some form of support e.g. linked to a genre or text-type pupils have been recently taught with a writing checklist of features to prompt pupils. Equally, it could start with the whole class generating words to use or a picture to support with ideas etc. This cannot be described as an independently assessed piece of writing due to the level of support identified but it does provide key information to teachers/pupils in terms of learning and understanding. It also provides pupils with the opportunity to practice and implement writing skills recently learned.

The second type of writing teachers give pupils feedback on is writing produced as part of everyday English lessons. This involves the marking of smaller sections or parts of writing e.g. introduction or character descriptions etc. Pupils may also start writing the introduction as part of the lesson after having been taught or shown this and then receive feedback before moving onto writing the next section or learning key skills prior to writing another part. It is clear from other research that the contexts for most writing pieces is that of either formative assessed pieces or writing as part of the drafting process. Therefore, both of these types of writing have not been extensively examined in other studies even though they contribute to a large part of teacher feedback.

The 'hot' (supported) and 'cold' (totally independent) writes have become increasingly common in schools since the removal of the end of KS2 writing tests and the introduction of writing moderation procedures. Using a range of different writing examples (including hot and cold writes, writing produced through a series of lessons and cross-curricular examples) teachers are expected to assess each pupil and then moderate a selection of these within school and across schools to ascertain a final judgement. As part of this selection of writing, improvements made by pupils in response to teacher feedback can also be considered as part of the development of writing skills.

1.8 Ability, Attainment and Social Injustice

1.8.1 What is Ability and How Does it Relate to Attainment?

According to Nicholls (1984) there are two conceptions of ability. The first concerns "levels of ability and task difficulty" which are considered on the basis of "one's own perceived mastery, understanding, or knowledge" (p. 329). If a learner feels they have learned a lot, then this will lead to positive beliefs and feelings of competence (Nicholls, 1984). Therefore, "tasks are judged difficult if we expect to fail on them, and the more difficult they appear, the more does success indicate high ability" (ibid., 329). Therefore, how much effort and how one feels about tasks impacts on the level of competency. This is in contrast to the second conception which is based on ability through capacity where "task difficulty (normative difficulty) is judged from the performance of others, and demonstration of high ability demands success on tasks where others fail" (ibid., 329). This involves comparing time and effort in relation to what and how much others are using. Thus, "the more effort or time one needs to learn something (compared to the effort or time it takes others) the less capacity is implied" (ibid., 329).

It is suggested that younger children base ability on their level of effort (ibid., 329) rather than capacity or performance. Yet the education system, particularly through national 'snapshot' tests (Hargreaves et al., 2021a) measure attainment but schools often refer to this (inaccurately) as a measurement of ability e.g. through the use of 'ability groups'. The DfE (2018) document outlines that tests measure against the "standards set out in the national curriculum at the end of each key stage" (p. 3). However, according to Hargreaves et al., (2021b) the introduction of the National Curriculum and SATs led to children being "systematically categorised according to their 'attainment'" (p. 80). Pupils were identified (within specific subjects) as attaining at a certain level e.g. level W-6. More recently (2015) attainment measures moved from Levels 2-6 at KS2 to the following terms

e.g. working towards the expected standard, working at the expected standard, working at greater depth within the expected standard etc (DfE, 2017, p. 9). Therefore, even though this accounts for only one aspect of ability (Nicholls, 1984) it is still often used as the main measure in which to identify pupil groups and progress in schools.

1.8.2 What do Below, At and Above Expectations Mean?

In-line with the changes from levels to working towards, at or at greater depth within the expected standard, schools redesigned their tracking and assessment systems to reflect these changes across all year groups. More succinct terminology was used to determine pupils' attainment such as the terms **Below**, **At** and **Above Expected** level. In this study, these terms refer to the attainment level which schools have already attributed to participant pupils based on summative and formative assessments. Therefore, **Below Expected** identifies the pupil is attaining below the national curriculum standard for that year group (in-line with working towards the expected standard). **At Expected** means pupils are attaining at the expected standard (equivalent to working at the expected level) and **Above Expected** means pupils are working at greater depth within the expected standard for that year group. The terms are used in this study to reflect the different attainment levels in which pupils are working in-line with teacher assessments.

1.8.3 Social Injustice and Ability

Fraser (2011) defines social exclusion as being a social injustice and likens it to the justice of "parity of participation" (p. 455). This is where "justice requires social arrangements that permit all members of society to interact with one another as peers" (ibid., 455). The following three elements are required: 1) resources that enable adults to equally participate and access "social interaction" with others; 2) social equality through respect and opportunities e.g. status; 3) equality and inclusion of political voice to "influence decisions that affect them" (ibid., 455). Hargreaves et al., (2021a) uses and adapts Fraser's parity of participation to the context of schools by suggesting that all pupils:

regardless of their attainment, ethnicity, gender, sexuality or social background, has equitable access to material resources including teachers, lessons and subjects; equal status among all other children; and has their voice heard as they make an equitable active contribution to decision-making in schooling (p. 771)

Hargreaves et al., (2021a) primarily focused on 'lower-attainers' and identified several injustices pupils faced including: the types of learning activities and experiences they were receiving, not always gaining access to the teacher when in 'ability' groups, not receiving equal access to the curriculum (particularly foundation subjects) as they received extra writing/maths teaching etc. Pupils were also identified as being "marginalised and subordinated by teachers and peers" (p. 783) if they did not meet expectations particularly those related to behaviour or attainment.

It is also recognised that the 'label' attributed to pupils as being "lower-attaining" (Hargreaves et al., (2021a, p. 772) is an injustice due to a 'snapshot' test focused on attainment that then attributes this 'status'. This is not only identified by pupils and their peers explicitly through groupings of pupils, 'extra' writing/maths work etc but can also be implicitly indicated through differential behaviour (Babad, 1990; Blöte, 1995) and lower teacher expectations leading to self-fulfilling prophecies (Rosenthal & Jacobson, 1968; Jussim & Harber, 2005). Therefore, it is clear that attainment levels being used as a 'label' and the misunderstandings of ability/attainment are having a detrimental impact and creating educational injustices for pupils identified as "lower-attaining".

For the purposes of this study, attainment levels were required to consider how pupils of different levels were experiencing and responding to feedback. Pupils' attainment levels had already been identified and tracked by schools starting at EYFS through KS1 and into KS2. Pupils were aware of their attainment in writing and indicated voluntarily information about their status as a 'good writer', 'best writer' or 'not a good writer'. This study does not look to promote social injustice, inequality or to label pupils but to portray how pupils of different levels receive, perceive and respond to written teacher feedback in the present educational climate. Pupil groups are referred to as **Below**, **At** and **Above Expected** to clearly identify the attainment groupings in line with current school practice and to add further weighting considering any potential injustices surrounding feedback practices.

1.9 Overview of Research Strategy and Techniques

As a basis for answering the research questions, qualitative data through content analysis, think-aloud protocol and semi-structured interviews provided the breadth and depth required. The researcher triangulated the data across different aspects of the feedback process starting with the written teacher feedback through to the written pupil improvement response and teacher/pupil perceptions. It seemed imperative to consider

the whole feedback cycle and process to reflect current practice in schools and to be able to consider any correlation/relationships across the different elements. Especially as previous research has tended to focus on one or two of these elements rather than the whole cycle or feedback process.

1.10 Contributions Made to Research

This study identifies several key contributions which it makes to research particularly through knowledge advancement and the development of classroom practice. However, at this stage, only the key contributions are briefly highlighted as they will be fully discussed in chapter 10. Firstly, two new research tools (Improvement Response Typology and Skills/Strategies Checklist) have been developed which can be used to further investigate and test how pupils respond in other schools and within different contexts. These tools have also led to new knowledge being ascertained as to how pupils respond through the specific identification of written responses as well as skill/strategy use during the designated response session.

Secondly, this study looks to progress classroom practice and support teachers and pupils through the development of practical resources (Improvement Response Typology, Skills/Strategies Checklist and Corrections Model). It has also identified a framework of Planning, Organising, Responding and Evaluating as part of the designated response session that pupils are instinctively using. This knowledge identifies not only how pupils respond by considering where they are now, but also provides practical support for teachers and pupils to further develop and extend these different ways and types of responding.

Finally, this study contributes to a large body of existing literature and knowledge on written teacher feedback and writing. This study is aligned with and considers the “new paradigm” (Carless, 2015; Nash & Winstone, 2017) with pupil actions and responses as the key focus of the feedback process. Considering a different perspective within the context of the designated response session and focusing on several ways of responding (engagement, skills/strategies and written improvement responses) ensures that these different nuanced acts of responding recognise current practice in primary schools. This is important as not only are these currently under-represented in research, but they also make new contributions to knowledge.

The next section (1.11) will provide a walk-through each of the chapters to provide an overview as to how they build upon and develop.

1.11 Overview of Chapters

This study looks to explore the whole feedback process currently in place in many primary schools. It particularly looks to understand how pupils use written teacher feedback through the skills/strategies they use when developing their response. It also considers the written improvement response pupils produce as well as their thoughts and perceptions surrounding these. Teacher feedback and teacher perceptions also form part of the study to enable the triangulation of findings and to gather data and information to provide as full a picture as possible. Each chapter has been presented to create a logical flow and to ensure that each one builds upon the previous to answer the identified research questions.

The study has been organised into nine chapters which will be outlined through a brief description to provide clarity and understanding. The aim is to ensure the foundations of the study are clearly cemented but also to provide ease in navigation and accessibility.

Chapter 1 introduces the study by presenting the motivations and reasonings behind its conception as well as presenting the research aims and questions. A brief contextual overview of feedback research and current practice in schools is provided to begin to understand how and what this study has been aligned to. Finally, definitions of key terms are provided at the outset to ensure that this study is clear and there is transparency of understandings.

Chapter 2 introduces an historical and contextual overview of feedback. It looks at the role of national policy and key research findings in influencing and changing feedback practices through the implementation of key documents and guidance in schools over the years. The aim is to reflect the rise in prominence of feedback and the significant changes in policy and practice that have taken place.

Chapter 3 presents a review of key literature associated with feedback and writing. It focuses on four broad themes that are aligned with each of the research questions. More specifically these are: (1) Feedback (cognition and challenge), (2) Responding to feedback (engagement and cognition), (3) Pupil written responses (writing and challenge) and (4)

Perceptions (challenge and expectations). Four theories namely Cognitive Load Theory, Zone of Proximal Development, Cognitive Process Theory of Writing and Goal-setting Theory have been identified and discussed to provide further weighting and understanding within the main headings. Within each of the broad themes, clarification regarding understandings and definitions of key concepts are discussed and suggested. Finally, the chapter positions the aim of the study and the purpose of the research questions to gaps identified as part of the literature review. The aim is to situate the study clearly within the literature research already in existence and to justify its conception, worthiness and originality.

Chapter 4 introduces the research methodology outlining the methods used and the justification for their inclusion. These are supported by theoretical underpinnings to ensure the research process is both credible and trustworthy. The procedures in identifying schools and recruiting participants is carefully explained with any unexpected changes highlighted. The chapter explores the methods deployed in detail as well as the development of the typologies and other research tools used. The procedures of collating the data are examined to ensure transparency. The limitations of the study are presented alongside mitigating factors to show the researcher's understanding and thought processes in ensuring these do not bias or unduly skew the findings of the study. Finally, ensuring research quality through ethical procedures, considerations surrounding reliability and validity as well as the researcher's role in terms of reflexivity are all explored and presented clearly. The aim is to provide a methodological framework that promotes and ensures the research practice undertaken has been of a high standard in which to present trustworthy and valid key findings and conclusions.

Chapters 5 to 8 present the research findings to answer each of the identified research questions. Chapter 5 focuses on the different types of teacher feedback (Question 1) as a result of the feedback being coded and analysed. Chapter 6 considers pupil skill/strategy use (Question 2) concentrating on the range, frequency and order of these. Chapter 7 focuses on the different types of pupil improvement responses (Question 3.1) that have been produced and how these relate to the teacher feedback (Question 3.2). It also examines the depth of support and the level in terms of effectiveness. Finally, chapter 8 explores and analyses both pupil (Question 4.1) and teacher perceptions (Question 4.2) about the improvement responses with a particular focus on expectations and challenge.

The overall aim of this chapter is to present findings that clearly focus on answering each of the research questions.

Chapter 9 draws together and discusses the data from the previous four chapters and triangulates this information to begin to consider the broader picture and assimilate key findings. The chapter compares and contrasts these findings in relation to others' research to ensure critical analysis as well as provide greater clarity. Therefore, the aim of this chapter is to clearly present the major themes of this study through critical analysis and relating these findings to the theoretical frameworks highlighted in chapter 3.

Finally, chapter 10 summarises the key findings of the study in alignment with each of the research questions and the overall aim of the study. It looks to provide practical recommendations for schools and teachers as well as any policy implications. Further research opportunities are identified as well as key limitations that have been highlighted when undertaking the research. These are in addition to those highlighted in chapter 3 where mitigating circumstances were identified. The main aim of this chapter is to present the main findings of the study to ensure that each research question has been answered fully but also to consider the next stages of research through the identification of future recommendations.

1.12 Chapter Summary

This chapter clearly identifies the main aim, purpose and the focus of the research questions. A brief overview of feedback research as well as an understanding of current primary classroom practice is presented. Key terms have been defined and explained to ensure there are no misinterpretations or misunderstandings. A qualitative approach has been identified which incorporates a range of appropriate research tools of which some have been adapted from previous research and others designed specifically for this study. Finally, several contributions to research have been highlighted which will be further discussed in chapter 4 (Methodology).

The next chapter (2) will consider the historical and contextual overview of feedback. This will highlight not only the change in foci but also the policy and practice changes that have influenced schools over the last thirty years.

Chapter 2 Contextual and Historical Overview

2.1 Introduction

Marking and feedback is a well-established practice in schools and has been an expectation of teachers for many years. However, the importance and significance has changed, particularly over the last thirty years. This chapter will consider some of the key policies, agendas and research publications that have both influenced and instigated feedback changes as part of classroom practice. The aim is to provide contextual information to begin to understand why the research questions in the aforementioned chapter have been developed and recognise the significance of the study foci.

The next section (2.2) will provide a historical and contextual overview to identify how and why current practices have become established before looking to further develop and change these in line with this study's recommendations (Chapter 10).

2.2 Historical and Contextual Overview of Policies and Practices Relating to Feedback

In 1992, the *Curriculum Organisation and Classroom Practice in Primary Schools: A Discussion Paper* was published. The report focused on the need to provide pupils with "genuine feedback" (Department of Education and Science, 1992, p. 34). At the time, it was felt that pupils did not "receive enough information about the purposes of their learning and, what is even more important, how well they are doing" (ibid., 34). It was advised that feedback should be more specific and to provide 'diagnostic' elements. It was also encouraged, although the difficulty in this was acknowledged, to potentially mark work in the presence of children.

Tunstall and Gipps (1996) developed a typology of teacher feedback investigating the types of feedback pupils in Y1/Y2 received and children's understanding of this. Verbal and non-verbal feedback (mostly verbal) were identified across two broad categories: Evaluative (judgemental) and Descriptive (task-related). Using these categories as a continuum (Evaluative to Descriptive), four types of assessment feedback (A, B, C and D) were situated along this with each subdivided into the following headings: Evaluative feedback types - A1 (Rewarding and Punishing), B1 (Approving) and B2 (Disapproving); Descriptive feedback types - C1 (Specifying Attainment) and C2 (Specifying Improvement), D1 (Constructing Achievement) and D2 (Constructing the Way Forward). Descriptive feedback is considered by Tunstall and Gipps (1996) to be focused on competence and

cognition as opposed to evaluative feedback focused on “affective and conative aspects of learning” (p. 393).

Due to the typology being situated as a continuum rather than as individual separate categories, Tunstall and Gipps (1996) identify “there may be some overlap or use of two types together” (ibid., 395). The typology can identify the different type or types of feedback categories comments are broadly situated within, but it is not always possible (nor the aim of the research) to consider the specificity, depth of comments or impact. As the typology was specifically created to encompass all subject areas, there are some discrepancies with writing. For example, correcting activities e.g. spellings, handwriting, wrong answer given, adding something etc are considered as C2 ‘Mastery Orientation’. Yet within the context of writing, corrections would be considered as surface-level or micro changes as opposed to ‘mastery orientation’ focused on “teachers’ acknowledgement of specific attainment; the use of models by teachers for work and behaviour; diagnosis using specific criteria; correcting and checking procedures” (ibid., 393). It is important to consider the age-group of this research Y1/2 but also how the term ‘improvement’ (minor to significant) and ‘mastery’ (encompassing deep learning and application) have developed today beyond “correcting activities” and the use of models/criteria as stated within this typology.

The influential meta-analysis of Black and Wiliam’s *Inside the Black Box: Raising standards through classroom assessment* (1998a) highlighted the educational benefits of formative assessment. This was really the start of work on Assessment for Learning (AfL) as part of the education agenda. The researchers clearly identified the need for feedback to focus on the particular “qualities of his or her work, with advice on what he or she can do to improve” (Black & Wiliam, 1998a, p. 6). This moved beyond the “genuine feedback” proposed six years earlier. However, it also stated that feedback should not involve comparisons to other pupils. This statement could be interpreted in that feedback was perhaps being used to benchmark standards using other pupils’ work, rather than perhaps exemplifying the standard of the work through criteria. However, it could also perhaps refer to the competitive and accountable climate schools were beginning to find themselves in by using this approach to raise standards.

The National Literacy Strategy (1998) document was introduced by the Department for Education and Employment. This featured learning objectives and strategies/approaches to

teach specific aspects of English. A recommended teaching hour was split prescriptively into 15, 15, 20 and 10 minutes. *The National Literacy Strategy (NLS)* document provided clear guidance that within the final 10 minutes of the lesson (plenary) teachers should “develop an atmosphere of constructive criticism and provide feedback and encouragement to pupils” (Department for Education and Employment, 1998, p. 13). However, in reality, the *NLS* was being used as a prescriptive and accountability tool. Ofsted Inspectors were timing the hour to check the 15, 15, 20 and 10 minutes allocations were being adhered to (evident from my own Ofsted inspection lesson observations (1999)). This led to teachers cutting short discussions and writing time to move on regardless of whether pupils were ready or not. The use of learning objectives began to pave the way for the development of success criteria over the years although these were initially prescribed. In practice, the *NLS* was not aligned with Black and Wiliam’s research and recommendations as its rigidity (coverage of learning objectives) did not provide teachers with the flexibility to respond to pupils’ needs.

The *Assessment for Learning: Beyond the Black Box* (1999) document identified that teachers should provide “feedback which leads to pupils recognising their next steps and how to take them” (Assessment Reform Group, 1999, p. 7). The move from understanding next steps to a more proactive role in being able to take the next steps highlighted the start of change to school practice. However, the opportunity for pupils to respond to feedback beyond corrections, quantity and presentation was the next stage for consideration.

The Assessment Reform Group (ARG) published the *Assessment for learning: 10 principles* pamphlet (2002). Based on research, they identified 10 principles to guide teachers and schools in promoting and developing AfL practice. In terms of feedback, they highlighted “teachers should: pinpoint the learner’s strengths and advise on how to develop them; be clear and constructive about any weaknesses and how they might be addressed; provide opportunities for learners to improve upon their work” (Assessment Reform Group, 2002, p. 2). The development of the strengths identified a slightly different approach. Pupils were being advised about addressing weaknesses as well as continuing to further develop their strengths. It was not just about considering the closing of gaps within developing areas of learning, but also extending and enhancing skills and knowledge.

The 2005 *White Paper: Higher Standards, Better Schools for All* continued to highlight the support being put in place to “provide individual feedback to pupils, so that they

understand what they need to do to improve and how to do it” (Great Britain. Dept for Education and Skills, 2005, p. 60). The progress of individual pupils continued to be a key focus but this time through contextual value-added measures. Schools began to focus more heavily on the progress of all pupils from their starting points and considering how this “progress compares with their peers” (ibid., 63).

In 2006/2007, the Ofsted *Using the Evaluation Schedule* began to indicate and consider the role of feedback as an aspect of the quality of teaching. As part of the ‘good’ judgement, it was anticipated that “Based upon thorough and accurate assessment that informs learners how to improve, work is closely tailored to the full range of learners’ needs, so that all can succeed including those with learning difficulties and/or disabilities” (Ofsted, 2006, p. 12). However the focus on pupils knowing how to improve was not as sophisticated as the expectations proposed by the Assessment Reform Group in 2002. Neither does the document acknowledge the importance of how this information should be shared to ensure “a culture of success, backed by a belief that all can achieve” (Black & Wiliam, 1998, p. 142). This seems vital to ensure that pupils do not “attribute their difficulties to a defect in themselves about which they cannot do a great deal” (ibid., 142).

The National Strategies introduced the *Primary Framework for Literacy and Mathematics* in 2006. This new framework identified that standards had increased since the 1990s but still too many children were leaving primary school having not met national standards. The objectives within this framework were fewer and, for the first time, could also be viewed progressively over year groups. The intention was for schools to use these flexibly to ensure that all children were learning at the appropriate level. As a result, more challenging year group learning objectives could be taken for ‘more able’ pupils. This often resulted in differentiated learning objectives/success criteria being used to cater for different levels of learning. However, this caused issues across different groups of pupils (e.g. ‘ability groups’) as gaps increased rather than being decreased or closed.

The use of differentiated learning objectives (LOs) and success criteria (SC) placed a ceiling on learning and progress. Teachers were picking and choosing objectives from across different year groups which led to a focus on shallow learning. In an attempt to accelerate learning, some pupils were left with gaps in both their breadth and depth of learning/knowledge/skills and the application/transferability of these. Without careful tracking this led to some pupils repeating the same learning objectives the following year

or having gaps in content and learning by the end of KS2 as they were never able to catch-up. This curriculum visually communicated to pupils and their peers, through different LOs and SC, where they were positioned in terms of their attainment. However, all work and research findings prior to this e.g. developing a culture of success and beliefs that all can achieve were being eroded through the setting of limits and boundaries through this document.

The *Assessment for Learning (AfL) Strategy* (Department for Children, Schools and Families, 2008) considered formative assessment practice throughout primary and secondary schools. An emphasis was placed on the role of both oral and written feedback within the classroom. As the AfL agenda developed, support, guidance and training were given to teachers to establish effective feedback practice across the whole school. Exemplification materials, as well as guidelines for marking, were available for schools to consider, discuss, adapt and implement as part of their school policy. It was suggested that schools provided time for pupils to read the feedback and to make improvements within a short session (Department for Education and Skills, 2008). This time allocation benchmarked the start of responding to feedback time in schools. In many cases, this started out as a small amount of time (5-10 minutes), but as feedback comments became more detailed and responses more elaborate the time requirement increased.

Just a year later, the 2009 *Your Child, Your Schools, Our Future: Building a 21st Century Schools System* (Great Britain. Dept. for Children, Schools and Families) acknowledged the end of National Strategy funding as a central figure in providing training and guidance. Instead, money would be invested in schools from 2011 for schools to identify their own priorities and improve teaching and learning within their schools. Regular visits to schools providing excellent or innovative practice were seen as a more effective way to promote excellence. Many schools began to consider their feedback approaches and adapt and adopt existing practice to maximise full potential. However, in some schools, approaches were sometimes introduced without the full pedagogical understanding of all staff, were inconsistent or were a bolt-on to existing practice.

In 2009, the *Ofsted Evaluation Schedule for Schools* substantially changed as it focused on more elements than ever before. Within the quality of teaching, Ofsted inspectors were expected to focus on the effective use of assessment “teachers and adults ensure that pupils know how well they are doing and are provided with clear detailed steps for

improvement” (Ofsted, 2009, p. 31). This was further extended within the grade descriptors:

Table 2.1

Ofsted Grade Descriptors (2009) Quality Teaching (Outstanding to Satisfactory)

2009	Outstanding	Good	Satisfactory
p. 35-36	Teachers and adults ensure that pupils know how well they are doing and are provided with clear detailed steps for improvement	Pupils are provided with detailed feedback, both orally and through marking. They know how well they have done and can discuss what they need to do to sustain good progress.	Pupils are informed about their progress and how to improve through marking and dialogue with adults.

This was the first time marking and feedback had specifically been mentioned within the Ofsted framework and highlighted not only the growth but the importance of its role within education. Inspectors were now expected to consider the role it was having in supporting learning.

The *Teachers’ Standards* (introduced in 2011) reflected the expectations being placed on teachers. These were used to support Performance Management procedures in schools and, again, led to objectives which were often measurable through pupil outcomes. One standard (no.6) particularly focused on the accurate and productive use of assessment was to “give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback” (Department for Education, 2011). This appeared to follow on from the previous Ofsted good and outstanding grade descriptors in providing regular and accurate feedback. However, it was also anticipated that, in-line with the *Assessment for Learning* strategy (2008), pupils should still be encouraged to use and respond to the feedback. Whilst the use of feedback as a Performance Management target elevated its role and status, it clearly continued to place the role and accountability of feedback with the teacher. This is in direct contrast with other Government policies (AfL) and even Ofsted who were expecting pupils to discuss, understand and use feedback. It continues to highlight the confusing and different messages being both implicitly and explicitly given through different departments/policies based on their own agendas.

The new slimmed down *Ofsted The Evaluation Schedule for the Inspection of Maintained Schools and Academies* (2012) identified that within the outstanding descriptors that “consistently high quality marking and constructive feedback from teachers ensures that pupils make rapid gains” (Ofsted, 2012, p. 35). Whilst within the good judgement it was expected that “pupils know how well they have done and what they need to do to improve” (ibid., 35). There is quite a difference in the expectation between the two judgements. It appeared to be the first time that feedback had particularly been linked to pupil achievement. Schools became aware that they needed to demonstrate the “rapid gains” (ibid., 35) that feedback was having. However this term is very subjective especially when researchers are continuing to struggle to agree as to whether and how much impact feedback can have. Black and Wiliam’s (1998b) identified an effect size of 0.4 whereas a more recent analysis with a focus on formative writing feedback (Graham et al., 2015) reported an effect size of 0.87 (teacher feedback) and 0.62 (self feedback). Therefore, what measures were and could Ofsted use to make a judgement about ‘rapid gains’?

Feedforward opportunities in later pieces of work were not always able to reflect pupils’ deliberate actions and intentions based on previous feedback. As a result, more time began to be built into the school day for pupils to read and respond to feedback. Schools also began to consider the term high quality marking and whether this was in all or specific subject areas and the frequency to be marked at this level. The term “quality marking” (Independent Teacher Workload Review Group, 2016, p. 6) was used in some schools to identify a more thorough and detailed marking procedure which would provide pupils with an opportunity to respond and improve work.

Questions began to be raised about the type and quantity of feedback comments that would show “rapid gains” (ibid., 35). Corrections could not be ignored, but feedback needed to ensure gaps were demonstrably altered. Whilst this was the expectation for all pupils, schools particularly considered the more able. It became important that work was accurately pitched and provided a sufficient level of challenge. Schools were encouraged to consider whether work marked was showing pages of correct answers (particularly in maths) rather than demonstrating learning at different progressive levels. Questions were being asked about levels of challenge within lessons for all pupils, but also within feedback in order for pupils to experience more challenging aspects or to apply learning in different ways. Feedback requesting more of the same and at a similar level was being questioned.

Yet, understanding what feedback challenge looked like for different pupils whilst enabling “rapid gains” (ibid., 35) uncovered many differing interpretations.

In 2013, the amended *Ofsted School Inspection Handbook* saw no change to outstanding but within good the wording changed to teachers “ensure that pupils know how well they have done and what they need to do to improve” (Ofsted, 2013, p. 39). This small addition of the word “ensure” (ibid., 39) had powerful connotations in the accountability of pupils knowing how well they had done. Local Authorities, schools and Ofsted began to question pupils more rigorously about feedback on work to ascertain their level of understanding about their strengths within pieces of work, as well as improvements required. Were they aware of their next steps and how were they going to achieve these?

Around this time, Ofsted school inspection reports also began to comment on the feedback practice seen in schools and to make judgements as to whether inspectors felt this was sufficient and effective. Schools began to read and reflect on other schools’ Ofsted reports considering the expectations they believed they should be adhering to in an attempt to be recognised as good or outstanding. This resulted in schools beginning to believe that they should be providing a certain type or frequency of feedback. This was further fuelled by some Ofsted school reports recommending or advising schools to develop their feedback practice in a particular way.

Schools began to provide the type of feedback and marking that Ofsted Inspectors were supposedly expecting. However this was very subjective as different Ofsted Inspectors had preferred approaches and thus schools tried to ‘best-fit’ the requirements. As a result, feedback appeared to move further away from research findings as schools looked to appease Ofsted as opposed to developing feedback practices that promoted pupil learning. Systems (e.g. highlighting, three stars and a wish, pen colours, number of spellings to correct etc) and continuity across classes/year groups were all under discussion and yet feedback research was not considering these same aspects.

The Ofsted emphasis in 2015 for outstanding was on “significant and sustained gains” (Ofsted, 2015a, p. 61). Therefore, a greater emphasis was placed on being able to prove and demonstrate this. Lesson observations were no longer individually graded. Instead, the impact of teaching and learning ‘over time’ in promoting progress was to be considered.

Children's writing books became a valuable source of evidence to consider learning and progress from a given starting point. 'Book scrutinies' became widespread practice, not only as part of the Ofsted visit, but also by Senior Leadership teams, Subject Leaders and Local Authorities undertaking monitoring. Some schools decided to continue with the same writing books from one academic year to the next, not only to support pupils in being able to see their progress, ensure consistency and higher expectations from one class to another, but to also be able to demonstrate starting points and progress.

In the Spring of 2015, Ofsted produced a document entitled *Ofsted inspections - clarification for schools* which clearly negated Ofsted's responsibilities from advising and recommending specific feedback practice in schools. It was made clear that Ofsted would not expect to see particular feedback practices and that it was the school's decision, in line with their policies, to identify the "frequency, type or volume" (Ofsted, 2015b, p. 2). However, consistency was emphasised as a key component to be developed. Many schools focused particularly on KS1 and KS2 marking and feedback guidelines which were developmental, progressive but still had some consistent features across the key stages.

At this time, many schools used marking codes or specific feedback formulas such as two stars and a wish, tickled pink and green for growth and next steps etc. Suddenly, after years of formal and informal policy guidance (or prescription), schools were given the autonomy to explore, make their own decisions and justify the feedback processes they were advocating. However, practice and research were quite removed as research findings were moving increasingly towards the role of the pupil in the feedback process (Carless, 2015; Dann, 2015; Hargreaves, 2011) whilst schools were still focused on the role of the teacher.

In 2016/2017 the Ofsted criteria changed both for good and outstanding (Appendix 1). An emphasis was placed on the feedback promoting and improving knowledge, understanding and skills. However, for the first time the characteristics of pupils e.g. "eagerness" (Ofsted, 2017, p. 52) is highlighted within outstanding. It appears to assume that pupils value the feedback being given and are actively engaged in the process. Positive motivational attributes appear to be a key facet if pupils are wanting and acting on the feedback. The emphasis denotes a slight shift from the teacher taking the lead role to considering the role of the pupils in how they successfully use the opportunity to

demonstrate improvements. However, less prominent are these features within the good criteria, as feedback appears to focus on the procedural aspects in line with school policy.

Whilst Ofsted continued to try and dispel the myths that they did not expect or promote specific types, quality, quantity of feedback, schools continued to spend hours marking and providing effective feedback. In fact, marking became one of the reasons that teachers believed that their workloads had increased. *The Eliminating Unnecessary Workload Around Marking: Report of the Independent Teacher Workload Review Group* (2016) clearly stated that:

marking – providing written feedback on pupils’ work – has become disproportionately valued by schools and has become unnecessarily burdensome for teachers. There are a number of reasons for this, including the impact of Government policy, what has been promoted by Ofsted, and decisions taken by school leaders and teachers. This is not to say that all marking should be eliminated, but that it must be proportionate (p. 5).

The aim of this report was to look at ways in which feedback could be made manageable whilst still meeting its primary core function of promoting and ensuring the progress of all pupils. They identified that “too often, it is the marking itself which is being monitored and commented on by leaders rather than pupil outcomes and progress as a result of quality feedback” (Independent Teacher Workload Review Group, 2016, p. 6).

A particular emphasis and focus of the group was on “deep marking” (ibid., 6) or “dialogic marking, triple marking and quality marking practice” (ibid., 6). It is widely accepted that many schools are, or have been, involved in such practices which involve pupils responding to marking and, in some cases, the teacher then responding to the response – otherwise known as “triple marking” (ibid., 6). However, they state that it “is not a requirement for pupils to provide a written response to feedback: it could simply [be] that pupils should act on the feedback in subsequent work” (ibid., 7). Interestingly, pupils were encouraged to respond to marking like this years ago and, within many Higher Education Institutions, this still remains current practice. Schools began to move away from this because pupils did not always have an opportunity to apply the feedback within the next few pieces of work. However, it was also suggested by the Department for Education and Skills (2008) to provide pupils with a quick session to respond.

The Education Endowment Fund (EEF) agreed that if marking was to have some benefit, then pupils would need time “to consider and respond to marking” (EEF, 2016, p. 5). However, the approaches to when and how to respond are less clear. This current lack of clarity, guidance and paucity of research continues to provide such a diverse spread of practice with schools. A recent survey by the EEF concluded that 79% of 793 primary school teacher respondents provided a varying range of designated time for pupils to respond to feedback (ibid., 15). This appears to be a large proportion of time being invested, yet with little evidence to support the effectiveness.

The next section (2.3) summarises the importance of considering both contextual and historical implications in the development and implementation of feedback policies and practice.

2.3 Chapter Summary

This chapter outlines the complexity surrounding feedback practice and developments not only through outlined educational policies and external agency documents, but perceptions identified during this period from my educational experience on the ground as a practitioner. After twenty-five plus years of educational focus and development, feedback practice continues to remain a contentious and ever evolving area of learning and teaching. However, with greater accountability measures in place, larger marking workloads and the futures of young people at stake, it would seem even more imperative that schools continue to develop effective feedback processes in classrooms.

This chapter has provided additional information (building on chapter 1) in which to situate this study and highlighted further considerations that have been undertaken in developing the final research questions. Key feedback words identified through this chapter namely rapid gains, eagerness, progress as well as consider and respond have all contributed to the specific focus on pupils and their importance within the feedback process. For example, what does consideration of feedback mean? What are they doing when they are considering it? What are all the different ways in which pupils can respond to written feedback? This contextual understanding provides another layer of support and justification as to the importance of placing the research lens squarely on the pupil to illuminate feedback practices from their perspective, experiences, and actions.

The next chapter (3) will consider the research literature particularly within the areas of feedback and writing to begin to understand how this study is aligned with these. It also identifies key gaps in the research and how this study has been specifically designed to address these.

Chapter 3 Literature Review

3.1 Introduction

This chapter considers a range of research literature to both frame and understand identified key concepts as well as support the guiding research questions. Each focus on four broad themes: (1) Feedback (cognition and challenge), (2) Responding to feedback (engagement and cognition), (3) Pupil written responses (writing and challenge) and (4) Perceptions (challenge and expectations). Four theories namely Cognitive Load Theory, Zone of Proximal Development, Cognitive Process Theory of Writing and Goal-Setting Theory have been identified and discussed to provide further weighting and understanding.

Within each of these broad themes, clarification regarding understandings and definitions of key concepts are suggested. However due to multiple definitions for an aspect such as feedback, rather than suggest a final definition, a contextual understanding has been provided; thus enabling an overview of how the term has and is continuing to evolve across educational settings, research and practice. Identified theories have been integrated within each section to show their relevance and to add further depth to the review. Gaps in research including key unanswered questions have been highlighted throughout the sections to show how the research questions for this study relate to the literature; these have also been summarised in a separate section towards the end.

The aim of integrating the literature, theories and gaps in research is to explore each more fully so that the next section builds upon the previous. This provides a clear picture with key aspects and themes relating between and across sections rather than being treated separately. The review begins with feedback studying a cross-sectional view considering feedback gaps; the notion of different gaps and how feedback is being used to address these. It also starts to explore the sub-theme of challenge which is an aspect that threads throughout the whole study.

Responding to feedback is discussed through the context of acting on feedback (engagement, thinking and skills/strategies use) as well as through the written response (final product). Each is defined to ensure clarity of understanding but also to widen the focus and understanding of 'acting on' feedback (Sadler, 1989). It looks to encapsulate the how and why pupils respond to feedback in the way they do. The perceptions and expectations of pupils and teachers are also explored to understand and recognise the significance of these as part of the feedback process.

Finally, the chapter identifies the main gaps in literature and highlights how this study can contribute new findings to begin to address these. It summarises and aligns the key issues with the main aim of the study and the research questions.

The next section (3.2) begins by considering what feedback is, building upon early definitions before considering feedback practice and research developments today.

3.2 Feedback Understandings and Practice

3.2.1 What is Feedback and How Has Feedback Research Developed?

Feedback is a term that is used frequently within education and is a practice that teachers regularly engage in. Yet there does not appear to be one universally agreed definition of feedback; instead the understanding of the term feedback is being continually added to, developed and adjusted. More recently this has been due to different foci within research leading to the reframing of feedback with a greater focus on what the pupil is doing; thereby broadening the research foci and understandings from the earlier narrow definitions that were first considered. However, to begin with it is important to understand the initial concept of feedback; what it is and its role before exploring more recent developments.

Feedback originally focused on correctness and performance. Kulhavy (1977) defined the role of feedback as “any of the numerous procedures that are used to tell a learner if an instructional response is right or wrong” (Kulhavy, 1977, p. 211). Ramaprasad (1983) extended the definition suggesting that it “is information about the gap between the actual level and the reference level of a system parameter which is used to alter the gap in some way” (ibid., 4). With this definition it was anticipated that the specificity of the feedback would support a change or alteration. If the information was not used “to alter the gap” (ibid., 5) then it was not considered as feedback thereby identifying that feedback had an active role. It was acknowledged that the feedback may or may not result in a “conscious decision” (ibid., 8) and action to alter the gap, but it was hoped that the change or altering would result in a positive outcome rather than a negative one.

Sadler (1989) further built on this feedback definition by suggesting the role of the learner in being able to access formative feedback. He identified the teacher and pupil as being the ‘audience’ for feedback. It required them to be able to “(a) possess a concept of the *standard* (or goal, or reference level) being aimed for, (b) compare the *actual* (or

current) *level of performance* with the standard, and (c) engage in appropriate *action* which leads to some closure of the gap” (Sadler, 1989, p. 121). He emphasised the feedback role in broadening from whether something was right or wrong to considering the “quality of a student’s response or the degree of expertise” (ibid., 123) as the gap was looked to be closed rather than altered, as earlier defined. Gap narrowing was now being considered in promoting optimum levels of effort.

Who provided the feedback has developed over the years. Initially an external provider was stated (Kluger & DeNisi, 1996) however rather than it always being planned for or expected, Butler and Winne (1995) identified “incidental” opportunities in which “interactions with the environment, peers, or adults” (p. 264) could take place. Hattie and Timperley (2007) further expanded the provider to include a variety of different people (teacher, parent, self), inanimate objects (books) as well as context (experience). This external feedback was considered to “influence learning through acts of monitoring” (Butler & Winne, 1995, p. 264) as the type of feedback (outcome or elaborate) could affect the depth of monitoring that took place. In contrast, feedback just focusing on aspects of correctness only served to alter the “knowledge or belief” (ibid., 264). Butler and Winne (1995) proposed that feedback should also provide “information for guiding tactics and strategies that process the domain-specific knowledge” (ibid., 265) as it enabled the learner to be cognitively engaged.

Hattie and Timperley (2007) identified external feedback being provided through information transferral to the pupil in feeding up, back and forward through “Where am I going? (What are the goals?), How am I going? (What progress is being made towards the goal?), and Where to next? (What activities need to be undertaken to make better progress?)” (p. 86). However, what is not clear is when the next steps are addressed or whether they need to be addressed at all to be classed as feedback (Dann, 2018). Hattie and Timperley (2007) identify that the Where to Next? could be focused on “enhanced challenges, more self-regulation over the learning process, greater fluency and automaticity, more strategies and processes to work on the tasks, deeper understanding, and more information about what is and what is not understood” (p. 90). However, again, it is lacking specificity in terms of what these might look like as any examples provided at the four-levels (Task, Process, Self-regulation and Self) do not particularly articulate or represent examples that could be considered as enhanced challenges or deeper understanding. Nevertheless they build on the research of Butler and Winne (1995),

establishing the role of feedback not just being about influencing performance outcomes but also in developing learning processes and self-regulation.

Considering feedback in terms of formative assessment, Black and Wiliam's (1998b) suggest that "it would be a mistake to regard the student as the passive recipient of a call to action" (p. 21). They identify that what happens next depends on how "the message is received, the way in which that motivates a selection amongst different courses of action, and the learning activity which may or may not follow" (ibid., 21). Emotional and personal responses as well as learning capacity are cited as factors that could affect whether or how a learner responds. Interestingly, 'positive action' within this research is identified as "study methods, study skills, collaboration with peers, and or the possibilities of peer and self-assessment" (ibid., 22). However rather than having a 'Strategies and Tactics for Teachers' section perhaps a 'Strategies for Learners' would have consolidated the emphasis on the active pupil.

Internal feedback provided by the learner through monitoring (Butler & Winne, 1995) including levels of engagement (Bangert-Drowns et al., 1991), effort (Kluger & DeNisi, 1996) and/or achievement in terms of goals (Butler & Winne, 1985; Hattie & Timperley, 2007) were also considered important parts of the feedback process. Like external feedback, the learner would consider 'how am I going?' (Hattie & Timperley, 2007) and in answering this question, the pupil may decide to exert more effort, deploy a different strategy, or refine their working. However, Wiliam's (2018) identifies "how many studies of feedback pay relatively little attention to the nature of learning, and the cognitive processes involved" (p. 12).

Shute (2008) suggested feedback needed to be seen as 'multidimensional' where the "situational and individual characteristics of the instructional context and learner are considered along with the nature and quality of feedback" (p. 176). She highlighted how different types of feedback could potentially support different learner characteristics (ability levels) e.g. using Scaffold feedback to support 'lower-achieving' learners. She began to look at different variables (learner characteristics and task) that could impact on learning. The premise was to identify what constituted "good feedback" (ibid., 154) in terms of how the feedback was given (e.g. timing, length, frequency) so that it would positively impact on learning. Therefore, rather than broadening the context of feedback

by aligning specific characteristics and variables, the research continued to narrow its focus.

The complex nature of feedback (Askew & Lodge, 2000) was recognised alongside the different roles it could play depending on ideals and learning beliefs e.g. Receptive-transmission (cognitive - gift), Constructive (cognitive and some social – ping-pong), Co-constructive (cognitive, social and emotional - loops). This research looked to signal different ways of providing feedback based upon learning beliefs and intentions e.g. Constructive feedback (ping-pong) as a way for the learner to “help make connections and explore understandings” (Askew & Lodge, 2000, p. 10). Whilst co-construction (loops) considered a collaborative approach to learning and feedback involving the learner reflecting, problem-solving and asking for feedback rather than being solely reliant on the feedback giver. The epistemological position of teachers and researchers was seen to define the type and focus of the feedback provided and the level of action required by the learner. Thereby providing breadth in understanding how feedback could potentially be constrained by “different perceptions” (p. 2) and alerting practitioners to this.

To briefly summarise, before moving on to consider current feedback research, early reviews and meta-analyses generally focused on the feedback ‘information’ provided by the teacher or educator. It looked to identify the most effective feedback conditions based on timing, type, frequency, positive/negative comments, learner characteristics, motivation/effort, focus etc (Black & Wiliam, 1998b; Butler & Winne, 1995; Kluger & DeNisi, 1996; Hattie & Timperley, 2007; Shute, 2008). It squarely placed the dominant role of the teacher in having control over the feedback and its effectiveness. However, more recently the focus on the actions of the learner as a feedback ‘receiver’ (Hattie & Gan, 2011) have started to gain greater prominence. Rather than continuing to narrow or further define existing definitions, broader definitions of feedback are being constructed with a focus on interaction, role sharing, engagement, and processes.

Winstone et al., (2017) suggest that “There is increasing consensus that a critical determinant of feedback effectiveness is the quality of learners’ engagement with, and use of, the feedback they receive” (p. 17). This “proactive recipience” (ibid., 17) highlights the role of the student through shared responsibility in making the feedback work. It is about what they do and how they use it to ensure it is effective or has impact, whether this is through the quality of work, understanding of learning and/or development/effectiveness

of learning strategies. After all, “simply receiving feedback – no matter how high in quality – can never lead students to improve unless they actively receive, digest, and act upon it” (Nash & Winstone, 2017, p. 3).

Students are required to become active participants by being involved in self-regulation, asking for feedback from a range of people (educator, peers etc), using a range of sources to find and access support, developing their own learning strategies as well as engaging with and acting upon the feedback (Nash & Winstone, 2017). However, Dann (2018) highlights that:

In the HE context, the ability of students to be self-regulated and be able to take control of their own learning, consciously using feedback in this process, is far less problematic (theoretically and developmentally) than it might be for school-aged pupils (p. 36).

This may be the case but identifying and understanding what is happening within schools and Higher Education is important, not only to support the transition of learners from one phase of learning to another, but also to establish a top-down approach. This can be achieved by laying firm foundations to create the proactive feedback recipients of the future. However, it is worth considering school and Higher Education contexts as separate entities more frequently. Van der Kleij et al., (2019) recognise that the feedback effect varies depending upon “individual differences, both in schools and Higher Education” (p. 303) and yet most of the reviews in their meta-review (51%) included Primary, Secondary and Higher Education contexts together. Thus, are the findings being reviewed and shared appropriate across all contexts?

Van der Kleij et al., (2019) identify four different student roles as part of the feedback process: “no student role (transmission model); limited student role information processing model); some student role (communication model); and substantial student role (dialogic model)” (p. 303). The review highlights how “critical ideas about the student role in feedback have been overlooked or only partially or simplistically adopted” (p. 303). However the characteristics identified for the substantial student role (dialogic model) rely on Higher Education research (54%) more frequently than just specifically school-based research (25%). The lack of parity and, indeed identification of this as a limitation, raises questions as to how transferable the roles are per se. This does not mean that pupils

cannot and should not play a substantial role in the feedback process but instead questions how appropriate and transferable the characteristics identified are. Considering one characteristic in more depth e.g. pupils and teachers developing a “collaborative construction of shared understandings, negotiating notions of quality” (ibid., 319) includes aspects such as students questioning the relevance and effectiveness of the feedback and potentially refusing to respond. This higher-order thinking and deconstruction of feedback would need to be broken down into specific components to become both understood and accessible in determining the collaborative role of primary school pupils.

Hargreaves (2011) suggests that a dialogue needs to take place between teachers and learners focusing on “explicit connections between children’s experiences of feedback, education policy and pupils’ present and future lives outside school” (p. 13). It needs to allow pupils to have opportunities to exercise their own thoughts regarding their learning, incorporating what is important to them as well as being mindful of the national agenda. Therefore, pupils being aware of the role of feedback in supporting them to become a more skilful and active learner by preparing them for future stages of their life is important.

This new emphasis of research needs to consider the learner ‘response’ conditions particularly within schools as it is behind that of Higher Education (Winstone et al., 2021b). Sadler (1998) identified that research based on how students use feedback is lacking. Other researchers have claimed that few have considered pupil perceptions of feedback (Hargreaves, 2013) or how pupils use feedback (Eriksson et al., 2020). This study looks to respond to these calls by contributing new, as well as consolidatory evidence, to consider the role of the pupil as part of the feedback process in primary schools.

The next section (3.2.2) will consider further the gap identified by Ramaprasad (1983) before going on to investigate new and different gaps identified by researchers.

3.2.2 What is the ‘Gap’?

Research on feedback has focused heavily on the closing, narrowing or reducing of gaps. Torrance (2012) recognised that the term gap could “imply a linear model of closure, but it also implies closure is a good thing” (p. 333). Connotations around the closing of a gap is that learning is potentially lagging behind where it should be and so focuses on weaknesses or areas for development to reduce the gap. This can result in feedback targeting a gap where pupil responses involve correcting, improving work and/or further

developing a specific aspect of learning that has not reached the intended goal (Hattie & Timperley, 2007).

The *Narrowing the gaps: Guidance for literacy subject leaders* (Department for Children, Schools and Families, 2010) identified the importance and role of providing “opportunities for children to edit and improve their work and act on their teacher’s feedback” (p. 8) as part of a range of approaches and practice to narrowing the gap. This document was particularly focused on certain groups of vulnerable pupils, including for example “pupils eligible for free school meals (FSM), quiet, ‘undemanding’ girls, underachieving, white working-class boys” etc (Department for Children, Schools and Families, 2010, p. 3) and highlighted the national agenda focused on ‘narrowing’ or closing the gap between different groups of pupils and their peers.

It is important to identify that these were national groups of pupils that were being highlighted as opposed to individuals being identified through individual school data. Therefore, some or all of these groups may not have followed the national trend in all schools. This brushstroke approach to the identification of key groups meant that other groups, particularly those more relevant to the context of individual schools, could have been missed in an attempt to address the ‘national’ gap and achieve well on the accountability and performance measures in place. Equally the push of some groups could lead to others in schools being identified as ‘coasting’ and thus not making the expected progress they should have been.

Researchers such as Torrance (2012) and Dann (2018) have challenged and looked at the learning gap in more depth considering aspects such as control and purpose; moving away from this as a learning gap that needs to be closed to “a relational space and not a deficit” (Dann, 2018, p. 130). Torrance (2012) explains that:

the issue is not so much to close this ‘gap’ in any straightforward sense but to explore and exploit the gaps between teacher and student, and between students’ present and developing understanding through pedagogic action, so that learners understand what are the issues at stake, and what learning means for them (p. 333-334).

It looks to control what is shared between the educator and learner as well as understand how learning can be perceived and understood by different parties.

The next section (3.2.3) will explore the different types of gaps that have been identified within research.

3.2.3 Identification of Different Gaps (International/National and Zone Proximal Development)

Dann (2018) identifies the impact both national and international agendas (policy and practice) can have on determining the learning gap through the imposing of external standards. These have implications on the type and nature of feedback given to pupils as being able to meet these standards should result in a successful performance. This “deficit” (Dann, 2018, p. 130) model looks at a very narrow approach to feedback which presumes that the standards are understood by all and that all parties have a shared interest in wanting to meet them. However this is not always the case and can result in feedback messages being ignored, misinterpreted, misunderstood and/or being inaccessible to the learner.

Recent research (Safford, 2016; Hardman & Bell, 2019) has identified an increase in grammar, punctuation and spelling (GPS) feedback which has been attributed to national policy changes and the introduction of GPS assessments particularly in Y6. The “influence of GPS objectives on writing feedback practice” (Hardman & Bell, 2019, p. 47) have been identified in driving a new focus on metalanguage resulting in pupils ‘adding in’ specific features to their writing. Whilst “metalanguage in feedback is clearly important as feedback relies on explicit communication about the language choices made” (ibid., 38), the feedback is not necessarily highlighting the effect or reasons for including specific features. Pupils are responding to feedback by producing responses that look like they are reducing the gap, but their understanding of why and how the features have developed and improved their writing remains limited. Therefore, the gap remains to some extent as pupils are unlikely to be able to feed forward this effectively into future writing due to limited capacity in understanding.

Another gap highlighted refers to the Zone of Proximal Development (ZPD – Vygotsky, 1978) which is considered as a gap that “extends beyond existing learning and development” (Dann, 2018, p. 65). Situated within social constructivism, it is defined as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978,

p. 86). According to Vygotsky this is important as he recognised that children, even though they may have the same mental age and chronological age, when given guidance or assistance from more capable others were able to solve problems at different levels to each other. This resulted in them displaying greater mental capability in comparison to their actual mental age. He identified that “the zone of proximal development defines those functions that have not yet matured but are in the process of maturation” (ibid., 86). Whilst it needs to be recognised that much of Vygotsky’s work during this time specifically focused on tests (particularly IQ tests) and assessment before moving on to instruction, it still has importance in highlighting the relationship between developmental and learning processes with the former being behind the latter.

Dinnen and Collopy (2009) highlight that pupils might require different forms of feedback to access the ZPD. Some feedback might involve just a prompt, question or link to take the response further whilst others may require an explanation, a further task or modelling etc. This scaffolded approach (Bruner, 1978) or guided participation (Rogoff, 1990) enables pupils to engage in deeper and more challenging thinking by providing “a bridge between a learner’s existing knowledge and skills and the demands of the new task” (Wood, 1988, p. 101). It can also help to ensure that the cognitive load is not exceeded as it is controlled to enable pupils to engage in new or more challenging tasks.

The next section (3.2.4) will begin to explore this by considering the Cognitive Load Theory (CLT) before returning to examine the Zone of Proximal Development (ZPD) alongside this theory.

3.2.4 Cognitive Load Theory

Cognitive Load Theory (Sweller, 1988; Sweller et al., 1998; Paas et al., 2010) explains how learning can be impeded or affected by too many cognitive processes having to be used all at once when undertaking potentially demanding or challenging tasks. Identifying and supporting how new information is learned using appropriate pedagogical tools to provide optimum support is important to ensure that the working memory is not overloaded. Teachers need to consider how much learning is stored within the long-term memory (schemata) to enable adequate capacity for the working memory to process any new information to support task completion. However, building schemas takes time as the “acquisition is acquired gradually and incrementally” (Sweller, 1994, p. 297).

Working memory has a limited capacity and can only hold information for short periods of time. It is vital, not only as a tool in dealing with new information but also in holding information already stored within the long-term memory as prior learning. Long-term memory, on the other hand, has unlimited capacity allowing more and more information to be organised and stored. Learning depends on the building of schemas in the long-term memory to enable learners to acquire greater knowledge and to become more practised and skilled within this area of expertise leading to 'automaticity' (Sweller, 1994).

Cognitive load refers to "any demands on working memory storage and processing of information" (Schnotz & Kürschner, 2007, p. 471) when involved in reasoning and decision making (Millar, 1956). Researchers have identified three different types of cognitive load known as Intrinsic, Extraneous and Germane. According to Paas et al., (2010) intrinsic load refers to the amount of processing required all at once within the working memory based on the undertaking of a task and/or reasoning/problem-solving. Extraneous load is associated with the materials (teaching/processes) e.g. how information has been taught and/or task design. Whilst Germane load refers to "effortful learning resulting in schema construction and automation" (Schnotz & Kürschner, 2007, p. 476) due to tasks/learning being appropriately matched. This load considers the expertise level of the learner alongside the level of difficulty to try and effectively balance these two elements.

Sweller (1994) identifies the importance of Cognitive Load Theory in reducing the extraneous load as this can impact the development of schema; although there is no need for this load to be overly weighted as materials and teaching can be altered. It is also important the intrinsic load is not overwhelmed due to too many processing demands. However, getting this balance right can be tricky as reducing the task difficulty by too much can also result in a "sub-challenge" to the working memory (Schnotz & Kürschner, 2007, p. 479) resulting in no learning taking place. Teachers need to consider the level of expertise being displayed by the learner and thus align the task difficulty appropriately to this. Van Merriënboer and Sluijsmans (2009) identify that as learners become more skilled "expertise develops" (p. 56) meaning they are able to process more elements simultaneously and thus engage in more complex tasks. In the meantime, pedagogical tools such as scaffolding can support learners by providing enough support to stop the working memory becoming overwhelmed.

Schnotz and Kürschner (2007) suggest that teaching and tasks should, where appropriate, look to “increase intrinsic load in order to create an adequate alignment of learner expertise and learning task difficulty” (p. 486) and align this with Vygotsky’s Zone of Proximal Development.

The next section (3.2.5) will explore more fully the Zone of Proximal Development by aligning it with the Cognitive Load Theory.

3.2.5 Zone of Proximal Development (ZPD) and Cognitive Load Theory

To recap, the ZPD is defined as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978, p. 86). The ZPD will be different across a range of learners due to differing levels of expertise. This means that, on the same task, the cognitive load of different learners could result in them being overwhelmed, “sub-challenged” (Schnotz & Kürschner, 2007, p. 479) or working at the appropriate level. Schnotz and Kürschner (2007) highlight the importance of the ZPD and Cognitive Load Theory in not only considering and controlling the extraneous load (Sweller, 1994) but also the intrinsic load. In doing so this provides an optimum level of challenge whilst enabling the working memory to effectively process different elements without being overloaded.

“Instructional help” (Schnotz & Kürschner, 2007, p. 487) is considered to be an enabling function if it helps to reduce the difficulty level resulting in the learner’s cognitive load being reduced; thus allowing them to access a task they would normally find too difficult by themselves. The use of instructional help means the level of expertise and task difficulty are at appropriate levels within the ZPD. It is recognised that “If instructional help reduces the difficulty of tasks that could otherwise be solved only with high mental effort, then the help has a *facilitating function*” (ibid., 487). Therefore, whilst a learner may be able to already undertake the processes required to complete a task with a lot of effort, the facilitation means they can now use a reduced amount of effort. This results in the cognitive load having more space to work effectively in processing and supporting learning in building schema.

This raises a question as to the effectiveness of improvement-related feedback tasks that pupils are being currently asked to undertake. There is an opportunity for pupils to

extend their learning or to practise processes through tasks and explore this more 'challenging' gap. A pupil could use aspects already learned to adapt these to use in a different genre; for example by using the knowledge they have of writing a formal persuasive argument they could consider what and how this could be translated into character dialogue. Support with how to write speech could be provided so the focus remains on the content and persuasive features being used by the character.

Another example could involve a pupil identifying different ways in which tension could be used in a story through the support of teacher feedback questions. They could experiment with different examples in their writing and conclude which worked best and how they could use this in future writing. Each example moves the feedback from focusing on a deficit to exploring and exploiting gaps by extending, consolidating and developing understanding. It enables pupils to practise strategies and build up schema. Yet this is not necessarily being seen within research as Dann (2018) notes that "invitations by teachers for pupil engagement in feedback often become formulaic and tokenistic, receiving superficial acknowledgement by pupils" (p. 121).

The next section (3.2.6) will consider the research findings as to how different feedback types, taking into consideration cognitive load and appropriate challenge, can be used to address the aforementioned identified gaps in writing.

3.2.6 Types of Feedback to Address Different Gaps Including Pupils of Differing Abilities

Writing feedback has often focused on surface feature aspects e.g. spelling, grammar, punctuation. This type of feedback is known as Convergent (Torrance & Pryor, 1998), Directive (Straub, 1996), Task (Hattie & Timperley, 2007) and/or Verification (Kulhavy & Stock, 1989) as it tends to identify whether something is right or wrong and thus correcting that aspect of knowledge. Research identifies that 'lower ability' pupils most often receive feedback focused on surface-level features e.g. spelling, grammar, punctuation (Faigley & Witte, 1981) as do lower-achieving schools (Matsumura et al., 2002). Hargreaves (2013) highlights the assumptions that were being made in giving continuous directive feedback to 'lower-achieving' pupils even though they clearly understood and grasped the concept. Whilst Dann (2018) suggests that unless spelling, grammar, and punctuation are specifically identified as part of the learning objective, then the focus of the feedback (or the response) should not be on these elements

Research by Denessen et al., (2020) found that 'lower-achieving' fourth-grade pupils received more direct feedback than other group of pupils. However, contrary to their hypothesis these pupils also received the most frequent and range of feedback than any other group. They concluded that teachers do "treat students differently" (Denessen, et al., 2020, p. 7) as teaching and feedback were not only aimed at 'lower-achieving' students but that it was also more controlling; thus potentially developing feedback dependency.

Divergent feedback (Torrance & Pryor, 1998), Facilitative (Straub, 1996) or Elaborate (Kulhavy & Stock, 1989) is more "exploratory, provisional or provocative prompting further engagement rather than correcting mistakes" (Pryor & Crossouard, 2008, p. 4). It encourages the pupil to interact with it and to explore the gap considering the process of learning and developing understanding. Consequently, it is often considered to be the preferred type of feedback as it promotes thinking, challenge, and encourages action. However, researchers (Straub, 1996; Torrance & Pryor, 1998; Pryor & Crossouard, 2008) have identified that feedback types (e.g. Directive/Facilitative) cannot always be seen as either/or types of feedback as comments can incorporate both aspects. Neither should one type of feedback be considered as more desirable than another as there is a place for both.

Pryor and Crossouard (2008) suggest considering feedback as "ideal-types that could be placed at each end of the continuum" (p. 6). This continuum enables feedback to be considered over time rather than just on one piece of writing. It also looks to consider the role of feedback in how best to promote learning through the type of pupil response being requested. Yet research highlights that feedback in primary schools tends to focus on Convergent feedback (Pryor & Crossouard, 2008; Hargreaves, 2011) suggesting that teachers are looking to 'correct' knowledge using the "deficit" (Dann, 2018, p. 130) model.

Feedback that promotes the learning of all pupils is important through "enhanced challenges, more self-regulation over the learning process, greater fluency and automaticity, more strategies and processes to work on the tasks, deeper understanding" (Hattie & Timperley, 2007, p. 90). However this is not something that is specifically considered in research in terms of 'higher-achieving' pupils. Hargreaves (2013) identifies one 'higher-achieving' student who "preferred the teacher to give her feedback using a question, because this provoked her to think more deeply for herself" (p. 237). Other pupils in this research also highlighted relating others' feedback to their own work resulting in

them checking and/or improving this accordingly suggesting that 'higher-achieving' (Above Expected) pupils are involved in self-regulation practice.

Dann (2018) suggests that "teachers can only partially control and construct the impact of feedback. Whether formally acknowledged or not, pupils mediate the messages from teachers in their own ways and construct for themselves the "'learning gap' that they intend to be shaped" (p. 116). Therefore, communication or dialogue between the teacher and pupil is important to understand the pupil's priorities, concepts of themselves as a learner as well as their perception/understanding of the learning intentions and/or standards. If these are not aligned and actions are not agreed upon, then the gap will likely continue to exist. It is suggested that "If there is no notion, a limited notion, or a distorted notion of 'next' by the person to whom feedback is primarily directed, progression will be restricted and feedback is of little use" (p. 130). This type of feedback will result in having little impact on addressing the gap.

Time needs to be spent considering not only how pupils are using the feedback but how they are aligning their understanding of standards, their own identity as a learner (including their own learning priorities) as well as their perceptions of the information contained within the feedback message. Are opportunities being utilised to actively respond to written teacher feedback "affording new opportunities for thinking, reflecting and negotiating in ways that support them in becoming increasingly more confident and skilled"? (Dann, 2018, p. 123) or are national standards continuing to drive the deficit gap identified and the type of feedback focusing on 'correctness'?

The next section (3.2.7) will consider the impact that feedback can have on pupil outcomes through previous research findings.

3.2.7 Impact of Feedback

There have been a number of research papers highlighting the positive impact feedback can have on pupil outcomes including several meta-analyses (Black & Wiliam, 1998b; Hattie & Timperley, 2007; Kluger & DeNisi, 1996; Shute, 2008). The effect size appears to vary between 0.4 and 0.8 (Black & Wiliam, 1998b; Hattie, 2009; Shute, 2008). However research also highlights how certain types or conditions of feedback can have a negative effect on outcomes (Hattie & Timperley, 2007; Kluger & DeNisi, 1996) including providing too much feedback. Therefore it cannot be assumed that because feedback has

been given it will have a positive effect on outcomes or learning. In fact, the complete opposite can happen resulting in pupils ignoring it or reducing the challenge (Dann, 2018).

Black and Wiliam's (1998b) identified an effect size of 0.4 and highlighted the importance of feedback as part of formative assessment. A more recent analysis with a focus on formative writing feedback (Graham et al., 2015) reported an effect size of 0.87 (teacher feedback) and 0.62 (self feedback). Yet in a meta-review by Van der Kleij et al., (2019) it is suggested that feedback does not always lead to "improved learning" (p. 314). It is important to note that some of the meta-analyses are based within different contexts e.g. technology and science. Wiliam's (2017) expresses his concern as to how meta-analyses translate within education and suggests the question should not be focused on "What works" but "Under what circumstances does this work" (p. 137).

The fact that research has focused on testing using experimental conditions has resulted in researchers (Handley et al., 2011) questioning the effectiveness and identifying these results as "problematic" (p. 545). This is particularly due to variables being isolated rather than being compared as well as not being within a classroom setting (Shute, 2008). This highlights the fact that a consensus has not been reached and has often resulted in contradictory findings; especially as "claims made about feedback might not be what they seem when related solely to accumulated quantitative statistical data" (Dann, 2018, p. 34).

Nevertheless, Wiliam's (2017) has "estimated that, if you price teachers' time appropriately, in England we spend about two and a half billion pounds a year on feedback and it has almost no effect on student achievement" (Wiliam & Christodoulou, 2017, p. 32). Therefore this raises the question as to why feedback still remains under intense scrutiny today and is continued to be invested in by schools if statistically it is thought to have questionable impact?

The next section (3.3) will consider what responding to feedback means through pupils' initial reactions and subsequent actions.

3.3 Pupils' Responding to Written Teacher Feedback

3.3.1 Overview – What Does 'Response' Mean Within the Context of Acting on/Engaging With Feedback?

Engagement has been broadly defined by researchers as “how learners respond to the feedback they receive” (Ellis, 2010, p. 342) and “the process by which students receive, use and take action on their feedback” (Handley et al., 2011, p. 546). However, engagement is more than this as it has been described as multifaceted (Fredricks et al., 2004) and complex (Handley et al., 2011). Fredricks et al., (2004) identify three components of engagement focused on schools and social aspects: behavioural e.g. “doing the work and following the rules” (p. 65), emotional e.g. “interest, values and emotions” and cognitive e.g. “motivation, effort and strategy use” (p. 65). In terms of feedback engagement this has been adapted by Ellis (2010) to consider L2 corrective feedback using different perspectives e.g. behavioural (if and how the feedback is taken up in terms of corrections or revising work), emotional (“how learners respond attitudinally” p. 342) and cognitive (how learners respond). Each has been noted as interacting together rather than being viewed singularly (Han and Hyland, 2015).

Zhang and Hyland (2018) further considered Fredrick's model of student engagement in light of L2 writing responses. Behavioural engagement focused on time taken and “revision actions (e.g. consulting dictionaries or peers)” (p. 8), and cognitive engagement on how pupils respond to feedback through “(1) understanding and interpreting, (2) evaluating and reflecting, (3) planning and revising, (4) monitoring and self-regulation” (ibid., 8). Finally, affective engagement considered emotional and attitudinal feedback responses. In this study, pupil engagement is particularly considered through behavioural (if and how the feedback is taken up) and cognitive perspectives (how pupils respond). A lens is not specifically focused on affective or emotional engagement, but it is considered if pupils choose to show or share their attitudinal response e.g. they share their emotional response/thoughts when reading the feedback and/or when developing their improvement response.

Price et al., (2011) developed a model of student engagement with feedback identifying “the stages in the process to leading to a considered response” (p. 883). Four stages precede the outcome that require student engagement including: collection, immediate attention, cognitive response, immediate or latent action. It is highlighted that recognising and identifying student engagement through these stages will give an

“indication of the extent of student engagement” (ibid., 883). Attention is considered in terms of the pupil reading and understanding the feedback. Although it also considers other factors such as “the trust in, and the credibility of, the teacher; and the immediacy of the opportunity to apply the feedback to future work” (ibid, 883). How attentive students are to feedback and thus their engagement can be difficult to ascertain with processes remaining ‘invisible’ (ibid).

Cognitive engagement involves the process of relating the feedback to learning (Price et al., 2011). Finally, taking action involves the student doing something with the feedback or applying it into future work or the same piece of work. However there could be reasons for not taking action in that the student does not understand what they need to do, due to self-efficacy beliefs or requiring further support (Price et al, 2011). Therefore, it is important to note that “Action resulting from feedback cannot be the ultimate measure of engagement with feedback, because a student may have been engaged at each stage of the feedback process but, in the end, still may not act on their feedback (ibid., 891).

In this study, the designated response session enables or provides the expectation that pupils will automatically engage with the initial stages of this model (student engagement) through collection and immediate attention. Pupils are usually handed their book (collection), will be asked to read the feedback (immediate attention) and also given the time to develop and produce their improvement response. Therefore it is likely that some level of compliance will be instilled into pupils, but they can still refuse or choose not to engage in some or all parts of the feedback process. In this study, pupils will be asked whether they understand the feedback they have been given; their cognitive engagement will be considered through how they respond and any links made to learning (think-aloud protocol) as well as actions they take (if any).

Increasingly engagement has been identified to be an important contributor to the effectiveness of feedback through how it is being used (Winstone et al., 2017; Van der Kleij, 2020). Feedback that encourages positive engagement specifically involves two concepts: “readiness-to-engage and active engagement” (Handley et al., 2011, p. 550). ‘Readiness-to-engage’ with feedback can be influenced by factors such as motivation (Winstone et al., 2017) and having the ability (knowledge and skills) to engage (Handley et al., 2011). Whilst active engagement involves the processes of both “thought and action” (ibid., 551).

However these 'invisible' processes highlight the difficulty in understanding to what extent pupils are engaged in thinking.

Educators often only see "active engagement" (ibid., 548) in terms of the improvements that have been made either within the same piece of work or future pieces. Whilst broad interpretations can be made from the final product as to how pupils have engaged with the feedback, it is not always possible to identify the extent of this. An example of this would be whether pupils have re-engaged with feedback using different thinking approaches or resources to support them throughout the response. Gravett and Winstone (2019) suggest that currently "we glean little insight into the challenges students face when trying to act upon feedback" (p. 723) resulting in a gap in understanding and knowledge of the feedback processes as part of the "new paradigm" (Carless, 2015; Nash & Winstone, 2017).

The type of feedback given to pupils can help support pupil engagement (Orsmond & Merry, 2011) in that it can steer pupils towards greater thought and action particularly through facilitative (Straub, 1996; Black & Wiliam, 1998b), provocative (Hargreaves, 2012) or divergent feedback types (Torrance & Pryor, 1998). Yet it is not a given that students will automatically and/or successfully engage even with these proactive types of feedback. Therefore it is important to consider pupil engagement over time rather than just one feedback interaction (Handley et al., 2011).

It is also important to consider how pupils of different abilities are engaging with feedback. It has already been highlighted that 'lower-achievers' (Below Expected) receive more surface feature feedback (Clare et al., 2000) thus limiting the response experience as to how they are interacting. This study looks to consider how different pupil groups respond to feedback; active engagement through the identification of seemingly 'invisible' as well as visible skills/strategies they use. It looks to fill the gap identified by Jonsson (2012) considering "the different ways of receiving and using the feedback" (p. 64). Whilst this specifically refers to Higher Education students, it is still relevant within the primary school context as research has increasingly considered perceptions of feedback use rather than their actual use.

The next section (3.3.2) will define the terms skills and strategies to provide a clear understanding of the terminology within this study.

3.3.2 Defining Skills and Strategies

The terms skills and strategies are used frequently within the context of education. In the National Curriculum in England: English programmes of study (2014) the writing composition non-statutory notes and guidance (Years 5 and 6) highlight that “Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear” (p. 38). It is expected that pupils will be taught these key aspects of writing resulting in the terms skills and strategies becoming ingrained, not only in the language of educators but also children. These terms are known and regularly referred to in conversations with children as to what they are learning or have already learned (Afflerbach et al., 2008). It is expected that pupils will consolidate their writing skills as they progress through the educational system as well as use a range of strategies to support them in their writing. Therefore, it is important that these terms are clarified and defined before moving on to consider the range and different types of strategies pupils use.

According to Alexander et al., (1998) strategies are “goal-directed or intentional in nature” (p. 131). Initially it involves understanding what the strategy is and how it can be used before being able to move onto consider where and how it can be deployed. In terms of reading, strategies enable pupils to “control and modify the reader’s efforts” (ibid., 130). The strategy use is a deliberate and “purposeful” action (ibid., 131) which can support the bridging of a gap. In contrast “skills are procedures that have been routinized” and so are used with some “level of automaticity” (ibid., 135). Pupils are not required to consciously think about what they are doing, as the knowledge and the ingrained action carries them through the task. As a result, they are not actively controlling the use of the skill through the amount of effort being expended or modifying it. The cognitive load is reduced as thinking and effort can be directed towards other components of the task or learning (Alexander et al., 1998).

It is important that learners become proficient writers by building their knowledge base of skills as well as having opportunities to learn and practise strategies. Duijnhouwer et al., (2012) identify that as “strategies become more and more effortless and automatic, they will become fluent skills” (p. 171). As pupils progress through the education system and continue to learn more, they will need to rely upon and call upon skills to support them as well as continuing to develop and learn new strategies.

The next section (3.3.3) will look at the range of cognitive strategies and consider pupils' use of these when responding to feedback.

3.3.3 Different Cognitive Strategies

According to Alexander et al., (1998) cognitive strategies can be identified on the following continuum: General, Domain-Specific and Task-Specific, Metacognition and Self-Regulation. In summary, General Cognitive Strategies are strategies that can be used across a range of contexts or domains so they are versatile in how they can be used. In contrast Domain-specific and Task-specific are specific to a context and are more restricted in their use.

Before clarifying Metacognition and Self-regulation strategies, it is important to understand and define these further "as there is some confusion around what the terms mean" (Muijs & Bokhove, 2020, p. 4) due to an overlapping or interchangeability of terms (Dinsmore et al., 2008; Schunk, 2008). Flavell (1985) defines metacognition as "any knowledge or cognitive activity that takes as its object, or regulates, any aspect of any cognitive enterprise...its core meaning is 'cognition about cognition'" (p. 104). Metacognition is often referred to more simply as "learning to learn" (Muijs & Bokhove, 2020, p. 4) or "thinking about thinking" (Fisher, 1998, p. 1). Essentially monitoring (Dinsmore et al., 2008, Muijs & Bukhove, 2020) and regulating (Flavell, 1985) are considered to be key terms as to what and how learners think in order to adapt or readjust strategies depending upon their effectiveness. Therefore, when undertaking an activity, a learner may plan to use a specific cognitive strategy due to their understanding of how they think (Alexander et al., (1998) but they will also monitor its effectiveness and, in accordance with this evaluation, change or adjust it.

Self-regulation on the other hand is where "learners are proactive in their efforts to learn because they are aware of their strengths and limitations and because they are guided by personally set goals and task-related strategies" (Zimmerman, 2002, p. 65). The term proactive is important as learners seek to develop their learning (knowledge, skills etc) rather than viewing learning as a 'done to' process (Zimmerman, 2008). They are involved in identifying the use of strategies that will help them to achieve their goals or complete tasks. 'Effective learners' are considered to self-regulate (Butler & Winne, 1995) and, as a result, are considered to have greater academic success (Zimmerman, 2002).

Feedback is identified as one key aspect that can help to promote self-regulatory skills as this is built from “correct information” (Hattie & Timperley, 2007, p. 91) which enables pupils to construct a concrete knowledge base. However feedback can also promote pupils use of self-regulation by encouraging them to monitor and evaluate their work through questions or prompts to, for example, find and then revise their writing. Over time pupils should be encouraged to take more control over the feedback process using their own internal feedback to ensure they do not become overly reliant on an external provider. Therefore it is important to consider the role of self-regulation in the development of responses, especially as these foundations need to be laid in primary school to develop ‘effective learners’ (Butler & Winne, 1995; Zimmerman, 2002) and future ‘proactive’ recipients (Winstone et al., 2017) of feedback.

The next section (3.3.4) will consider the teaching and use of skills/strategies.

3.3.4 Skills/Strategies Use

The continuum of strategies is important as part of the learning process, not only through the development and use of appropriate strategies but also how these are deployed. Monitoring their effectiveness and being able to adapt and change these is a vital part of the learning process. Research has identified the development of metacognition and self-regulation strategies from around the age of 8 (Veenman et al, 2006). Yet according to Dignath and Büttner (2018), teachers in primary schools have not been observed directly teaching learning strategies to pupils. In their research they were noted as ‘promoting’ cognitive rather than metacognitive strategies. This raises the question as to how pupils are expected to respond to process feedback (e.g. expecting them to deploy a specific strategy) if these are not being explicitly taught? Equally, for all other types of feedback where strategies/skills are not being identified, how are pupils engaging in these through the skills/strategies they are independently selecting and using to undertake these tasks?

For example, a pupil may be asked to write a section of dialogue into their writing to show the relationship between two characters. The teacher has not indicated how they might do this in terms of the processes or strategies they might use. The pupil will need a modicum of knowledge as to what speech is; its function and the conventions required. They might be able to recall this information but, if not, they then need to decide where and how they can find out this information. The strategies and tactics do not potentially

stop there though. Do they plan or just write, do they role-play in their heads or say out loud the dialogue, do they draw upon dialogue they have heard recently, do they write and re-read to further develop or amend the dialogue? All these strategies are valid and appropriate but what and how do pupils choose to use and deploy these if the feedback does not specify or support with this? This seems an important question to ask as research does not identify the strategies and skills pupils are currently using to support them in the development of their responses as part of the designated response session.

Research by Duijnhouwer et al. (2012) looked at providing feedback identifying one strategy for students to use. These were general strategies such as “consult others” or “go over specific aspects” (p. 176) and were identified as being prompts for students to identify and use rather than providing new information or learning material. Some students found these not to be very helpful as they did not match their needs. Yet the results showed that “the more strategies were provided, the higher their reported planning/revising was” (ibid., 181). Unfortunately, the research does not show how they used the strategies within the planning and revising stages nor what their thinking was or whether the strategies were adapted, abandoned, refined etc. This study looks to build upon this research to identify specific skills/strategies pupils are already using (directly and indirectly) when they respond to the feedback from the stages of receiving and reading it through to the conception, development and writing of the response.

The next section (3.3.5) will introduce the National Curriculum writing programmes of study to begin to identify the skills/strategies pupils require as part of learning to write.

3.3.5 Teaching Writing - National Curriculum for Writing and Cognitive Process Theory of Writing

Writing has been identified as complex as it is not just about the content or final product but also the “writing skills, strategies, knowledge, and motivations” (Graham, 2018, p. 145). The English programmes of study: key stages 1 and 2 as part of the National Curriculum in England (DfE, 2013) recognises that pupils should not only be taught transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech), but also how to plan, revise and evaluate. The non-statutory guidance also identifies “thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops” (Department for Education [DfE], 2013, p. 29).

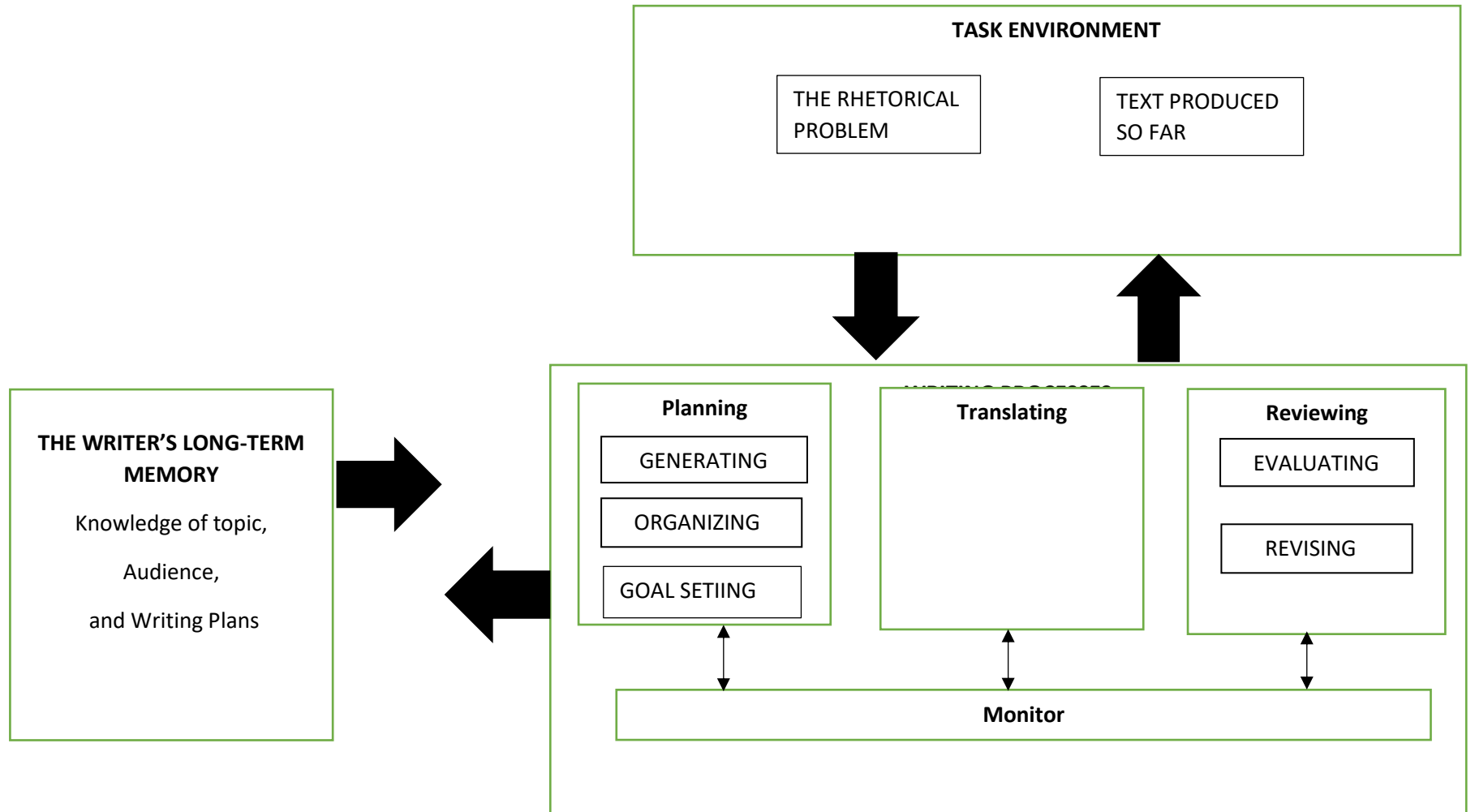
Hodges (2017) identifies that in terms of writing theories “No one theory currently encompasses all that is writing” (p. 145). Teachers have a choice to either use bits of different theories or focus on one aspect of writing. In theory this sounds plausible but in reality this is not possible. The National Curriculum is a statutory document and, even if teachers did not have to legally adhere to this, many teachers would not know or be educated in the different theories of writing in which to select bits from. Instead, teachers are being directed towards what and how they teach writing as opposed to choosing from and selecting their own part of theory or aspect of writing as fits the best way to teach writing.

It would seem clear that schools and teachers (through the DfE guidance) are being broadly directed to the cognitive process theory of writing (Flower & Hayes, 1981). This is built around four key points which are: “(1) focused on thinking (cognitive) processes, (2) ‘hierarchical’ organisation of these processes, (3) involves the setting of goals by the writer, (4) goals set are identified as ‘high-level goals’ or ‘sub-goals’” (Flower & Hayes, 1981, p. 366). The Structure of the Writing Model (Figure 2 which is later referred to as A Model of Cognitive Processes in Writing) identifies three main areas contributing to how writing is developed: the task environment, the writer's long-term memory, and the writing processes.

Each of these non-linear processes and sub-processes are considered as “thinking processes” rather than “writing stages” (ibid., 376). A writer can move flexibly and continually between and amongst these. For example, a writer may realise as they are writing (through monitoring) that they have jumped too quickly in the text and need to add a paragraph. As a result, this can then trigger another cycle of Planning, Translating and Reviewing alongside the original.

Figure 2

Structure of the Writing Model - Flower, L. & Hayes, J. R., 1981, p. 370, figure 1



The Department for Education (DfE) *English Programmes of Study* (2013) for writing guidance appear to 'fit' into the writing process model in that they are being taught to Plan, Draft and Write, Evaluate and Edit (including proof-reading). Although there is nothing written within the document to identify with which writing theory or theories the NC is aligned to or with. Interestingly, reading and phonics have always been attributed to theories/models e.g. Searchlight, Simple View of Reading etc. It certainly raises the question as to why the NC does not state its alignment to theory or research when reading does. Nevertheless, the basic fundamentals taught in KS1 are e.g. aspects of planning and evaluating (revising, re-reading and proof-reading) but by the end of KS2 these will have been further developed, extended and embedded so that pupils' writing is "sufficiently fluent and effortless" (Department for Education [DfE], 2013, 31). Teacher feedback acts as a monitor in providing external information in which pupils can review their work by revising it.

One research study (Duijnhouwer et al., 2012) looked at specific improvement strategies being given to students as part of their feedback focusing on Planning, Revising, Help-seeking and Text Aspect. These identify just a few strategies for learners to use across two aspects of the writing process – Plan (Think through exercise, Explicate/externalize) and Revise (Go over complete text and Go over specific aspects). The study suggests part of a structure (plan and revise) being used once students have received feedback. However it is important to note that the strategies given to students (Higher Education) were generic rather than tailor-made. As a result, some students found these did not reflect their ability, did not match their writing style/skill set and/or did not develop their writing skills further etc. The study found the number of strategies provided negatively impacted on students' self-efficacy beliefs. However, if students are being given strategies they believe are below their capabilities then this delivers an explicit message in terms of their writing level/ability. Therefore this research raises questions as to the generalisability of the findings due to the appropriateness (or inappropriateness) of the strategies being suggested.

Nevertheless, this study does raise an interesting question as to whether a similar structure is used when strategies are not being indicated or is this being missed out as pupils move straight into translating? This is an important question as there is currently no guidance as to how pupils could use the short, designated response session. There is also no recommended structure that could help both teachers and pupils clearly focus, not only

on the development of their responses in a short period of time, but also in considering the range of skills/strategies that are being or could be used. Therefore pupil responses need to be considered in terms of the context of cognitive processes and outcomes rather than product outcomes.

The next section (3.4) will move on to consider pupil written improvement responses starting firstly with an overview.

3.4 Pupil Written Responses to Written Teacher Feedback

3.4.1. Overview – What Does Acting Upon Feedback Mean in Terms of Producing Written Responses to Feedback (Improvement Responses)?

Firstly, it is important to understand the term ‘improvement’ before moving onto consider different types of improvements and define its meaning within the context of this study. Feedback research mentions the word improvement within different contexts e.g. improvement strategies (Duijnhouwer et al., 2012), improvement in terms of a piece of writing as opposed to writing ability (Ruegg, 2015) as well as feedback promoting improvement (Brooks et al., 2021). Therefore, the term is used interchangeably and in different ways as improvement is an important aspect of feedback and developing learning. For example, Nicol (2010) identifies that “improvements in written feedback might involve providing students with more timely and detailed comments about the strengths and weaknesses of their work and with clearer suggestions about ways of making improvements” (p. 502). Thereby it is expected that teachers (also peers and self) will identify improvements but also suggest how to make these improvements.

Researchers have used a variety of ways to measure responses which have focused on the effectiveness of improvements using typologies (Faigley & Witte, 1981; Ferris, 1997; Wingard & Geosits, 2014). Yet these have often focused on improvements as a consequence of subsequent drafts and so consider the changes in terms of how significant they are to the development of the draft e.g. substantial improvement, meaning-changing, macro as opposed to micro, surface-level changes. Therefore, pupil actions are focused on improvements to the overall development of the piece of writing as opposed to improvements focused on particular aspects of writing.

In this study, improvement refers to pupils making an actionable change as a result of internal or external feedback as part of the *Where to next?* (Hattie & Timperley, 2007). It is expected that the change made is with the intention to improve an aspect of the writing (identified by the teacher or pupil) through the designated response session. This could be an improvement in terms of correcting a word (spelling), adding or developing a phrase or sentence through to the inclusion of a new paragraph. Thereby it considers individual improvements separately within the piece of writing in response to the feedback task(s). It could be expected that individual improvements could (and should) ultimately improve the overall writing as identified gaps are addressed. However, the overall effectiveness of these will be limited due to the expectation of the session focused on short, time-limited gaps and tasks.

Even though the terms response and action are used frequently within literature, there do not appear to be any clear definitions to specifically describe what these words mean in relation to feedback. Instead, key verbs have been identified such as: “to actively seek, generate, provide, discuss and use feedback” (Brooks et al., 2021, p. 2). In this study, the term ‘response’ within the context of a written response refers to what the pupil has produced (e.g. what they have written) within the designated session.

The next section (3.4.2) will consider four different types of written responses identified within the literature that pupils could produce.

3.4.2 Different Types of Improvement Responses

3.4.2.1 Correction Responses

Within English as a Second Language (ESL) literature, corrections are generally considered as being either Direct or Indirect. Direct feedback involves the teacher providing the correction for the pupil. Pupil responses could be copied in the margin three times, or the pupil may be expected to just acknowledge and look at the correct spelling. On the other hand, Indirect feedback may highlight or indicate there is an error for the pupil to correct themselves. This could be through the error being circled, underlined, highlighted or coded (e.g. sp for spelling). Response possibilities are more varied as pupils may have to first find where the error has occurred on a line (or within a paragraph) or the teacher may have already pointed this out in the work. Then to correct, they may have to use a

dictionary or access the spelling from their memory. Finally, they may have spelt this word incorrectly more than once throughout the work and could have to correct these as well.

Corrections are considered to be part of the writing process, particularly when editing. However Truscott (2007) identifies “the best estimate is that correction has a small harmful effect on students’ ability to write accurately” (p. 270) and that it has no impact on accuracy in any new pieces of writing. It may only be useful in helping them to eradicate the error as part of drafting the writing. Therefore, pupils do not develop acquisition of knowledge to transfer and apply in subsequent writing, for example when editing their draft into another draft or a final piece of writing. However Ashwell (2000) recognises that Corrections are “not specifically concerned with improvements in the accuracy of subsequent writing, although such improvements would obviously be welcome; it is principally concerned with improvement in the linguistic accuracy of one written product” (p. 228). Therefore, it is about correcting and improving within that piece of writing.

Lee (2013) suggests that “it may be best to use a combination of direct and indirect WCF to suit different learners, writing tasks and error types” (p. 111). Indirect feedback can be used when pupils are able to attend to the error and correct it themselves. Whereas Direct feedback may be more suitable for errors that are classed as “untreatable” (ibid., 111). Therefore knowledge and understanding, context and intent are important factors not only in assisting teachers, but also supporting pupils in what and how they choose to correct. This is particularly vital as “whatever forms and strategies of WCF teachers use, student uptake should be the key guiding principle” (ibid., 114).

High numbers of correction responses are persistently being highlighted across a range of contexts (primary school – Hardman & Bell, 2019 and Higher Education – (particularly omissions) Glover & Brown, 2006; Brown & Glover, 2006) with often no link to learning objectives or success criteria (Murtagh, 2014). Yet it has been identified that high numbers do not necessarily impact on the actual quality of the writing content and neither does it mean that pupils are more likely to respond to these (Hardman & Bell, 2019). Therefore for what reasons and how are pupils responding to these corrections, if at all?

3.4.2.2 Content Focused Responses

Faigley and Witte (1981) consider these types of revisions as Meaning-Preserving Changes which are often described as surface-level changes. This means that any revisions made do not really affect the overall meaning of the text as these are minor alterations. For example, a pupil response could be to alter a sentence, add more or different information and/or change words (Faigley & Witte, 1981). Responses could also be focused on the correctness of information or “acquiring more or different information, and building more surface knowledge” (Hattie & Timperley, 2007, p. 91). Therefore, whilst the addition of information or the changing of a sentence may help to improve a particular piece of writing, it is often so specific that it is not transferable to future writing or other tasks (Hattie & Timperley, 2007). Nevertheless, knowing whether information or specific writing features are correct/incorrect or missing can support pupil knowledge which can also support pupils’ use of self-regulation (Hattie & Timperley, 2007).

3.4.2.3 Process Focused Responses

These types of responses are based on the use of skills/strategies as part of the undertaking of tasks or by “relating and extending tasks” (Hattie & Timperley, 2007, p. 93). Pupils may be provided with hints or strategies as part of facilitative or scaffolded teacher feedback or pupils could identify and choose their own strategies to use. This is considered by Hayes (2011) as being knowledge about how to write involving aspects such as linguistic knowledge and genre knowledge (Hayes, 1996). Essentially, process-based responses enable the pupil to make connections between the improvement and how best to act e.g. strategy use or reworking of a strategy (Butler & Winne, 1995) resulting in an improved “writing performance” (Duijnhouwer et al., 2012) or a “deeper understanding” (Hattie & Timperley, 2007).

3.4.2.4 Self-Regulated Responses

Self-regulation in writing is referred to as “self-initiated thoughts, feelings, and actions that writers use to attain various literacy goals” (Zimmerman and Risemberg, 1997, p. 76). For pupils to be able to engage in self-regulation, Zimmerman and Schunk (2007) identify the importance of giving pupils feedback on their use of strategies and not just their writing. However self-regulated responses can also be triggered as a consequence of feedback through the pupil’s internal feedback. For example, the feedback could trigger internal feedback relating to another aspect identified by the pupil to improve.

The next section (3.4.3) will consider the Goal-Setting Theory as goals have been identified as an important aspect of self-regulated responses, internal monitoring and also integral to the feedback process.

3.4.3 Goal-Setting Theory

According to Locke and Latham (2006):

specific, high (hard) goals lead to a higher level of task performance than do easy goals or vague, abstract goals such as the exhortation to “do one’s best.” So long as a person is committed to the goal, has the requisite ability to attain it, and does not have conflicting goals, there is a positive, linear relationship between goal difficulty and task performance (p. 265).

Task or performance-related goals (Hattie & Timperley, 2007) are set by learners and/or teachers to enable the pupil to work towards achieving these. These can be set as short-term goals, also identified as success criteria or learning objectives (Hattie & Timperley, 2007) or longer-term goals. Feedback is considered as a ‘key moderator’ (Locke and Latham, 2006) in letting the pupil know how they are doing in relation to the goal. It allows them to make any “adjustments in effort, direction, and even strategy” (Locke & Latham, 1990, p. 23) in attaining the goal. However the use of feedback also enables learners to set their own more challenging goals due to the relationship between goal-setting and self-regulation (Winstone et al., 2017).

Hattie and Timperley (2007) suggest that goals need to be understood by teachers and pupils and that both need to be committed to achieving these. For example, feedback needs to specify the information required for the pupil to be able to continue to work towards the goal. This is particularly important as often the information given relies on the learner identifying how and what adjustments need to be made to meet the goal. In a study by Earley et al. (1990), the researchers considered the impacts of outcome and process feedback given to students using a simulation of stock market investments. The findings reflected how process and goal-setting interacted impacting on “people’s task strategies and information search” (p. 101) but more importantly, it effected the quality of their use. On the other hand, outcome feedback and goal-setting impacted on “effort and self-confidence” (ibid., 101).

They also found that feedback focused on a specific task outcome could over inflate a person's confidence resulting in a skewed view of their performance. Therefore, translating these findings within an educational context suggests the importance of different types of feedback being used based upon the requirements to meet the goal; increased effort, greater confidence and/or adjustment of strategy use etc. However it is also important to consider this over time to ensure that pupils do not have an overly inflated or deflated view of their work.

Goal-setting is identified as part of Planning and Reviewing in the writing process (Flower & Hayes, 1981 – figure 2). Firstly, pupils need to have a clear idea of the goal whether this is external (national standards), developed as a class (success criteria), a personal goal or a combination of these. When reviewing, pupils then internally monitor and evaluate against these goals by providing themselves with internal feedback which, as discussed, is an important part of self-regulation (Butler & Winne, 1995).

The next section will consider challenge as setting “high (hard) goals” (Locke & Latham, 2006) or “challenging” goals (Hattie & Timperley, 2007). It is important to consider challenge and what it means, but also to begin to consider it in relation to pupil responses rather than always being teacher controlled.

3.4.4 Challenge including Goal-Setting Theory

What is considered to be challenging will be different from one pupil to another depending upon their ability, prior success and possibly even their receptiveness to the feedback (Lipnevich et al., 2016). Challenge can be considered in terms of the types of support given to pupils to produce their written response (e.g. independent or scaffolded) or it can relate to the difficulty of the improvement task and/or the content e.g. new learning or a new procedure/strategy (Shute, 2008). Challenge can also be instigated in terms of how it is perceived; a pupil may believe the response to be challenging prior to undertaking it regardless of whether it is or not.

In research, challenge tends to be identified as being within the remit of the teacher and, if they get this right, then the pupil will commit to and engage in next steps resulting in increased learning and understanding. The action of the pupil in determining, promoting, encouraging and defining their own levels of challenge as part of the response appears to

be lacking within feedback research. Whilst the teacher feedback might state to include more information, the pupil determines how much detail and whether to link it to other parts of their writing. Pupils can challenge themselves through the responses they produce, the choices and decisions they make and the outcomes they are aiming for.

Pupil perceptions of challenge can be based on the amount of effort they think they will have to invest in the response (Locke et al., 1981). Responses focused on new learning or “maturing processes” (Vygotsky, 1978) are considered to provide challenge resulting in the use of scaffolding to ensure the working memory is not overwhelmed. However responses that are developed independently by the pupil, with minimal feedback advice or support, could also be considered as challenging. For example, if the response is just at the point below the Zone of Proximal Development where a learner can produce a response independently without overloading the working memory. These types of responses can allow pupils to apply different skills, strategies, and knowledge independently and thus create a different type of challenge.

The next section (3.5) will consider pupil and teacher perceptions (including challenge), particularly focusing on feedback and improvement responses.

3.5 Pupil and Teacher Perceptions

3.5.1 Overview

Over the last decade, educator and learner perceptions surrounding feedback have been of great interest to researchers particularly within the field of Higher Education (Van der Kleij et al., 2019). In terms of students, consideration has focused on perceived useability (Carless, 2006; Jonsson, 2012; Walker, 2009), feedback characteristics (Winstone et al., 2016), impact of perceptions from the feedback giver on whether students engage/act on feedback (Winstone et al., 2017) and usefulness (Carless, 2006). In contrast, educators tend to perceive their feedback as being of a better quality or more effective than their students believe it to be (Carless, 2006; Handley et al., 2011; Lizzio & Wilson, 2008).

Research in schools has particularly focused on the feedback experiences of pupils (Hargreaves, 2013) including feedback use and purpose (Gamlem & Smith, 2013; Hargreaves, 2012), quality of feedback (Havnes et al., 2012), likes/dislikes of writing

feedback (Zumbrunn et al., 2016), feedback frustrations (Hargreaves, 2013) as well as perceived application (Hattie and Gan, 2011) and reasons for acting on feedback (Hargreaves, 2012). Teacher perceptions in schools appear to mirror similar aspects found in Higher Education such as the inflated perception regarding the quality of feedback and perceived use (Havnes et al., 2012).

Perceptions have been identified as an important aspect in understanding engagement and the potential actions of learners. However it still remains an under researched area with limited understanding (Dann, 2015; Van der Kleij et al., 2019, Van der Kleij, 2020). Certainly within the primary school setting, less research has been conducted into considering what pupils think resulting in the inability “to paint a consistent and compelling picture of student perspectives of feedback” (Harris et al., 2014, p. 111). There is very little research ascertaining the perceptions and views of pupils about the responses they have produced. Therefore, as not just a ‘receiver’ (Hattie & Gan, 2011) of feedback but as a responder, how do pupils perceive their improvement response?

3.5.2 Pupil Perceptions

Hargreaves (2013) and Murtagh (2014) investigated primary school pupils’ perceptions of their teacher’s feedback. Pupils believed that “more descriptive written feedback is beneficial to them as individuals for both cognitive and motivational reasons” (Murtagh, 2014, p. 535) rather than receiving lots of direct feedback. Whilst Hargreaves (2013) identified a juxtaposition between pupils feeling frustration in being given too much feedback and yet also wanting more feedback.

Dann (2015) began to understand the term ‘challenge’ from the perspective of pupils not making expected progress. The pupils specifically related challenge to learning that they found hard including specific subjects or tasks that they struggled “to think about how they might move forwards and how what they already knew might help them to tackle what was more of a challenge” (p. 12). Yet, the pupils in Hargreaves (2013) study found feedback to cause frustration when it was given continually (passed the point when it was not required) through over explanations or believing a pupil not to understand when in fact they did. Therefore studies highlight a mixed picture in terms of perceptions of feedback being too easy, receiving too much or not enough as well as not supporting pupils to move forwards.

'Lower-achievers' are aware of and can identify perceived feedback discrepancies between pupils of different abilities (Dann, 2015; Hargreaves, 2013). A 'lower-achiever' perceived the feedback from her teacher as giving the correct answers unlike 'higher-achievers' who were given hints, cues, explanations (Hargreaves, 2013). Yet 'higher-achievers' also identified at times that they too received the correct answers without explanations. These perceptions suggest that pupils are aware of how their ability/attainment level can potentially be contributing to the type of feedback they are receiving and how this is limiting their response. Whether this is actually the case or just their perception is certainly something to consider as Murtagh (2014) identified pupils of all abilities receiving limited types of feedback due to a high focus on spelling and punctuation.

This study looks to contribute further understanding focusing on pupil perceptions of their improvement responses and their experience as part of the designated response session. Primary school pupils taking part in previous research have been described as confident, articulate and thoughtful in their discussions about feedback and their experiences (Murtagh, 2014; Dann, 2015; Hargreaves, 2013). Therefore their voices need to continue to be heard and their perceptions shared and understood.

The next section (3.5.3) will consider teacher perceptions (including challenge) on the types of feedback given as well as the improvement responses produced by pupils.

3.5.3 Teacher Perceptions

Feedback practices can be determined by teacher perceptions; what type of feedback and to whom can contribute to the decisions teachers make. Eriksson et al., (2018) identified that the perceived needs of primary pupils (e.g. academic, emotional and behavioural) based on formal and informal classroom assessments all formed the basis of teacher considerations. In the research of Havnes et al., (2012) a secondary school maths teacher found it difficult to give feedback to 'weaker' pupils. Whilst other teachers found it difficult to know how to 'follow up' on the feedback with students, especially if they knew they were not using it. This perception led to "concerns about students' capability to respond" (p. 25) and therefore was potentially reflected in how much time, effort and the type of feedback given by teachers. It raises an interesting question as to whether the

pupils actually were incapable of using the feedback or whether other factors (e.g. lack of interest, disengagement, misinterpretation) were the cause?

Teacher perceptions regarding the role of the student or pupil and the sharing of responsibility in the feedback process can also be influential. Winstone et al., (2021b) highlights the continued dominance within Higher Education of educators being responsible for providing or giving feedback for students to then consider and reflect upon. They conclude “that the significant shifts toward new paradigm viewpoints among higher education researchers have not yet been fully mirrored among practitioners more broadly” (Winstone et al., 2021b, p. 125). This raises the question as to teacher perceptions of pupil responsibilities as part of the designated response session. Are teachers sharing some level of responsibility with the pupil? Are they being encouraged to actively engage with and act upon the feedback? Is this reflected in their practice or are pupils engaging in a token gesture of response?

The next section (3.5.4) will consider teacher expectations as research has identified that these can influence how teachers interact with different pupils. These subliminal messages can lead to a “self-fulfilling prophecy” (Rosenthal & Jacobson, 1968, p. 5) in that pupil outcomes can match the expectations of the teacher. This is important to explore as feedback messages may be influenced by teacher expectations.

3.5.4 Teacher Expectations

Teacher expectations have been identified as potentially influencing how they perceive a pupil’s capabilities which can then be reflected in the pupil’s academic achievements. Rosenthal and Jacobson (1968) through an experiment of randomly grouped pupils assigned as “growth spurters” (p. 1), identified that teachers’ inaccurate expectations resulted in higher expectations for this group. This resulted in them achieving at a higher level on IQ tests. They suggested “a self-fulfilling prophecy” (ibid., 5) whereby how the pupils behaved was in-line with expectations. Put more simply “the teachers' false expectations had become true” (Jussim & Harber, 2005, p. 133). It was recognised that low expectations could lead to learning being hindered “whereas high expectations can foster students’ learning and eventually lead to higher achievement gains” (Gentrup et al., 2020, p. 1).

It was implied that if teachers had high expectations of all pupils, then no pupil would under-achieve (Brophy, 1983). However the initial research came under intense scrutiny and criticism (Brophy, 1983; Jussim & Harber, 2005) with many questions being asked which were reinforced by the inability and “failures to replicate the study” (Brophy, 1983, p. 2). Nevertheless, it has been agreed that “self-fulfilling prophecies in the classroom do exist, but they are generally small, fragile, and fleeting” (Jussim & Harber, 2005, p. 151). This is in stark contrast to the initial larger gains of young people’s achievements first reported by Rosenthal and Jacobson (1968).

Teacher expectations can be transmitted to the student through the way the teacher behaves and interacts with them (Wang et al., 2018). Blöte (1995) suggests that it is “the students’ perception of their teachers’ differential behaviour (i.e., in relation to expected student performance) that is important” (p. 222) rather than specifically the behaviour of the teacher in general. Pupils of different abilities have been found to be treated differently (Babad, 1990; Blöte, 1995) with lower teacher expectations being identified for pupils with learning difficulties (Wang et al., 2018).

Feedback is one of four key factors that has been identified through which teacher expectations can be transmitted to pupils (Harris & Rosenthal, 1985). In a research study by Blöte (1995), ‘lower expectancy’ pupils (9-14 year olds) perceived receiving more negative feedback whilst ‘higher expectancy’ students more positive feedback. Their teachers perceived that ‘lower expectancy’ pupils received more praise whilst all students received similar amounts of negative feedback. In contrast, Gentrup et al., (2020) focusing on first-grade students in Germany identified that “higher-expectancy students received more performance feedback than behavioral feedback and somewhat more positive performance feedback than negative performance feedback” (p. 12). These are particularly interesting findings as it would be anticipated that with marking policies clearly indicating the inclusion and amount of positive feedback (e.g. three stars, pink highlighting etc) to be used, that all pupils should be receiving relatively similar amounts of praise regardless of their level and/or teacher expectations.

It is important to note that teacher expectations are not always accurate, but regardless of this fact they have been shown to predict achievement (Gentrup et al.; 2020). Rubie-Davies et al., (2015) highlight the importance of high expectations for all pupils. They

identified high and low expectation teachers considering the impact on whole classes rather than specific groups or individuals. It was noted that teachers that provided:

students with clear feedback on their learning goals, fostering intrinsic motivation and providing students with choices in the tasks that they complete, all appear to have marked effects on both student social-psychological and academic outcomes and these have all been found to be behaviors of teachers with high expectations for all their students (p. 75).

This highlights the importance of teachers fostering high expectations and promoting high-expectancy behaviours. Feedback messages are one way in which expectancy beliefs are transmitted; teachers need to be aware of what these are saying over time and how these are being perceived.

The next section (3.6) will summarise the gaps in literature and research that have led to and been instrumental in the development of this study and its research questions.

3.6 Identification of the Main Research Gaps from Calls to Action

It is clear from the literature that pupils are having different feedback experiences. Not only through the type of feedback, the nature of the identified gap, the level of challenge and the perceived expectation/message, but also through levels of engagement, skill/strategy use and the different types of improvement responses. It is also clear that the contextual identification and situation of a short, designated response session is lacking within feedback literature. This study responds to the call that “future feedback research and reviews need to consider the role of the student from their perspective, taking account of the context in which feedback occurs, while endeavouring to find out more about how individual students are engaging with feedback” (Van der Kleij et al., 2019, p. 320). It looks to understand the feedback process from the perspective of pupils (different abilities) focusing on their interpretations, perceptions and actions.

In this chapter, engagement with and ‘acting on’ feedback have been explored with a specific focus on the interaction pupils have with feedback; their thinking and how they begin to develop and explore the response as they develop and write it. This period of cognitive processing signals the complex interaction of both the long and short-term

memory. Literature identifies the use of cognitive strategies namely through the writing process (Flower and Hayes, 1981) and feedback (Butler and Winne, 1995). Yet William's (2018) identified that "One of the most surprising things about the field of feedback research is how many studies of feedback pay relatively little attention to the nature of learning, and the cognitive processes involved" (p. 12). In line with this view, this study highlights the paucity of research in identifying the types and range of different skills/strategies pupils are using as part of the designated response session and looks to address this gap.

In the research by Duijnhouwer et al., (2012), students were given feedback with one improvement strategy for them to use. However these strategies were selected by teachers and included rather generic examples. When concluding, the researchers called for future research that "may standardize the provision of strategies and so specifically aim at particular writing processes. For example, teachers may be asked to provide a particular number of particular strategies that aim at revising, or at asking peers for help" (p. 182). This study looks to fill this gap by developing a standardized list of skills/strategies pupils are already using as well as additional strategies they could be expected to use within the context of the designated response session. No research literature has provided examples in this detail before and so this study looks to contribute new findings in this area.

This chapter has also identified that interaction or acting on the feedback includes the actual improvement response product as part of the designated session. Whilst the literature identifies an array of feedback typologies, there are fewer focusing on pupil improvement responses. Where these do exist are within the contexts of ESL with a particular focus on corrections (Ellis, 2009) or within the context of writing e.g revision changes as part of drafting (Faigley & Witte, 1981, Wingard & Geosits, 2014). Whilst it has been possible to highlight different types of responses from the literature e.g. Corrections, Content Focused, Process Focused and Self-Regulated Responses, some of these have been identified through different types of feedback (Task feedback, Process feedback) and thus implying these as types of responses. This has resulted in the identification of very broad improvement response headings which do not indicate anything other than the type of response. Therefore, this study looks to exploit this gap by producing an improvement response typology identifying the different responses pupils are producing as part of the designated response session.

Finally, there is little research considering feedback, improvement responses and challenge. This study looks to understand pupil experiences and teacher/pupil perceptions of challenge. This is important in the setting of appropriate goals and supporting learning through the consolidation and development of appropriate skill/strategy in line with the appropriate level of expertise and task difficulty. Research highlights the experiences of 'lower-achieving' pupils in receiving more direct, teacher-controlled feedback. Yet there is very little research considering feedback and improvement response challenge from the perspective and experiences of 'higher-achieving' pupils. Dann (2018) identifies that "specific consideration of individual pupil needs and the possibility of differentiating feedback according to learner needs, remains fairly marginal in contemporary debate" (p. 41). Whilst this observation appears to situate challenge as being held by the teacher, this study looks to position challenge also with pupils by considering how they challenge themselves (if at all) and what they believe it entails. This study aims to add clarity to current research but also to share with teachers and pupils what challenge might look like to begin to move it beyond the responsibility of the teacher.

The next section (3.7) will summarise the key points and literature findings identified within this chapter.

3.7 Chapter Summary

This chapter has considered and identified the main themes and issues surrounding the feedback process. It has looked to define key terms to ensure clarity of understanding within the research literature and also across this study. Relevant theories have been explained and explored to provide a strong framework in which to relate and understand the literature as well as to support the discussion in chapter 9. It is clear from this chapter that there are many different factors that can influence and determine not only the feedback message but also how the pupil interacts and responds with this. This study looks to contribute more knowledge, as part of this complex interaction, to further understand how and in what ways pupils engage with written feedback. It aims to illuminate seemingly invisible as well as visible actions to identify the many forms of engagement and responding as part of the feedback process.

To conclude, this chapter has supported the justification of the study foci through the gaps in literature that have been identified in others research as well as those recognised

by the researcher. This study contributes to only a few research studies identified within the primary school context focusing on pupil engagement and actions both as a consequence of feedback, as well as independent instigation through self-regulatory responses. Therefore, the following research questions have been devised to address the aforementioned gaps:

- 1. What types of written feedback do teachers give to pupils?*
- 2. What skills and strategies do pupils use responding to written teacher feedback within designated sessions?*
 - 3.1 What types of written responses do pupils produce within designated response sessions?*
 - 3.2 How do these written responses relate to the written feedback given by the teacher?*
 - 4.1 What are pupil perceptions of the work produced in response to written teacher feedback?*
 - 4.2 What are teacher perceptions of the work produced in response to written teacher feedback?*

The next chapter (4) will introduce the methodological framework with clear justifications and reasoning behind the decisions made to answer the above research questions. It aims to make connections and links with others' research to compare findings, as well as drawing upon new frameworks to present new findings.

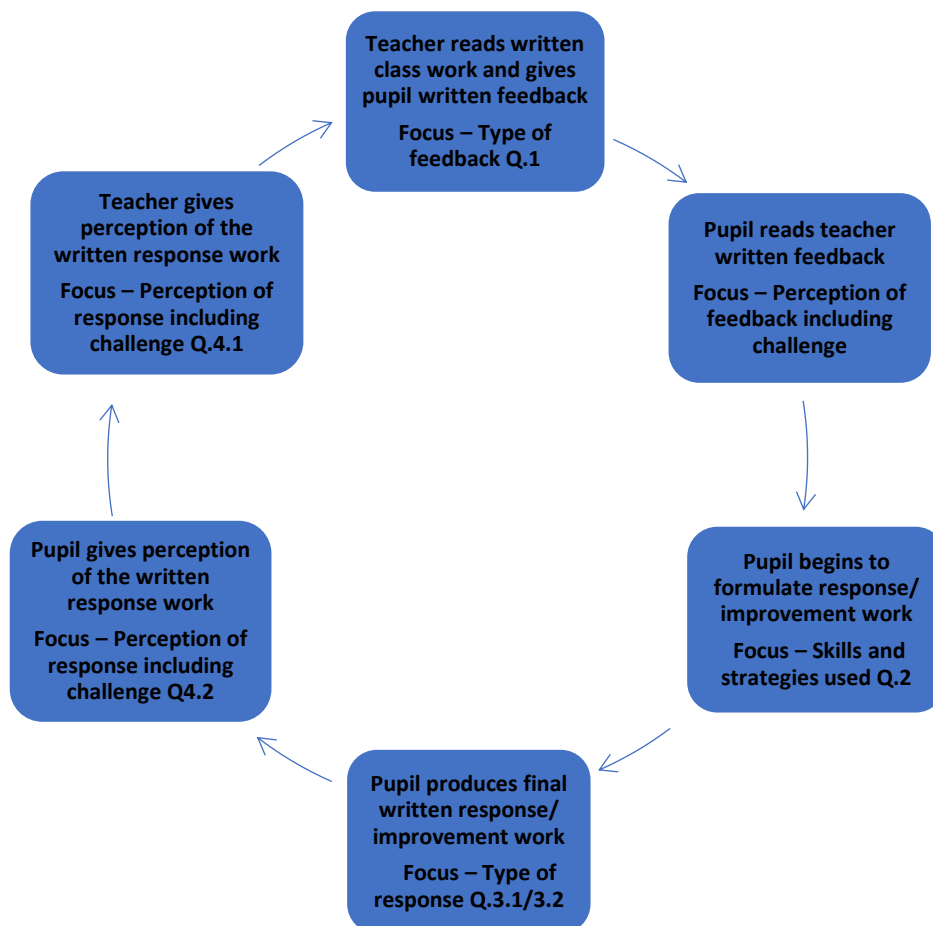
Chapter 4 Methodology

4.1 Research Study Aim

The aim of this research study is to understand how, and in what ways, primary school pupils respond to written teacher feedback. The study considers a feedback cycle focusing on understanding the type of teacher feedback pupils have been given, pupils' perceptions and thoughts around the feedback, the skills/strategies they use to develop a response, the written improvement response and finally the pupils' and teachers' perceptions of the improvement work (see figure 3).

Figure 3

Feedback Cycle and Related Research Questions



To address this aim and answer the research questions, a case study based on two primary schools was conducted drawing on the main principles of qualitative research design. This chapter describes, explains and justifies the methodological framework that was selected and undertaken.

4.2 Research Questions

The following research questions have been identified to provide a context for the methodological framework:

1. What types of written feedback do teachers give to pupils?
2. What skills and strategies do pupils use responding to written teacher feedback within designated sessions?
 - 3.1 What types of written responses do pupils produce within designated response sessions?
 - 3.2 How do these written responses relate to the written feedback given by the teacher?
- 4.1 What are pupil perceptions of the work produced in response to the written teacher feedback?
- 4.2 What are teacher perceptions of the work produced in response to the written teacher feedback?

4.3 Research Perspective

Ontology refers to the theory of nature - existence and being. There are two positions to consider: Objectivism – external or independent of people e.g. “external facts that are beyond our reach or influence” (Bryman, 2004, p. 16); ‘facts’ that are concrete or fixed resulting in just one reality. The second position is Constructivism which defines reality as being socially constructed by people e.g. “a specific version of social reality, rather than one that can be regarded as definitive” (ibid., 17). This identifies that reality is not fixed and that there are different realities which can only be understood through individuals. Based on these two positions, this study assumes a Constructivist position in that it looks to the existence and reality through people rather than it being external or independent of them.

Epistemology considers knowledge and what is considered to be “acceptable knowledge” (Bryman, 2004, p. 11). There are three epistemological positions held: positivism, realism and interpretivism. Positivism, according to Bryman (2004), is difficult to truly define due to the different ways in which it is used by others, but he does state that it “advocates the application of the methods of the natural sciences to the study of social reality and beyond” (p. 11).

This research study is situated within the epistemology of interpretivism as it looks to understand the meaning of the experiences and actions of human beings. Lapan et al., (2012) suggest that “for interpretative researchers there are no single, unitary reality, individuals cannot be aggregated or averaged to explain phenomena” (p. 8). Therefore, it looks to understand from within the person; their experiences and the “multiple realities” (Waring, 2012, p. 16) they construct. Within this study, this is important to understand the thoughts of participants (teachers and pupils) as well as interpret their actions and the world from their perspective.

4.4 Quantitative and Qualitative Research

Bryman (2004) uses the term “research strategy” (p. 19) to describe quantitative and qualitative research as it is focused on how research is carried out. Quantitative research can be understood as an approach based on “quantification” whereas qualitative research is based on the focus of “words” (Bryman, 2004) and thus is more descriptive rather than numerical. It looks to explore different perspectives and/or experiences of individuals. Denzin and Lincoln (1994) identify qualitative research as being “multimethod in focus, involving an interpretative, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them” (p. 2). In contrast, quantitative research seeks to explain or predict the particular phenomena under scrutiny and to be able to generalise findings, for example, across a wider sector of the population.

Fundamentally, both of these research strategies or traditions can be and are often aligned both ontologically and epistemologically as follows: Quantitative – objectivism and positivism, Qualitative – constructivism and interpretivism. However it is important to note that there is not always a clear-cut divide between these two strategies and that “it is necessary to be careful about hammering a wedge between them too deeply” (Bryman, 2004, p. 20). It is suggested that rather than look at these relationships as strong connections, to instead consider these as ‘tendencies’ (ibid., 438). Nevertheless it is important to consider these two ‘research strategies’ more comprehensively as separate ‘strategies’.

4.4.1 Quantitative Research and Usefulness

Quantitative research has been defined as “explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics)” (Aliaga & Gunderson, 2002, p. 14). Whilst all research is involved in explaining phenomena, it is how this is collected through numerical data and how it is subsequently analysed (e.g. mathematically based methods) that draws the distinction. As a result, quantitative research can study “almost unlimited” phenomena which provides some “flexibility” (Muijs, 2004, p. 3). However, this definition misses out the importance of theory as quantitative research is usually identified as beginning with this.

Theory is an important element of quantitative research in that it drives the whole research process through the questions that are asked and, in some cases, the hypothesis to be tested. A theory has been defined as “a general statement that summarizes and organizes knowledge by proposing a general relationship between events in which a hypothesis can be deduced” (Robson, 1995, p. 18). Bryman (2004) highlights the deductive approach focused on “the relationship between theory and research” (p. 62) through the identification and testing of theories. This can lead to the identification and testing of a hypothesis deduced from theory (generally experimental designs) or the theory can remain as the “set of concerns” (ibid., 62) instead.

Concepts are important within quantitative research and are identified as the “building blocks of theory” (Bryman, 2004, p. 64). Therefore, these need to be identified and measured so that they can be identified as variables. Measurement within quantitative research looks to provide fine differences between characteristics, consistent device, reliability and relationships between concepts e.g. causality (ibid., 64). However, quantitative researchers also look to be able to generalise their findings beyond the sample involved in the research to represent a wider sector of the population. Therefore, how and who they sample is important for establishing representativeness.

4.4.2 Qualitative Research and Usefulness

In contrast, qualitative research is a strategy focused primarily on words and description or pictures (Bogdan & Biklen, 1998, p. 6) as an attempt “to preserve and analyze the situated form, content, and experience of social action” (Lindlof & Taylor, 2002, p. 18). Language is used to describe what is being studied to understand and explain the

contexts, meanings and interactions of participants by examining and exploring 'from the inside out' (Flick et al., 2004). It looks to describe the participants interpretation of their world based on their perspectives.

Rather than start with theory and a theoretical framework (as with quantitative research), qualitative research may begin with an idea. It is recognised that "theories and concepts tend to arise from the enquiry" (Robson, 1995, p. 19) as well as categorisation (Bryman, 2004) and that these surface or appear once the data has been collated and analysed through to the interpretation stage. Therefore, exploration is important to build theories rather than to test them. This inductive approach is identified as a "bottom up (rather than top down)" approach (Bogdan & Biklen, 1998, p. 6) as theories emerge from data analysis and interpretation. However, Bryman (2004) states that it is possible for researchers to also test theories particularly as part of the research process. For example, theories can emerge during the research which can then be tested through further data collection.

Bogdan and Biklen (1998) identify five characteristics of qualitative research: naturalistic (natural settings), descriptive data, concern with process, inductive and meaning. These characteristics situate qualitative research within an actual setting e.g. school, hospital in which the data is derived from within. This is important as it has been deemed essential to understand participants perspectives (meaning) as part of or from within this setting; thus context is important. Process is identified as "being attuned to unfolding events over time and to the interconnections between the actions of participants" (Bryman, 2004, p. 287). However process can also be considered in terms of how and why something has come to be as opposed to just focusing on outcomes (Bogdan and Biklen, 1998) unlike with quantitative research.

Qualitative research is less focused on 'cause and effect' leading to predicting and generalizability across populations as with quantitative research (Lapan et al., 2012). Instead, "truth is context- as well as time specific" (ibid., 8) thus identifying that interpretations, experiences and world understanding are all tied to the participants and the context in which the research has been undertaken. This level of depth often leads to smaller sample sizes as opposed to often much larger samples within quantitative research.

Therefore “because each individual is unique and lives in a unique reality, individuals cannot be aggregated or averaged to explain phenomena” (Lapan et al., 2012, p. 8).

Guba and Lincoln (1994) identify trustworthiness and authenticity as key criteria for qualitative research. One way in which to ensure this is for the researcher to identify their role as part of the research process. For example, reflexivity by examining the researcher’s beliefs, values, practices etc that could all contribute to the misdirection and misleading of interpretations. It is recognised by Bryman (2004) that “complete objectivity is impossible in social research” (p. 276). However, a level of objectivity is possible by considering, examining and being aware of personal belief, values, biases, persuasions to ensure these do not hinder or block the ‘truth’ of the research participants.

Whilst this study positions quantitative and qualitative research within specific ontological and epistemological traditions, it is important to recognise that these do not have to be necessarily fixed positions or have concrete relationships between the approaches and views of reality (Bryman, 2004). Therefore, they are not always mutually exclusive to an either/or view. Muijs (2004) suggests that these ‘extremes’ are “a gross simplification of the views of both quantitative and qualitative researchers, and very few people in ‘camp’ subscribe to them” (p. 5). Instead, researchers with one worldview can also look to encompass the research method/tool of another as part of their design.

4.4.3 Research Strategy

In this study, the research aim is to understand how, and in what ways, primary school pupils respond to written teacher feedback. It entails understanding current practice and individual views and perceptions within a natural setting, in this case, schools. It is exploratory in its understanding of the current feedback practices and cycles in place e.g. the processes and mechanisms through which pupil responses are constructed and understanding the meanings behind these responses. It is the intention that this research will explain and uncover teachers’ and pupils’ interpretations and help to understand the considerations and actions applied through the pupil improvement responses to develop an increased understanding. Therefore, the research study will use a qualitative ‘research strategy’.

The research questions and overall design were borne from a review of the literature focusing on existing research, gaps, methodological tools used by others, key concepts and ideas. However, an inductive approach was ascertained in which theories were generated from the data analysis as opposed to the identification and testing of theories deductively. Therefore, the data was used to consider the transferability of findings rather than the generalizability of these (Bryman, 2004).

To collate the most appropriate data to address each research question, the following methodological tools have been identified:

- Content analysis (x2) to code pupils' writing focusing on written teacher feedback and pupil improvement responses;
- Think-aloud protocol to ascertain pupils' thinking after reading the written teacher feedback and developing/producing their written improvement response;
- Semi-structured interviews to understand teachers' and pupils' perceptions about the written improvement responses.

Each tool enables the researcher to access pupils' thinking as well as pupils' and teachers' perspectives. Together these provide a wealth of data to really explore and to interpret their thoughts and understandings from their perspective and, therefore, their social reality (Bryman, 2004). Consequently, my position as a researcher also needed to be considered to ensure that interpretations were not biased or influenced by my beliefs, values or previous experiences in schools (see reflexivity section 4.17). The 'depth' of data enabled the researcher to securely anchor the interpretations often to several perspectives or findings rather than just the one thus reflecting different realities.

4.5 Case Exploration

The research study has been written as a case study. A case study has been defined by Simons (2009) as:

An in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, programme or system in a 'real-life' context. It is research-based, inclusive of different methods and is evidence-led. The primary purpose is to generate an in-depth understanding of a specific topic (p. 11).

Bryman (2004) further supports this by identifying that “the case is an object of interest in its own right and the researcher aims to provide an in-depth elucidation of it” (p. 50). The case study explores the situational context as to what is actually taking place at that particular moment in time. The aim is to describe before accounting for what is taking place (Somekh & Lewin, 2011). This aligns with the main aim of the research in understanding and examining the feedback and improvement response practices being undertaken in classrooms today.

In narrowing down the focus of the case, Yin (1984 and 2009) identified a range of case study types in existence. However, the nature of this case study is descriptive in that it seeks to provide an account that is detailed and narrative in context. It examines a number of cases in which to gain insight and a more detailed and fuller understanding of a relevant issue.

4.6 Participants

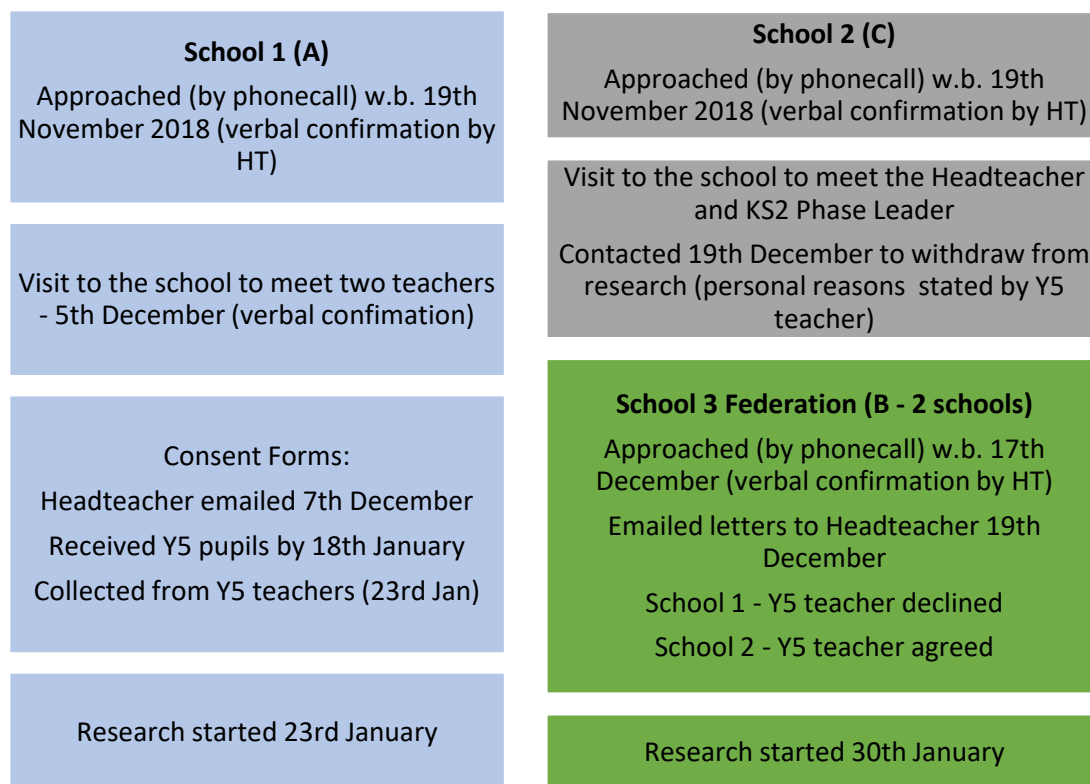
4.6.1 Schools

Purposive sampling was used to initially select the sites to gain the information required for the research study. The phenomena under question is one that most (if not all schools) are regularly experiencing and involved in; as a consequence the selection had to ensure that schools were providing written teacher feedback opportunities and that pupils were given time to respond to this.

The following timeline (figure 4) highlights the journey in securing two schools to undertake the research study.

Figure 4

School Selection Sampling Overview



Initially, two schools (School A and School C) within the same Local Authority and of a comparable size were approached. Neither school shared the same catchment area although they both had a similar socio-economic profile. The researcher had never worked in either of these schools or knew any of the participants but was known to the Headteachers. Both Headteachers in November verbally agreed to the research taking place in their schools. Unfortunately, one school (School C) contacted the researcher on the 19th December to withdraw from the research due to personal reasons. Therefore, the researcher contacted an Executive Headteacher (School B) of two small rural schools (federation) to look at being involved. In discussion, the Headteacher and researcher decided upon one school to approach the Y5 teacher. However, due to a change in personal circumstances over Christmas, the teacher declined the invitation to be part of the research. Therefore, the Headteacher approached the Y5 teacher in the other school who agreed to participate.

It is important to highlight that one of the teachers involved in the research did recognise the researcher from a previous job role. This needs to be identified and

recognised as a potential influence or a contributory factor to the possibility of bias. It could be seen to either positively or negatively influence the way the teacher interacted or responded to the research and the researcher. Other possible effects from previous job roles were also identified and have been considered in table 4.7 (self-awareness/examination of experience on research).

As already highlighted, qualitative research is focused on transferability (Guba & Lincoln, 1994) as opposed to generalisability (quantitative research). However, Hitchcock and Hughes (1995) suggest that even though qualitative research is often focused on smaller sample sizes to provide 'depth' researchers still need to "pay attention to typicality and attempt some form of sampling" (p. 109). Therefore to represent the "contextual uniqueness and significance of the aspect of the social world being studied" (Bryman, 2004), the researcher identified two different sized schools. This was deemed important to consider the transferability of findings within other contexts. Therefore, even though these findings cannot be generalised they do represent a larger school (urban - 2 classes per year group) and smaller school (rural - 1 class with four-year groups e.g. Y3/4/5/6) as found across the United Kingdom. These two schools represent a context that is "as natural and representative a picture of a situation as possible" (Hitchcock & Hughes, 1995, p. 109).

4.6.2 Teachers – Values, Beliefs and Policies

In total, three teachers were chosen to participate. Below are descriptions for each of the three teachers specifically providing information about their beliefs, values and policies relating to feedback as gleaned from the semi-structured interviews. Due to the small sample of teachers, each teacher's gender, years of teaching experience and the school/year group information have been omitted from the descriptions to protect their anonymity.

Teacher 1

The teacher highlighted the use of three stars and a response challenge to mark extended writing (fortnightly) in-line with the marking policy. The marking ladder is used to select something that the pupil has not "shown" within their writing. The teacher also looks at the previous response challenge to see if they have been successful. If not, then the pupil is given the improvement response again in the new piece of writing.

The 'ability level' of the pupil may indicate whether the response challenge is to be completed independently or with support. The teacher expressed more complex response challenges for "more able" pupils but also through the layering of the response. Pupils at the Below Expected level might be given a task with support one week, but next time asked to complete the same response challenge independently. They identified pupil "retention" of information being an issue from one week to the next.

The teacher uses the marking policy and spelling policy to support with the frequency and types of feedback given. In this school, the teacher indicated that a maximum of five spellings were to be highlighted for pupils to correct. This teacher recognised that this was established as otherwise "you could correct every single spelling in some books".

This teacher believed that the responses pupils produced generally met their expectations. They recognised that "quite often" pupil responses exceeded their expectations as some of the sentences or the paragraphs that they come out with are like "oh yeah, well that's a beautiful little bit of writing at the end".

Teacher 2

The teacher highlighted the use of three stars and a response challenge to mark extended writing (fortnightly) in-line with the marking policy. This teacher talked about written feedback to pupils as being "normally something to challenge themselves". The teacher used the learning objective, assessment criteria and/or checklist to identify whether pupils have covered everything; this led to the type of feedback given.

Spellings and presentation also formed part of the feedback in-line with the new focus on handwriting. The teacher acknowledged that they use the marking policy guidelines to underline the spelling, write sp next to it and then write the correct spelling in the margin (Direct feedback) in-line with the school policy. Pupils are expected to respond by writing the spelling out three times. However, depending "on the ability [of the] child, I will write the spelling for them [Direct] or sometimes I will not write the spelling and I'll ask them to get a dictionary and find that spelling [Indirect]".

The 'ability level' of the pupil was believed to be a factor influencing the type of feedback this teacher gave. Pupils at the Below Expected level "wouldn't just be [given]

something as simple as can you add full stops and capital letters, but it would be something like as well as so maybe erm you can add commas as well, so i/i/it pushes them in two different ways". Pupils at the Above Expected level would also receive two-level response feedback" but through more challenging tasks e.g. adding a relative clause. The teacher highlighted the importance of not placing a "ceiling" on pupil learning "so my lower ability children can achieve the same as the higher ability children".

The teacher felt that responses generally met their expectations. They were aware that some pupils liked to please and thus rushed their responses believing that "finishing first is the best". They expressed they had not a response recently that exceeded their expectations.

Teacher 3

The teacher highlighted the use of pinks (positive elements) and greens (improvements) for marking in-line with the school policy. Language, structure, punctuation and grammar were considered to be the main foci of marking for praise (2-3 aspects) and improvements. The teacher highlighted that they "don't tend to do spelling really as a feedback thing, just a couple of key words". Handwriting and presentation were also not attended to through written feedback but instead as verbal feedback. Pupils were encouraged to 'purple pen' (improve) their writing before handing it to the teacher for marking.

'Ability', teacher expectations and next steps required were identified as key factors in deciding on the type of written feedback given. The teacher limited the amount of written language used to a maximum of ten words (approximately) so as not to overload pupils with too much information. This approach was also used to differentiate the feedback for pupils of different abilities e.g. "for a higher ability, I might just put capital letters" whereas "for another child of a lower ability, it might just be very descriptive".

The teacher identified pupils at the Below Expected level might be asked to use and then create a sentence using another "piece of punctuation". In contrast, pupils at the Above Expected level might be asked to add a semi-colon into their writing, but they had to identify where to add it and choose how to develop this. The teacher felt that responses

did not always meet their expectations and identified they had not read a response recently that had exceeded their expectations.

4.6.3 Pupils

The participants for this research study were Year 5 pupils and their respective teachers. Year 5 pupils were specifically selected as, at this point in school, pupils are already familiar with a range of feedback practices although, in line with Hargreaves (2012), the pupils engaged in the research will have their own individual understandings and interpretations of feedback. Nevertheless, they will have had multiple opportunities during their school life to read and provide a response/improvement to the feedback, so this is not a new experience. Other researchers considering feedback practice such as Hargreaves (2012, 2013, 2014) and Dann (2015, 2018) have also specifically focused on pupils in Year 5. This research, therefore, will complement the existing literature by providing additional research using novel methods to further understand and develop feedback practices within this year group.

Pupils with an identified special educational need (SEN) were not included in the research. There were two main reasons for this decision. Firstly, the research data to be gathered focused on pupils broadly within the categories of Below Expected, At Expected and Above Expected. Pupils with an identified SEN could be identified as being significantly Below Expected or potentially Above Expected depending upon the need. As a result, the data and information gathered would most likely need to be explained individually rather than as part of the cohort findings. Secondly, pupils (depending upon the identified need) could have found the think-aloud session a difficult and uncomfortable experience which would be neither beneficial nor a positive experience for the pupil. It was not the aim of the research to focus on special educational needs but more broadly on pupils and their experiences and perceptions specifically within the three pupil bands/levels.

In order to protect the anonymity of pupils, brief descriptions of the three or four think-aloud pupils within the different pupil groupings (Below, At and Above Expected level) is briefly presented rather than be identifiable to a school or class. The gender of pupils is also protected.

Pupil 1, 2 and 3 – National Curriculum (NC) Below Expected Level

Pupil 1 – enjoyed writing and was starting to write their own stories at home. Enjoyed the think-aloud sessions and talking about their writing. Appeared relaxed during sessions.

Pupil 2 – enjoyed sport and playtimes. Spoke about the think-aloud sessions being difficult – quite quiet at times.

Pupil 3 – shared with the researcher their interests outside of school. Pupil very thoughtful and considered when undertaking their think-aloud sessions and answering questions.

Pupil 4, 5 and 6 – NC At Expected Level

Pupil 4 – very chatty about their interests inside and outside of school. Really enjoyed writing and reading. Keen to participate in the think-aloud sessions.

Pupil 5 – quite a quiet and reserved pupil. Gave a lot of thought and deliberation to questions asked and the think-aloud sessions. Enjoyed writing and reading.

Pupil 6 – very keen to talk to the researcher about their outside interests. Did not particularly enjoy writing or reading at school.

Pupil 7, 8, 9 and 10 – NC Above Expected Level

Pupil 7 – Really enjoyed writing and reading at school. Very talkative about their interests and family. Stated that they enjoyed taking part in the think-aloud sessions.

Pupil 8 – Very quiet and, at times, looked for reassurance from the researcher. Shared very minimal information about themselves and their interests.

Pupil 9 – Confident and articulate pupil. Completed think-aloud sessions very quickly. Enjoyed writing and sports.

Pupil 10 – Very considered and thoughtful pupil. Talked about their outside interests and hobbies. Enjoyed taking part in the think-aloud sessions.

It is not possible to provide brief descriptions of the Other group of pupils (15 pupils) due to the researcher only interviewing some pupils once and not having any contact with others as only their books were looked at.

4.7 Sample Selection

Individual participants were chosen using purposive sampling. Each class was divided into groups focusing on 'attainment/ability levels' and a purposive sample was then

selected from these (Collins, 2010). The sample encompassed three groups: Below Expected, At Expected and Above Expected levels in writing to represent the three levels teachers were expected to situate pupils within. The focus on these three groups enabled comparisons to be made with previous research data such as Hargreaves (2012, 2013, 2014), Tunstall and Gipps (1996) where groupings have been identified as 'lower, middle and higher ability' as well as Dann (2018) focusing on 'lower ability' pupils.

It is important to note that each class did not have equal numbers of pupils across each of the three groups. However this is not unusual as unequal 'attainment/ability' group sizes can be found in many classes with most pupils distributed within the At Expected level and fewer at the Below and Above Expected levels. This is important as the sample is reflective of most classes and represents the characteristic being researched within real-life contexts. The 'depth' of description should provide sufficient detail for researchers to consider the "transferability of findings to other milieux" (Bryman, 2004, p. 275.)

The researcher used different sample sizes for different methodological tools as identified in Table 4.1. In-line with Guba and Lincoln (1994) highlighting the importance of trustworthiness through credibility, transferability, dependability and confirmability, the researcher identified the importance of using different sample sizes. To provide an insight into what pupils were thinking when developing and producing their improvement responses, one pupil from each 'attainment/ability grouping' per class was selected for the think-aloud protocol. However, in school B, only four pupils (and their parents/carers) consented to partaking in the research and so it was agreed that it was morally and ethically justifiable to include all four pupils. Promoting exclusion from the research by 'rejecting' one pupil could have impacted on the pupil's sense of self and well-being.

Table 4.1*Sample Sizes for Each Methodological Tool*

Research Tool	Sample Size		Research Tool	Sample Size	
	School A	School B		School A	School B
Content analysis (Teacher feedback)	21	4	Semi-structured interviews (Teachers)	2	1
Content analysis (Pupil improvements)	21	4	Semi-structured interviews (Other pupils)	10	0
Think-aloud	6	4	Semi-structured interviews (think- aloud)	6	4

Using larger samples (25 in total) for the content analyses was deemed important to present findings that would support transferability (Guba and Lincoln, 1994) and thus some level of generalisability to other settings. The unequal numbers within the sample of pupils (5 Below Expected, 15 At Expected and 5 Above Expected) are representative of a typical class. The sample may have included vulnerable pupils, but this decision was made by the schools on an individual basis depending upon whether inclusion in the research would have had a negative impact on their health, mental well-being and/or learning.

Semi-structured interviews were conducted for all think-aloud pupils and a selection of the other group sample (10/15) based on the improvement response outcomes. To enable 'depth' and understanding, the researcher questioned pupils to explore the reasonings behind how and why they had responded in the way that they did. This enabled the researcher to provide the pupils' perspectives and thus present their reality. The sample size of the other group was dependent on factors such as time and the nature of the response they had produced e.g. was further exploration or clarification required.

4.8 Pilot Study Sample

The aim of the pilot study was to test the research methods and instruments that had been designed as well as to seek confirmation that the proposed research methods addressed the research questions that were being posed. A single case study was piloted entailing one primary school comprising of four mixed-age classes. The school did not participate in the main fieldwork. The pilot study sample sizes are outlined in table 4.2.

Table 4.2*Sample Sizes for Each Methodological Tool (Pilot Study)*

Methodological Tool	Sample Size	Methodological Tool	Sample Size
Content analysis (teacher feedback)	12	Semi-structured interviews (teacher)	2
Content analysis (pupil improvements)	12	Semi-structured interviews (other pupils)	5
Think-aloud	3	Semi-structured interviews (think-aloud)	3

The pilot study focused just on the Y5 pupils within the mixed Y5/6 class which was taught by one teacher. In total, eleven pupils were granted permission to participate by their parents/carers. The school had recently undertaken an Ofsted inspection and had been judged to be a 'good' school. The pilot study had been intended to be over an eight-week period but was concluded within four weeks. The reasons behind this and future recommendations are further addressed and discussed within the pilot study evaluation chapter (Appendix 2).

4.9 Methods

To answer the research questions, this study used content analysis, think-alouds and semi-structured interviews with pupils and teachers as can be seen in table 4.3.

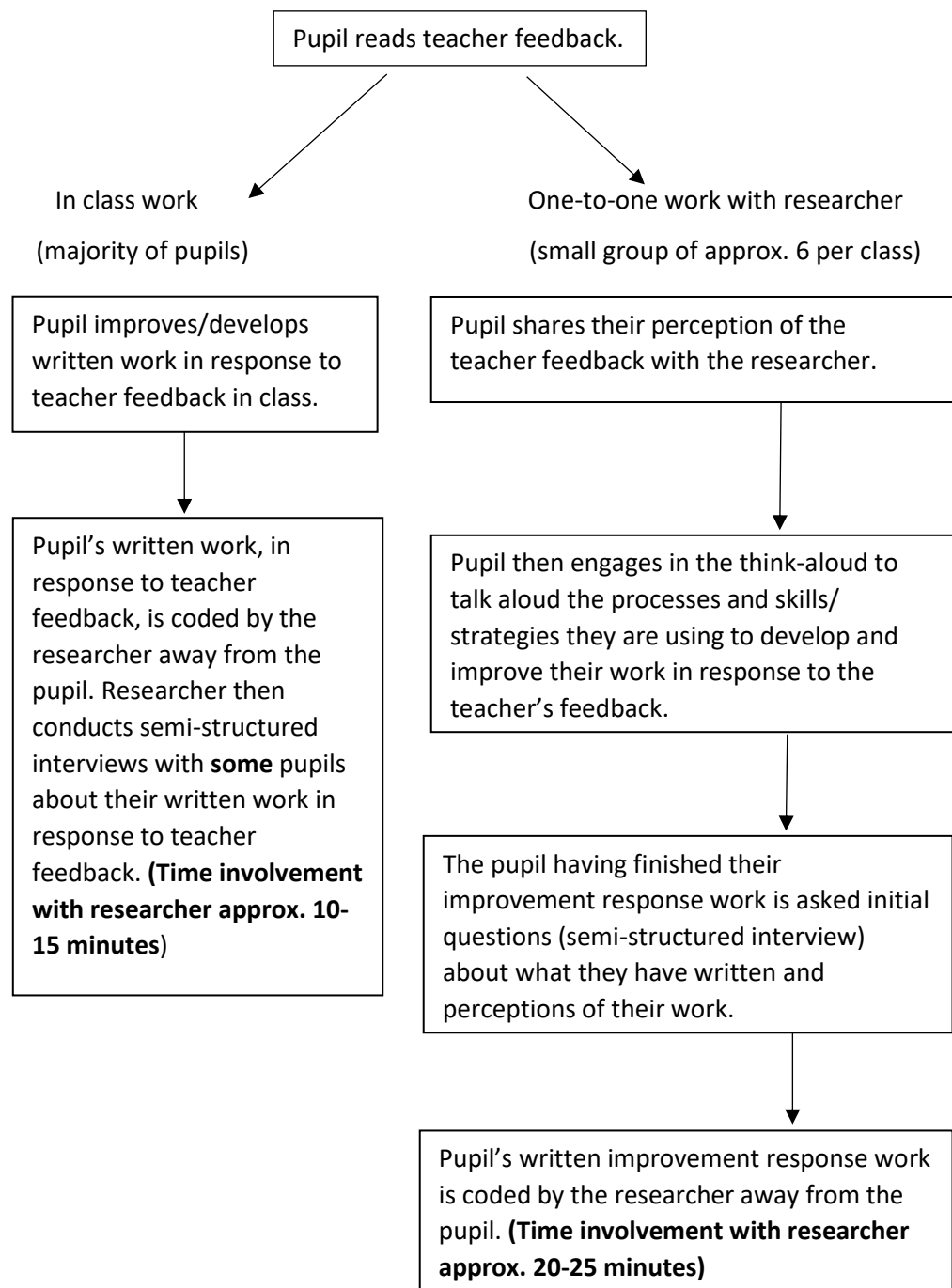
Table 4.3*Overview of Research Study Methods, Participants and Materials*

Methods Proposed	Participants Involved	Materials	Frequency of Visits
Content Analysis (written teacher feedback + written pupil responses/Improvements)	Researcher working alone	Adapted Brown and Glover (2006) classification	1 x day depending on the number of pupils (permission granted to also photocopy work)
Think-aloud	Y5 pupils (x3 pupils pilot study) (x3 pupils per class (School A) and x4 pupils (School B))	Newly devised improvement typology	5--15mins fortnightly per pupil
Semi-structured interviews	Y5 teachers (beginning, periodically throughout and at the end of the research study) Y5 pupils (think-aloud pupils and other pupils selected from coded analysis of books)	Modelling activity Checklist of skills/strategies devised by the researcher Audio equipment Questions/ prompts re-designed by the researcher	20-25mins (per teacher) 10-15mins (per pupil)

Pupils within each class had different experiences of the research study (see figure 5). Three or four pupils in each class were involved in think-aloud protocols, whilst the rest of the class had limited direct experience of the research with only an occasional semi-structured interview throughout the six months. Some pupils were not involved as parent/carer consent had not been received.

Figure 5

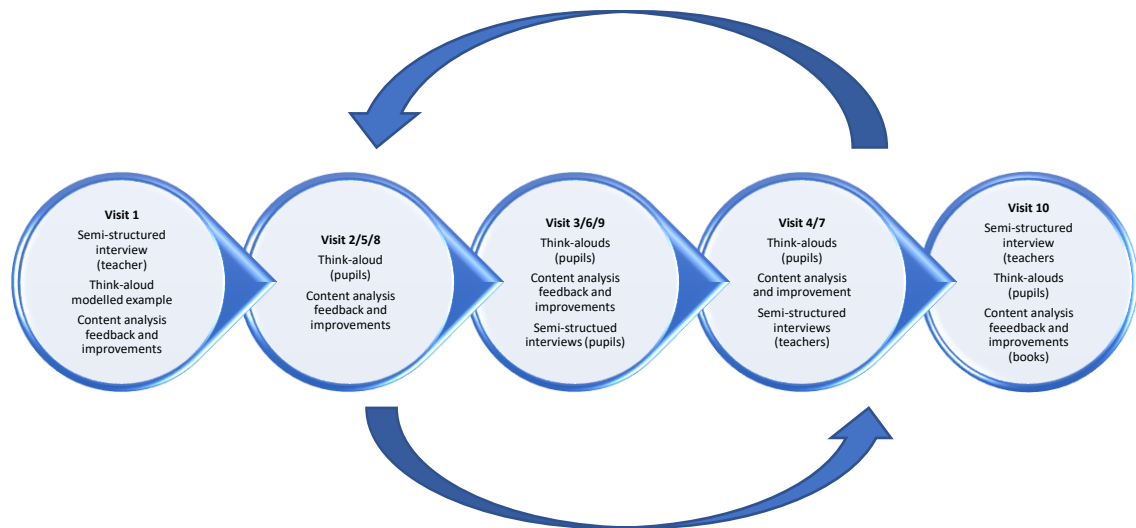
Overview of Different Pupil Experiences



The study comprised of up to ten one-day visits to schools. Each visit comprised of three research methods being undertaken as a rolling programme (see figure 6). Due to the timing of the Easter holidays and half terms some visits had a 3-4 week gap in between. It was noted by the researcher that the validity of the improvement responses could have been affected if there was a significant gap between the piece of work being written, the feedback and then the improvement response. Therefore, it was ensured that all improvement responses had been undertaken within the specified limit of two weeks.

Figure 6

Timeline of Research Activities and Visits Over the Course of the Research Study (January – July)



4.10 Written Teacher Feedback Content Analysis

Krippendorff (2013) identified that “As a research technique, content analysis provides new insights, increases a researcher’s understanding of a particular phenomenon, or informs practical actions” (p. 24). Within this study, the researcher looked to understand the range, types and frequency of feedback that teachers provided to pupils in their classes. To support this understanding, the researcher coded the written teacher feedback in English books using an adapted typology, which was first developed by Brown and Glover (2006).

By using a typology or classification system in existence, the researcher was able to consider the types of feedback given by individual teachers and to investigate the types of feedback that pupils of different abilities received. More importantly, the varying types of feedback could also be analysed, alongside pupil perceptions, to consider how they supported the response that the pupil had produced.

4.10.1 Feedback Typology (Appendix 3)

Teacher feedback was coded in the Pilot Study using two typologies/classifications of teacher feedback already in existence. These were the Tunstall and Gipps (1996) typology of teacher feedback and the Brown and Glover (2006) classification (Appendix 3).

Tunstall and Gipps (1996) and updated (2000)

This is a tried, tested and well-known typology within research and was originally designed and used within an infant school setting to consider verbal and written feedback. However, it has since been used in primary and secondary school studies and updated by other researchers including Hargreaves, McCallum and Gipps (2000) and Gamlem and Smith (2013). The use of this typology allowed the researcher to consider written teacher feedback alongside previously coded feedback research to compare and evaluate findings.

In 2000, Hargreaves, McCallum and Gipps researched the feedback strategies that teachers used and incorporated this within the typology of a teacher feedback framework. They identified two evaluative types of feedback strategies as: “giving rewards and punishments; expressing approval and disapproval” (p. 106). They also identified a further five descriptive feedback strategies as: “telling children they are right or wrong; describing why an answer is correct; telling children what they have or have not achieved; specifying or implying a better way of doing something; and getting children to suggest ways they could improve” (ibid., 107).

Gamlem and Smith (2013) also used the Tunstall and Gipps typology within a lower secondary school setting focusing on verbal feedback. They identified four new feedback types: “grade giving, controlling, reporting and dialogic feedback interacting” (p. 161). They also noted that different types of feedback can be given in one feedback message “(e.g. a grade, information about what is achieved and how to improve)” (ibid., 166). Whilst it is

vital to know that this updated typology is in existence, it will not support the nature of the research being proposed within this study due to the specific focus on verbal feedback.

The Tunstall and Gipps (1996) typology and the updated version by Hargreaves, McCallum and Gipps (2000) were piloted and evaluated. Whilst this typology provided some support with the coding of the feedback, the breadth of the framework meant that it was not always possible to detail the actual range and types of feedback and, as a result, some of the feedback messages fell between two codes which Krippendorff (2013) suggests should not happen. It was noted that this could impact the representation of the texts when they should “represent texts completely and unambiguously” (p. 132). It was decided that this typology would not provide the detail that was being considered (see pilot study Appendix 2).

Brown and Glover (2006)

This was designed from a research study in science based on written feedback on formative assessments provided to undergraduate students. The classification considers the following five main headings: content (knowledge and understanding), skills, further learning, motivational comments, de-motivational comments. The content and skills also incorporated a judgement to be made around the focus of the feedback in being able to acknowledge, provide information or explain why the response is in appropriate in terms of the student being able to respond to and potentially close the identified gap. Neuendorf (2002) recognises that new researchers may attach a measurement to the variable rather than to the “particular measure of a variable” (p. 125). The use of variables and then a level of measurement through the gap level supports the content analysis and the goal of this study to measure the frequency of types of feedback as well as measurements of the gap amounts.

This classification was piloted and evaluated during the summer term (2018). It was noted that some codes were not applicable within a primary school context, whilst other codes required further elaboration and additional categories. As a result, the researcher identified the following amendments:

1. corrections would be more relevant and better placed as an individual category/code rather than being subsumed under the task category;

2. provide examples for each code to ensure understanding and promote consistency;
3. remove some headings e.g. future study/assessment tasks;
4. add more motivational and de-motivational examples and codes;
5. include category depth 3 for motivational and de-motivational categories;
6. remove further learning category and add reflective comments category.

To validate and to ensure transparency in the coding procedures, the researcher kept a code journal that documented revisions made, processes undertaken and evaluated the effectiveness of the system throughout the research study.

It has been identified by Neuendorf (2002) that “content analysis should consult both scholarly literature and commercial research and use theory as a guide wherever possible” (p. 95). Whilst this is recognised as being important and has been integrated into the development of the typology, it is also important to stress the researcher’s own experience within the field of feedback that has informed the revised criteria. Having worked in many schools analysing the impact of feedback, considering and monitoring progress seen in books as well as moderating work using specified criteria, the researcher has a clear understanding of the phenomena being observed. Neuendorf (2002) also recognised that ultimately the researcher is “the boss” (p. 95) and has the final say in what is included in terms of the variables for consideration and the content under consideration.

In summary, the researcher decided to adapt and use the Brown and Glover typology (2006) to reflect teacher feedback on writing at KS2. The main reasons for this decision included:

- one code could be assigned per feedback comment;
- the depth category (Levels 1-3) could be identified and analysed;
- examples could be clearly assigned for each code;
- little ambiguity with headings and categories used within the context of writing;
- could be specifically adapted for writing feedback;
- greater analysis of feedback could be undertaken to be triangulated.

4.10.2 Feedback Content Analysis Procedure

Every fortnight, English books were collected by the researcher to consider the written teacher feedback that had been given. The researcher adapted the Brown and Glover (2006) classification to code each unit of feedback that was noted within each of the three classes across the two schools. In most cases, this involved coding several forms of feedback within each piece of writing such as corrections as well as an additional focus on the content or the structure etc. The feedback was coded off site and always preceded the coding of the improvement responses produced by pupils. In total, the researcher considered ten different pieces of writing across the study. The spreadsheet identified individual pupils within each class as well as the different pupil groups (below expected/at expected/above expected). This enabled the researcher to consider data on an individual pupil, group, class and school level.

The written teacher feedback coding was added to a class spreadsheet that had been designed by the researcher. According to Krippendorff (2013) it is not possible to advise or promote a standard recording format, due to the different requirements of the recordings of texts. The researcher did consider the recommendation of recording one unit per record as suggested by Krippendorff. However, this would have entailed many record sheets and would have made the analysis complex. Therefore, the researcher decided to focus on one detailed class sheet per piece of writing and then transfer the totals from each class on a fortnightly basis to a master record form.

The researcher used “descriptive words instead of numbers whose meaning must be learned” (Krippendorff, 2013, p. 146) to organise and record the data. This meant that there was less chance of becoming confused with the coding, but also the focus was placed on numbers used for frequency only. Each form was dated to correspond with the piece of feedback used and the type of writing being considered. This enabled the researcher to randomly go back to the feedback to check the codes that had been given to ensure consistency. Any amendments or changes made were colour coded on the class sheet to show and maintain transparency into the process and proceedings.

An inter-rater reliability session was organised by the researcher to check the accuracy of the codes being assigned to the written teacher feedback. The check was undertaken

after visits 5 and 10 and involved the independent inter-rater considering 10% of the sample coded to date (see report written Appendix 5).

4.10.3 Feedback Content Analysis Plan

The research study does make some comparisons across the two schools and classes to highlight any major differences that may contribute to the combined data results. Therefore, analysis was undertaken at individual class levels to consider patterns and data that could contribute to and influence findings. However, only significant differences have been reported individually otherwise data was considered as combined throughout the study.

Content analysis data were analysed alongside semi-structured interview transcripts to corroborate the findings and to provide an understanding of the data from the participant perspective. This also provided an explanation of the intentions behind the written feedback comments.

Written teacher feedback codes were also considered alongside the pupil improvement response codes. The frequencies of both were considered and discussed to consider any similarities or differences. Each content analysis has used different coding systems and, therefore, is not directly measuring the same unit. Nevertheless, the written teacher feedback should (to some extent) influence and guide the written pupil improvement response. Therefore, the phenomenon under investigation cannot be considered in total isolation.

The researcher also analysed and considered the types of written teacher feedback given in terms of the genre/text type (table 4.4). The pilot study indicated a difference in the range of feedback given between fiction and non-fiction writing. Therefore, to try and mitigate any potential effects that might be presented, the researcher analysed and recorded any significant differences that might have occurred and thus skew the results including: independent or supported writing, length of writing, time given etc. Any potential limitations surrounding these are further discussed in table 4.5.

Table 4.4*Different Genres/Text Types Analysed Across the Different Schools*

Visit	School A	School B
1	<p>Title/Subject: Mouse Text type: Fiction (Adventure/Description) Overview: A piece of typed text and photograph of a mouse to introduce the writing task. Checklist provided for pupils to use with modelled examples to support. Other Resources: Toolkit</p>	<p>Title/Subject: Dream or Reality? Text type: Fiction (Adventure) Overview: Independent piece of writing based on given title: Was it a dream? Other Resources: Boomtastic/Fantastic</p>
2	<p>Title/Subject: Tombs of the Pharaohs Text type: Fiction (Adventure) Overview: One sentence and picture provided with ellipsis to continue the writing as a story. Writing involved some modelling from one teacher at the beginning of the session. Checklist provided. Other Resources: Toolkit</p>	<p>Title/Subject: Time Spinner Text type: Fiction (Adventure) Overview: Pupils worked on writing up to this point over two weeks of English work. Modelled writing of different sections during the build-up by the teacher. Checklist for writing loosely inserted in books. Other Resources: Boomtastic/Fantastic</p>
3	<p>Title/Subject: The Machine Text type: Fiction (Adventure) Overview: Starter and picture given for pupils to continue the story. No modelling from either teacher. Checklist provided for pupils to use with modelled examples to support. Other Resources: Toolkit</p>	<p>Title/Subject: Space Text type: Fiction (Adventure/Mystery) Overview: Writing based on the book The Jamie Drake Equation. Pupils practised writing own story based on the modelled writing. Build up and plan to write final independent piece. Checklist for writing. Other Resources: Boomtastic/Fantastic</p>
4	<p>Title/Subject: Character for World Book Day Text type: Fiction Overview: Link to World Book Day. Pupils independently choose a character or one from a favourite book to write a new adventure. Other Resources: Toolkit</p>	<p>Title/Subject: Space Text type: Fiction (Adventure/Mystery) Overview: Writing of final piece, using own plan for space story. Modelled/scaffolded writing opportunities over unit of work. Checklist for writing. Other Resources: Boomtastic/Fantastic</p>
5	<p>Title/Subject: Caves Text type: Fiction (Adventure) Overview: Cold write – only support was starting paragraph ending in: Their adventure was only just beginning And checklist. Other Resources: Toolkit</p>	<p>Title/Subject: Recipe for Residential Visit Text type: Non-fiction (Instructions) Overview: Writing of a recipe for a successful residential. Pupils looked at examples of recipes and built a bank of words to use. Checklist for writing loosely inserted in books. Other Resources: Boomtastic/Fantastic</p>

4.11 Pupil Improvement Responses Coded Analysis

Unlike the typologies of teacher feedback as just discussed, there is no such typology available focusing on pupil improvement responses and the different types of responses as

part of the designated session. Ellis (2009) produced a typology for pupil responses focusing on corrections for linguistic errors. However, these were simply classified as 'revisions required' and 'no revision required'. Within the 'no revision required' it was further divided identifying that students could be asked to study the corrections or just be given back the text corrected. The researcher identified "that no study has systematically investigated different approaches to revision" (p. 99) using the designated response session.

Ferris (1997) also considered student revisions by devising a scale from 0 to 6. This scale represented no discernible changes made through to substantive changes with a generally positive effect. However, this focus on the level of change made does not extend itself to consider the impact of those changes. The scale does not represent anything more than "effect generally positive" (p. 322). This broad encompassing category does not present itself as a scale that could be used within this study to consider the significance of the improvements on outcomes.

Dinnen and Callopy (2009) considered the content and approach of feedback provided to weak and strong writers. The research looked at feedback being positive, negative or improvement related and was coded accordingly. They concluded that teachers used different feedback approaches for strong and weak student writers. However, they recognised that "it would be useful to analyse how students use feedback to improve their writing over time" (p. 251).

4.11.1 Pupil Improvement Response Typology (Appendix 4)

An initial typology was devised prior to the undertaking of the pilot study as the researcher was unable to locate any research with a typology of this kind already in existence. The framework was based on theoretical underpinnings already in existence, research findings, teacher feedback typologies already used as well as the researcher's own knowledge and experience of improvement response practices in schools. The researcher started by looking at the typologies already being used to code teacher feedback and feedback practices noted in schools. This led to the skeletal framework headings around presentation, corrections and similar level content being developed. However, considering the Zone of Proximal Development (ZPD) by Vygotsky (1978) and particularly focusing on different pupil groups (Below, At, Above Expected), this led to the inclusion of a deeper

level/different context column being included to promote the closing of a gap just beyond a pupil's learning. This was specifically identified considering Above Expected pupils but is also aptly relevant for Below and At Expected pupils depending upon their level of knowledge/understanding and providing appropriate scaffolding/support.

The researcher consulted the Ofsted inspection framework document (2018) to consider the guidance in place for schools and teachers on feedback. This states within the Outstanding criteria that "Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively" (Ofsted 2018, p. 53). This highlights the nature of feedback providing pupils with improvements beyond knowledge to support also understanding and skills. The nature of the deeper level/different context column was to look at the understanding as well as the skills being developed to promote improvements at all levels and abilities.

It was also vital to consider the levels of support that had been provided by the teacher to enable the pupil to carry out the improvements/changes. The terms directed, scaffolded, independent and self-improvement were selected based upon the theoretical framework of Vygotsky's Zone of Proximal Development (1978). Research undertaken by Hattie and Timperley (2007), Tunstall and Gipps (1996) promoted the role of pupils in providing self-improvement feedback which was also incorporated. Based on the researcher's experience with other forms of teacher feedback both directed and independent forms were also included.

Criteria within some of the columns were supported by feedback research from Black and Wiliam (1998b), Hattie and Timperley (2007), Tunstall and Gipps (1996), Brown and Glover (2006) as well as a meta-analysis by Shute (2008) and Kluger and DeNisi (1996). The Brown and Glover (2006) typology focusing on the level of the gap was emulated in the improvement responses by considering the level of the response. Four criteria were established considering no response, below level response, expected level response and above expected level response. The researcher used the prior work level as the main approach to judging whether the improvement response was None, Low, Inline or Beyond the standard seen within the writing. The researcher has previous experience in making judgements on pupils' work as a Local Authority KS1 moderator and a KS2 statutory writing

moderator. The training and experience within these roles supported the researcher to maintain consistency and apply the criteria as accurately as possible. However, Krippendorff (2013) noted that a trained coder who has been successful in one situation will not necessarily be successful within a different context and using a different coding system. To compensate for this possibility the researcher used a third party to code the same writing to validate the accuracy of the researcher (see report – Appendix 5).

4.11.2 Improvement Response Coded Procedure

Teachers ensured that the majority of the ‘other’ pupils (not involved in think-alouds) had an opportunity to consider the written teacher feedback and make the improvements to their work prior to the researcher’s visit. The researcher was given access to the books and coded the pupils’ improvement responses off-site as permission was granted by the parents/carers and schools to photocopy the pupil responses. Those pupils undertaking the think-alouds produced the improvement responses with the researcher present. However, these were all coded off site in the same way as the ‘other’ pupils.

The typology was used to code each unit of change/improvement noted by the researcher across the classes within each of the two schools. In most cases, this involved coding several forms of improvements within each piece of writing such as spelling/grammatical corrections as well as using a similar skill/concept to extend writing/add new sentences etc. The coding always took place after the written teacher feedback had been coded and never before. This was to ensure that the research findings followed the same feedback cycle process that was being undertaken by pupils and teachers in the class.

In total, the researcher considered and coded ten different pieces of writing across the study. The spreadsheet identified individual pupils within each class as well as the different groups (Below Expected/At Expected/Above Expected). This enabled the researcher to consider data on an individual pupil, group, class, school as well as combined school level.

A spreadsheet was devised by the researcher which enabled each unit of improvement/change to be recorded. The recording involved three elements: the type of improvement, the level of support/direction provided and then the improvement response standard or level. This triad of data created one code and was recorded for each

improvement response made. Each pupil generally had more than one unit of improvement coding depending upon the school's assessment policy and the expectations of marking within the school.

An inter-rater reliability session was organised by the researcher to check the accuracy of the codes being assigned to the pupil improvement responses. The check was undertaken after visit 5 and involved the independent rater considering 10% of the sample coded to date. A further quality assurance session to check the accuracy and consistency of the judgements was arranged after visit ten prior to the final analysis of data.

4.11.3 Improvement Response Coded Analysis Plan

Analysis focused on the different types of written improvement responses at each level. The frequency of the types of responses both across the whole research study and different pupil groups over time were analysed. This enabled the researcher to consider to what extent the gap in teacher feedback has been closed based on the improvements that had been made and the standard (None/Low/Inline/Beyond) within each of these.

Content analysis data were analysed alongside semi-structured interview transcripts to consider the findings and to provide an understanding about the data from the participant perspective as well as providing an explanation of the intentions behind the written feedback comments.

The frequencies have been presented as bar charts and tables to consider visually the data from all pupils and across different abilities. The pupil perceptions of the improvements have been triangulated with the improvement types and outcomes. This supports the validation of the improvement response interpretations by the researcher. The semi-structured interviews also support the reasoning and provide the understandings behind the improvement responses made by pupils. This helps to understand the 'why' behind the improvements rather than just considering what has been produced.

The researcher also considered the range of pupil improvement responses given in terms of the genre/text type (table 4.4). The pilot study indicated a difference in the range of improvements developed between fiction and non-fiction writing. Therefore, to try and mitigate any potential effects that might be presented, the researcher analysed and

recorded any significant differences (in-line with the written teacher feedback) that might have occurred and thus skew the results.

4.12 Think-alouds

The researcher used a concurrent think-aloud as opposed to retrospective (Ericsson & Simon, 1984). A concurrent think-aloud considers the pupil talking aloud what they are thinking as they are undertaking an activity and has been found to “not influence the accuracy of performance and, by implication, does not alter the cognitive process mediating task performance” (Fox et al., 2011, p. 335). This is important to ensure that the think-aloud does not influence the accuracy of how and what pupils produce as part of the task but also that it does not affect cognitive processing when undertaking the task e.g. cognitive overload or overwhelm. Ericsson and Simon (1993) concur that concurrent think alouds do not impact on task performance.

Cohen (1996) identified three types of different verbal reports to access learners’ internal processes. This research focused on that of self-revelation which involved thought processes being disclosed whilst the activity was being undertaken. The think-aloud enabled the researcher to consider how pupils responded to written teacher feedback and the cognitive skills/strategies they used when developing and producing their response to different types of feedback. It aimed to consider the processes pupils engaged in, and with, to produce a final response outcome considering different types of feedback. Using concurrent think-alouds enabled the researcher to gather data instantaneously in whatever form the pupil decided to verbalise e.g. complete sentences, utterances etc. It does not provide any interpretation from the pupil as with retrospective think-alouds. However, “think aloud protocols are not necessarily complete because a subject may verbalize only part of his thoughts” (Van Someren et al., 1994, p. 26) thus pupils may decide what and how much information they provide through the monitoring of their thought processes.

Pupils were encouraged to voice aloud their thoughts and what was happening in their mind as they read and then begin to develop a response to the written teacher feedback. The focus was on the types of strategies and skills being considered as well as the choices and decisions being made. It was used to gain an insight into the experience, use and effectiveness of the response sessions at all pupil levels. Over time, the think-alouds enabled the researcher to consider the skills/gap level and whether this progressively

increased as “tasks should increase in their level of difficulty as the student’s skills, and thus their level of ability, increase” (Scager et al., 2014, p. 660).

No previous feedback research has been undertaken involving think-aloud as part of the designated response session or using the skills/strategies list devised by the researcher. There were no previous models or examples to compare and link the research study to within a similar context. It has been, therefore, important to consider how think-alouds have been used in other research such as reading comprehension, drafting of writing and metacognition studies to develop a valid and reliable approach as part of the pilot study.

4.12.1 Think-aloud Potential Factors Affecting Validity

Hu and Gao (2017) considering self-regulated reading research highlight veridicality and reactivity as major methodological think-aloud concerns. Veridicality is described as verbalisations that “may not be closely related to underlying thought processes” (Ericsson & Simon, 1984, p. 109). Whereas reactivity “concerns whether the cognitive/metacognitive processes can be accurately and completely reported” (ibid., 184). Ericsson and Simon (1993) identified that Level 2 verbalizations (speaking aloud information in the working memory) had no reactive impact on pupils’ thinking processes. The researcher was aware of this and considered the improvement responses produced by the think-aloud group and the other group to check that the think-aloud process did not have any undue impact.

Van Someren et al., (1994) identify and explore five potential factors that could impact think-aloud validity: invalidity due to disturbance of the cognitive processes, incompleteness due to memory errors, interpretation by the subject, synchronization problems, and problems with the working memory. However, it is the latter two points that have been identified as potentially affecting think-aloud validity. Incompleteness can occur due to verbalisation (at times) not being able to keep at the same pace of cognitive processing even though participants are able to slow it down as part of the think-aloud (Van Someren et al, 1994). This can result in gaps in thinking aloud “of which it is almost necessary to assume that an intermediate thought occurred here” (ibid., 33). Therefore, it is important to monitor any ‘holes’ or gaps in the think-aloud process and to consider the reasons for this.

Secondly, if the think-aloud is complicated then this can cause the participant to require “space in [the] working memory because it becomes a cognitive process by itself” (Van Someren et al., 1994, p. 33). As a result, this can cause disruption to the think-aloud and produce an ‘incomplete’ report. Requiring additional working memory capacity to process and verbalise can mean there is less space in which to undertake the task, thinking and verbalising resulting in problems with synchronisation (memory and verbalisation) as well as “interrupted verbalizations” (ibid., 33). Therefore it is important to consider and ensure the suitability of the think-aloud method and the materials being used.

There is evidence that think-alouds might not provide a true reflection of a pupil’s thought processes, as the act of thinking aloud may alter and affect the cognitive processes being deployed and that it “acts as an additional task” (Jourdenais, 2001, p. 373). It can also make pupils think more about what they are doing and, therefore, take longer to develop their response than those completing it within the classroom. Depending upon the individual pupil, this could have negative consequences in that they become less motivated over the amount of time being taken. This is something that the researcher was mindful of during the pilot study and so undertook a review of pupils’ thoughts and reflections on the think-aloud process. Feedback from pupils included “Think-aloud was very fun and enjoyable” and “It was fun to do the think-aloud on my work because it made my work better and it was good to say what you are thinking aloud”. There were no negative comments from pupils about this process on themselves as learners or on their work. Evaluations were also undertaken as part of the research study and reflect the same positive thoughts as seen in Appendix 9.

It is important the task being used for the think-aloud session does not create a cognitive overload impacting on the working memory and thus verbalisation of processes (Ericsson & Simon, 1980). Equally, a task that enables automaticity can cause issues with the think-aloud process as participants can find it difficult to verbalise “automatic or near-automatic happenings” (Pressley & Afflerbach, 1995, p. 132). Therefore the task difficulty for the think-aloud process to be effective needs to have some challenge or demand (reducing automaticity) whilst not promoting cognitive overload.

Ericsson and Simon (1994) highlight that “A central task in using verbally reported information is to make the encoding process as objective as possible” (p. 287). It is

important to recognise the potential of researcher bias in encoding transcripts “toward his own preferred interpretation” (ibid., 287). Context has been recognised as being important as well as relating the cognitive processes and behaviours related to this (Ericsson & Simon, 1994). The researcher ensured that some of the encoding of scripts took place during the think-aloud process based on observation of how the pupil responded. Notes were taken to support further encoding after the think-aloud session using the transcript and the written improvement response outcome.

4.12.2 Think-aloud Materials (Appendices 6a, 6b and 6c)

According to Bowles (2010) “it is customary to provide participants with a warm-up task during which they think-aloud, thereby familiarizing themselves with the process and ensuring they understand the verbalization instructions” (p. 117). However, Newby (2010) identified that some participants may find the process of verbalising what they are thinking difficult. Therefore, the act of modelling and discussing what is being asked was important prior to the data collection to try and reduce these possible effects.

According to Hu and Gao (2017) it is important that training “helps participants get familiar with think-aloud tasks” (p. 186) not only to reassure the participants about what is being asked of them but also to support the validity of the think-aloud undertaken. Therefore, a think-aloud modelling task (6a) was devised to support participants in understanding and familiarising themselves with think-aloud protocols and the expectations being placed on them. The researcher ensured that the minimum three elements were identified which included explaining why they were being asked to think-aloud, giving instructions as to how they should think-aloud and providing a warm-up task. It was important to test that the pupils involved understood the language being used, the protocols being explained and how to undertake a think-aloud during the pilot study.

Previous examples of think-aloud warm-ups have used mathematical problems or short verbal problems (Bowles, 2010). The researcher decided to use a written narrative activity as this was more closely aligned to the element of the feedback task that pupils were being asked to undertake in the following weeks. This enabled the researcher and the participant to draw and label their answer together. It was decided by the researcher that this activity did resemble the phenomena under investigation (Bowles, 2010). It was also considered to be a less threatening activity for pupils of all abilities. The aim was to

comfortably ease pupils into understanding and partaking in the think-aloud process effectively and successfully rather than place them under any pressure or difficulties.

A think-aloud schedule was developed and devised by the researcher specifically for the research study. The framework identified a range of cognitive skills/strategies and approaches pupils could be engaged in both before, during and after the process of developing written responses to the feedback (Appendix 6b). The schedule was initially developed deductively using reports and research evidence to shape the initial framework. The Education Endowment Foundation Metacognition and Self-Regulated Learning report (2018) was used to identify some of the thinking processes pupils might be engaged in to devise a process checklist.

Research evidence by Lau (2006) identified a range of reading strategies pupils were engaged with including pre and post-reading strategies. This led to the researcher identifying and using pre and post- improvement response strategies. The researcher's own experience, knowledge and understanding of working with children and being involved in feedback also contributed to the identification of a further range of processes to be included. The pilot study enabled the researcher to trial the schedule and amend/adapt it to then be used in the final research.

4.12.3 Think-aloud Procedure

According to Sanz, Lin, Lado, Bowden and Stafford (2009) "what we mean by "talk aloud" is that we want you to say out loud everything that you would say to yourself silently while you think" (p. 53). Therefore, pupils were encouraged to share their thoughts as they were responding to the feedback but not required to explain them. Each think-aloud session was audio-recorded and also supplemented with observational notes that were written throughout each session.

The introductory warm-up session was based on a paragraph from a published children's book detailing a character description. This was read out loud and then the researcher talked through the thinking processes whilst drawing and labelling the character description. After this was concluded, the researcher asked pupils what they had noted about the process, answered any questions they had and asked them to repeat the activity using a different descriptive paragraph. Again, pupils were asked to talk about what they

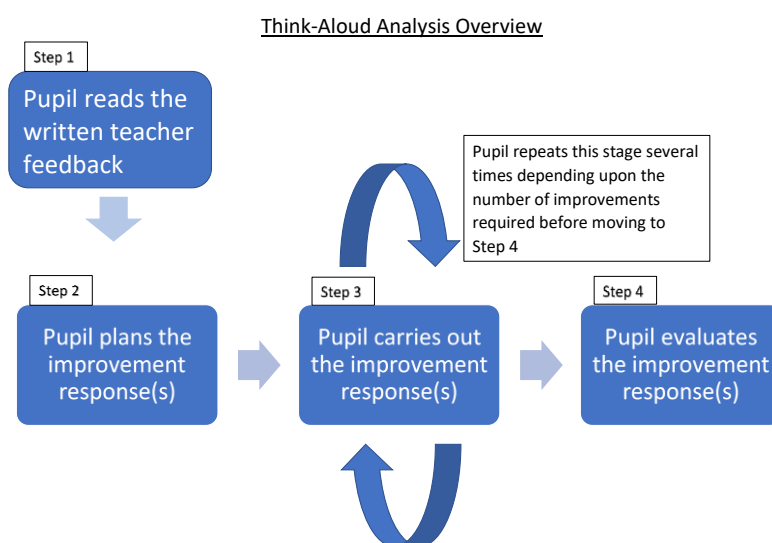
understood about the think-aloud, any questions they may have and whether they were still happy to participate in future think-aloud sessions.

At the beginning of each think-aloud session, verbal consent was gained from pupils and a reminder of the purpose of a think-aloud was shared (e.g. *it is someone talking aloud what they are thinking as they are thinking it. We often do this quietly in our head but with the think-aloud we say out loud what we are thinking to share our thoughts on what we are doing and why.*) Instructions were also given, and pupils were asked if they had any questions/queries. Pupils were then asked to read the written teacher feedback for the first time. A short semi-structured interview took place with the researcher asking a few questions about the pupil's perceptions and their initial thoughts about the feedback they had received.

Pupils were thanked for their answers and given some instructions about completing the think-aloud. They were then given unlimited time to respond to the feedback. The researcher sat to the side of the pupil so that they were not directly in their line of sight to cause the least disruption. The pupil then began the think-aloud process responding to the feedback and developing their improvement response (Figure 7). During each think-aloud session pupils were observed and listened to closely. As the pupil worked through the feedback and started to consider and develop their improvement responses, the researcher noted specific processes the pupil was engaged in by ticking and noting these on the individual pupil schedule. The researcher considered the pupil's thinking both before, during and after each improvement response had been completed; although this was recorded as a whole response rather than identifying the different strategies for corrections, content improvements etc on the form. The researcher did return to the schedule to consider the strategies/skills in more detail listening to the audio recorded responses and also the written work and ticked further examples used.

Figure 7

Step-by-Step Overview of Think-aloud Process



Pupils were prompted to speak aloud their thoughts. If they began to write quietly, pause for too long or had not spoken for a time they were given an encouraging, reminding prompt such as ‘Don’t forget to tell me what you’re thinking’ or ‘What are you thinking now?’ with the aim of prompting/asking the pupil whilst not breaking the flow of thought or work.

Once the pupil had either voiced they had finished, looked at the researcher or it was sensed that they had concluded, the researcher always asked for confirmation as to whether they had finished. Pupils were thanked for their improvement response and asked if it was alright to answer a few questions (semi-structured interview) about their thoughts and perceptions as to what they had written; verbal consent was gained before proceeding. Once the semi-structured interview had been conducted, pupils were asked if they had any questions for the researcher and what their feelings were about the session. This was important to ascertain pupils’ ease and their well-being as part of the research process.

4.12.4 Think-aloud Analysis Plan

Bowles (2010) identified that there is not one way for data to be coded except that it needs to “developed and tailored to fit the research questions” (p. 126). Therefore, data within this research was collated through the frequency of the coding categories that had

already been identified by the researcher as part of the original schedule for each pupil/visit (Appendix 6c). The types of strategies and the frequency over time for different pupil groups were presented visually using bar charts.

Each think-aloud audio recording was transcribed at the word level to answer the research questions; although the researcher did also include non-verbal cue information, if it supported the understanding and analysis of the processes being observed. Transcriptions were themed to identify the thought processes and strategies being deployed through verbal interaction. These were analysed separately as part of the think-aloud process. However, they were also themed together with the transcriptions from the semi-structured interviews to build up a larger picture of pupil reasoning and strategies used to develop pupil improvement responses.

Data from the think-alouds was triangulated with the content analysis data. This provided a complete picture of the type of feedback the pupil had been given, how they have developed their responses and the type of response they then produced. Additional qualitative data was used to illustrate the process and context more clearly through quotes.

4.12.5 Think-aloud Ethics and Issues

Cohen et al., (2007) highlighted that whilst ethical codes are important these provide limited guidance. Therefore

ultimately, it is researchers themselves, their integrity and conscience, informed by an acute awareness of ethical issues, underpinned by guideline codes and regulated practice, which should decide what to do in a specific situation, and this should be justified, justifiable, thought through and defensible (p. 73)

Whilst the researcher used and followed the University of York's Codes of Practice to underpin practice, time was also spent considering their own personal ethics, particularly considering the vulnerability of pupils and the potential 'power' imbalance between the researcher and pupil (Cohen et al., 2007). As a result, the researcher ensured that the pupil was placed at the forefront of the research process. Whilst the pursuit for accurate and rich data was important, attaining this both ethically and with the best interests of the

participants was paramount. For example, when questioning pupils pre- and post- think-alouds, the researcher ensured that any follow-up questions were appropriate and effectively probing to understand the pupil's perspective, reasoning and/or thinking as opposed to being judgemental, challenging or pushy.

Before each think-aloud session, pupils were asked if they were happy to leave the classroom to work with the researcher and then asked for their verbal consent to participate in the think-aloud session or semi-structured interview. The purpose of the research and the activities were explained to pupils individually in language that was age appropriate. After the think-aloud or semi-structured interviews, pupils were asked how they felt, if they had any questions, if they were happy about the process they had been involved in and whether they would like to participate next time. The researcher ensured pupils were aware that they did not have to participate, that they could stop the think-aloud session and they could withdraw from the research at any time.

Van Someren et al., (1994) highlight that "there are substantial differences in the ease with which people verbalize their thoughts" (p. 35). They identify that whilst training can help to support and enable pupils to become "more fluent, but differences remain, even after training" (ibid., 33). They suggest that young children can find thinking aloud difficult and the importance of piloting to trial the process for its suitability. In this study, the pilot study showed all pupils of all abilities were able to think-aloud, but differences did occur between some pupils finding it easier than others.

For example, one pupil in this study expressed finding the think-aloud session difficult and so the researcher talked to the pupil about what they found difficult and what could be done to make the process easier. It became clear that it was the process of verbalisation that was difficult; knowing what to say. Therefore the researcher modelled for the next two sessions different tasks (unrelated to the think-aloud activity) such as problem-solving tasks for the pupil to hear and observe the thinking-aloud process. The pupil shared they had found these useful and after two additional sessions they felt they did not require any additional support. The researcher was aware that this could have impacted on the results, as no other pupil received any additional support, but the pupil's well-being was paramount. Whilst it is the researcher's role to ensure data validity, it is also their role to

ensure participants are seen and treated with respect and to have empathy to the context and participant request.

Van Someren et al., (1994) highlight the importance of making participants feel at ease as, when asking pupils to think out loud, the researcher is asking them “to bring out into the open the way they tackle a problem” (p. 42). This can make the pupil feel ‘embarrassed’ and potentially anxious and vulnerable. Therefore, it is important that the researcher is aware of this and seeks to “create an atmosphere of confidence and easiness” (ibid., 42). The researcher spent time chatting to pupils and trying to get to know them to help them feel comfortable. It was explained to pupils that the researcher could not help them during the think-aloud session so that pupils were aware of this. As a teacher, it was difficult not to provide assistance or suggestions but as a researcher it was imperative not to interfere. On only one occasion did a pupil specifically ask the researcher what the feedback meant after the think-aloud process. The researcher reached out to the pupil as a human and talked through their understanding of this. However, in all other cases where the pupil was not sure, they were encouraged to talk to their teacher.

The researcher was aware of some ‘moderating’ of thinking taking place. One pupil expressed how they had not mentioned in the think-aloud that they were thinking about what they were having for dinner. The researcher encouraged pupils to express all thoughts whether these be relevant to the task or not. However, all the think-alouds focused on task-relevant thinking suggesting that pupils did and were moderating their thinking. This does not mean the data is not valid or reliable but that pupils were aware of and considered their thinking within the boundaries of what they considered to be acceptable or relevant.

4.13. Semi-structured Interview (Appendices 8a, 8b and 8c)

Teacher and pupil semi-structured interviews were the final methodological approach used to gain an insight into the perceptions and interpretations of the written feedback given and the improvement responses undertaken and their outcomes. Both were used periodically as a result of the ongoing data analysis conducted throughout the study to illustrate or understand a particular perspective or outcome.

4.13.1 Semi-structured Interviews Procedure

Simons (2009) identified that there is no correct way to interview. Therefore, the researcher developed an interview protocol as identified by Creswell (2014) which included the following elements:

- Introduction about the purpose of the interview and to set the scene;
- Icebreaker question for pupils and teachers at the beginning of the interview and a concluding or statement at the end;
- Probes for some of the questions that have been planned to be asked. This is to ask for additional information or to give further elaboration;
- Thanking the participants for their time and their responses.

The researcher also incorporated an opportunity for the participants to add any further information they feel might be useful and that might not have been asked. According to Bryman (2004) and Kvale (1996) researchers should try to incorporate as many aspects of the success criteria for effective and successful interviews as possible. Particular attention was made to being *clear* to ensure questions asked were short and easy to understand; *gentle* in giving participants time to think, answer and accept pauses; *sensitive* by listening to what and how things are being said; *steering* through knowing what needs to be found out and *critical* by challenging any inconsistencies or ambiguities etc.

Open-ended questions were asked to encourage participants to talk about the relevant issues pertaining to the research questions being considered. All interviews were conducted on a one-to-one basis allowing privacy for participants to talk freely, openly and confidentially. Simons (2009) identified that one of the difficulties of interviewing is jumping in too soon. This was noted in the first interview of the pilot study where the researcher intervened at the same point when the participant was going to continue or elaborate on what had been said. Therefore, the researcher used more pauses to listen to and to observe the participants' actions to support the decision to move on to another question.

4.13.2 Teacher Semi-Structured Interviews (semi-structured) - (Appendices 8a and 8c)

These were undertaken at the beginning of the study (Appendix 8a), throughout the research (every four to six weeks – Appendix 8c) and then at the end. The frequency of the intermediary interviews was determined by the outcomes of the coded pupil improvement

responses and teacher written feedback given. If these raised particular questions such as the reasonings behind what or how something had been responded to, then a semi-structured interview would be triggered for the following visit.

All interviews were semi-structured to incorporate some fixed questions over the period of study, whilst also retaining a reflexive approach to enquire and find out more about individual examples of teacher feedback or the teacher's thoughts about a particular response (Appendix 8c).

4.13.3 Pupil Semi-Structured Interviews (Appendix 8b)

Pupil interviews were incorporated into the interview schedule to ascertain pupil thoughts and perceptions. These took two forms:

- 1) Interviews of pupils pre and post each think-aloud session
- 2) Selection of other pupils based on the outcomes of the coding and already undertaken response improvements

All interviews of pupils involved in think-alouds were on a one-to-one basis every two weeks (Appendix 6b). Whilst any other interviews undertaken of other pupils were generally on a monthly cycle. However, the nature and frequency of these were determined by the coding outcomes of the pupil improvement responses and written teacher feedback. The researcher, in wanting to understand or investigate the thought processes and perceptions behind certain improvement responses, would instigate a semi-structured interview to ascertain pupil perceptions. Each interview was semi-structured to incorporate some fixed questions over the period of study, whilst also retaining a reflexive approach to enquire and find out more about individual pupil responses, pupils' thoughts about the type of feedback, response process and their perceptions of the final response etc (Appendix 8b).

Each interview aimed to develop a dialogue or informal conversation between the interviewer and interviewee. The aim of the interview was to explore and ascertain both teachers' and pupils' understandings, interpretations and experiences around feedback/response types and processes. Questions were situational relating to the specific

theme of feedback but also specifically focused and addressed identified examples in pupils' books.

It was important to maintain objectivity throughout the interviews to ensure that bias and prejudice did not have any influence or control over the process and outcomes (see table 4.7). Interviews were transcribed as soon after the interview and before the next school visit. Each transcription was checked for consistency against the original audio-recording by the researcher. Some limitations were presented in that listening to the voice, after the event, could lead to different interpretations from the original impression presented during the interview. There was also no way to capture the non-verbal cues projected by the interviewees or the general atmosphere of the session. However, as Gibbs (2007) stated it is not "whether the transcript is, in a final sense, accurate, but rather whether it represents a good, careful attempt to capture some aspects of the interview" (p. 11). What is important, is to ensure that the whole understanding within the context of the interview is not distorted or lost. Therefore, whilst specific details and comments were analysed individually it still remained important to consider the context and the meaning within the whole conversation.

It was important for the integrity of the research to undertake semi-structured interviews rather than structured interviews, a questionnaire or survey. It was imperative to ask questions regarding perceptions, experiences and actions to add further depth and illustrate other research data that had been collated. It was necessary to ask about actual work to clarify the decisions made, actions undertaken as well as the perceptions surrounding the feedback and responses. This was particularly vital in ensuring that the analysis was informed from the knowledge of the interviewee rather than the interpretation or perception of the interviewer. Quotations were used to illustrate and support the research data to explain, clarify and highlight specific aspects.

4.13.4 Semi-Structured Interviews Analysis Plan

All semi-structured interviews were transcribed from audio recordings. Whilst each interview was transcribed in full, it was not as detailed as a conversation or discourse analysis. Neither did it include information not relevant to the study e.g. if a pupil went off on a tangent or discussed anything not relevant to the research study. Conversational features that were included in the transcript included:

- abbreviations e.g. it's, you're etc where used by participants;
- verbal tics including er, hm, like, erm as these showed moments of thinking and reflection within the transcript for the think-alouds. It also demonstrated whether a response was immediate or contemplated;
- pauses as these demonstrated thinking and reflection which was important within the think-aloud procedure;
- repetition was included to consider the pupils response and how easy it was for them to formulate their answer or thoughts to questions those that were posed. It also showed how articulate the response was, potential thinking time required and whether the question was asked in the best way etc.

The researcher developed broad themes leading to analytical codes during the pilot stage and used these to support early analysis. The development of the themes was inductive as they were driven by the data. These themes were used as a starting point for the final data collection but, caution was exerted into ensuring that these codes remained appropriate within different contexts and considering new data. The researcher continued to use the data inductively to drive the themes identified.

The researcher used NVivo to look at theming the transcripts electronically as part of the research study. The data were analysed thematically to consider possible patterns. The researcher used quotations from the transcripts to provide insight and 'real' examples of participant perceptions and understandings to support or query the findings.

4.14 Limitations

This study has been undertaken by a lone researcher and, whilst the researcher has worked hard to become proficient and able in developing and administering a range of both qualitative methods, this could be considered as a limitation of the research.

A range of specific potential limitations have been identified by the teacher and, wherever possible, have also been mitigated to reduce the impact and the overall potential effect on the research (table 4.5).

Table 4.5

Potential Limitations and Types/Levels of Mitigation Deployed

Limitation	Reasons	Mitigation Undertaken
Varying levels of pupil thoughts and verbal interaction within the think-aloud protocols	<ul style="list-style-type: none"> • Some pupils are verbally more adept and at ease at expressing their thinking throughout the whole process with few prompts/reminders required • Pupils are taking varying amounts of time to make their improvements as part of the think-aloud e.g. from a couple of minutes to ten+ minutes • A couple of pupils have expressed that they are filtering and regulating their thoughts during the think-aloud process 	<ul style="list-style-type: none"> • The researcher has introduced additional small modelling opportunities to support one particular pupil • The researcher has explained to pupils to say out loud everything they are thinking and not to filter their thoughts as part of the process • The researcher is noting the times of each think-aloud to consider the frequency of strategies and time taken • The researcher is noting and identifying contextual information that may impact on the think-aloud e.g. two pupils undertaking a 45min test prior to the think-aloud
Different feedback approaches are being used across the schools	<ul style="list-style-type: none"> • School A - three stars and a wish resulting in at least three pieces of positive feedback, one response challenge (wish) and generally some spellings • School B – pink (positive) and green (growth) highlighting with some written comments (e.g. improvements and some positive feedback) as well as identified spellings 	<ul style="list-style-type: none"> • The researcher has recorded and acknowledged any significant differences in the frequencies of coding between schools and also between the two classes in the same school e.g. no. of omissions and errors noted is higher in one class than any of the others which could potentially influence the final analysis
Different types of writing marked in schools including formative assessment pieces	<ul style="list-style-type: none"> • School A – range of different writing (mainly fiction) across a range of genres. One-off pieces linked to the class topic/theme or book which are generally ‘warm’ or ‘cold’ writes. In class 1 an introduction is given verbally, and a setting or starter is given on paper with the writing checklist. In 	<p>The researcher has noted the following to take into consideration as part of the analysis:</p> <ul style="list-style-type: none"> • Type/genre of writing; • Time given for writing; • Length of piece of writing; • Context of writing such as part of a teaching unit, independent, scaffolded, modelled, planned etc; • New or previously repeated piece of feedback;

<p>Different participant sample sizes for different research methods</p>	<p>class 2 it is similar but can also include modelling, brainstorming and discussions prior to writing. Time given is generally 45mins for writing.</p> <ul style="list-style-type: none"> • School B – range of different writing (mainly fiction) across a range of genres. Writing is either a build-up within a unit of work including planning and modelled writing opportunities linked to class book or independently written pieces at the end of the unit using the pupil’s plan. Time ranges from 30-45mins. 	<ul style="list-style-type: none"> • Date of written piece and length of time between pupils then responding. • All pupils are expected to complete a response challenge or develop improvement responses and complete corrections within the piece of writing that has been marked.
	<ul style="list-style-type: none"> • Three pupils (below, at and above expected) have been selected from each school to participate in the think-alouds. Teachers generally selected the pupils based on them being comfortable to participate. • Twenty-five pieces of writing each fortnight coded (teacher feedback and pupil improvement responses) • Semi-structured interviews (three teachers) at the beginning, end and intermittently throughout the research. • Semi-structured interviews of two pupils per class (school A) intermittently. • Some pupils will make progress that moves them from below expected to at expected etc over the seven months of analysis. 	<ul style="list-style-type: none"> • Four pupils (rather than three) were used in one school as only four participants out of a possible six completed the consent forms. The researcher was aware of the potential unfairness and impact on one pupil not being included; • The majority of all pupils to have participated in a semi-structured interview throughout the research to ensure equal and fair representation of all different pupil groupings; • The researcher will consider the bias of different group sizes when analysing the overall coding data e.g. 14 pupils at expected compared to 5 or 6 above and below expected; • The researcher will note the final pupil groupings at the start and also highlight any changes to see if there are any significant differences by the end.

4.15 Ensuring Research Quality

As part of the quality assurance process, the researcher undertook inter-rater reliability checks with another person. This relationship was established during the pilot study where

coding was explained and then the person provided an impartial and external view regarding the system and, in particular, the ease and accuracy of the coding moderating the codes that had been assigned by the researcher. This supported the researcher in developing and amending the research tools prior to the undertaking of the research data (see Appendix 5).

The same person was also deployed for the final research data. The researcher deemed this person to be most suited to accurately and impartially code 10% of the teacher feedback and the pupil improvement responses. This was due to their extensive career in schools and education, their expertise in examining feedback and pupil work and also their knowledge and understanding of the PhD process as they already have been awarded this status.

The researcher actively sought the views of pupils and teachers throughout the research process. This was to ensure that all participants were happy with the process of data, felt able to continue and also addressed any potential issues or queries raised. Pupils were asked to complete a written evaluation on visit 4 (see Appendix 9 for a selection of comments). Teachers were asked informally by the researcher on a more regular basis about any concerns or issues they may have had about the research. None were recognized and they were all happy to continue to take part.

The researcher also identified a range of other validity and reliability factors that have been taken into consideration throughout the planning and undertaking of the research study (table 4.6).

Table 4.6

Validity and Reliability Considerations Within the Research Study

Validity	<ul style="list-style-type: none">• Using a range of different sources of evidence to support the findings.• Triangulation of information and data from the use of different methods to corroborate and highlight findings• Feedback findings to the teachers to see if they regard these as a reasonable account of the context• Transparency throughout the whole process – journal outlining processes, notes, changes etc• Audio recording and note-taking throughout interviews and think-aloud sessions• Probing responses of participants through research to ascertain as much clarification as possible• Multiple sources of data collated to provide rich insights and to support corroboration and saturation point of findings
Reliability	<ul style="list-style-type: none">• Careful and clear procedures of data collection in place. Analysis process to be documented in detail• Transcribing interview and think-aloud data• Use of an additional experienced rater to check the recorded transcripts undertaken and the coding assigned. Spend time comparing and discussing agreements

Challenges for consideration throughout the research study included:

- Ensuring that the qualitative data is being used to address the same concepts.
- Subjectivity and potential bias through interpretation of qualitative data.
- High levels of reflection to mitigate and limit potential bias or identified effects on data.

Therefore, the researcher developed a considerations/potential bias reflections document (Appendix 7 example) which was completed after every visit looking at any other contributory factors that may influence the research data or the process and ways in which to mitigate these.

4.16 Generalizability

Quotations, as well as actual examples, were selected within the research to support the data presented. It has been important to represent the sample accurately and not to make bold claims purporting to many participants if it only represents a small minority or an individual. If the data was to be generalized then it would be need to be considered across a larger sample.

4.17 Reflexivity

Table 4.7

Self-awareness/Examination of Experience on Research

Role	Experience	Potential effects on research - researcher	Potential effects on research - participants
KS2 primary school teacher	Frequently marked English books using a range of marking policies	<p>Positives:</p> <ul style="list-style-type: none"> • Have a practical understanding of marking and feedback to be able to understand and relate to teachers' comments and ask follow-up questions relevant to the situation based on understanding • Using previous experience to develop interview questions that specifically draw upon perspectives/practices seen across different schools to unpick the current situation 	<p>Positives:</p> <ul style="list-style-type: none"> • Teachers potentially feeling able to talk to the researcher as a fellow practitioner with previous experience and understanding • Teachers engaging with the research because they can relate to it/have own views
Area teacher and Learning Support Teacher for the Learning Support Service	Developing programmes of support for pupils identified with Special Educational Needs (SEN) and the assessment of pupils to consider reading development, writing physicality etc	<ul style="list-style-type: none"> • Development of coding frameworks using previous experience and knowledge from practices used and observed across many different schools • Being able to situate easily within the school context • Having a number of varied roles enabled the researcher to consider marking and feedback from a number of perspectives – teacher to senior leader within a school and then more objectively as a consultant and adviser 	<ul style="list-style-type: none"> • Headteacher knowing the researcher potentially creates a situation of trust and ease from the start based on prior experience • Pupils may potentially adjust their perspective and responses positively knowing the researcher is a teacher e.g. considering their behaviour/ responses
English Subject Leader and Deputy Headteacher	Development and implementation of marking and feedback policy in schools		<p>Negatives (<i>potential to bias research</i>):</p> <ul style="list-style-type: none"> • Teachers knowing and viewing researcher's previous experience negatively e.g. 'judging' marking and feedback practice which could affect the relationship and responses • Teachers altering marking and feedback practices through research e.g. spending more time marking/ thinking more closely about comments

Learning and Teaching Consultant for a Local Authority (LA)	Supporting schools to develop marking and feedback through staff meetings, book scrutinies, arranging visits to other schools, LA KS1 and KS2 STA (Standards Testing Agency) writing moderator	<p>Negatives (<i>potential to bias research</i>):</p> <ul style="list-style-type: none"> • Undertaking objective research – any assumptions based on previous experience to be noted in a reflective diary e.g. quality/type of feedback/ improvement responses linked to previous judging role to be noted and to be mitigated • Researcher to be objective in semi-structured interviews – not to presume meaning behind teacher/pupil responses based on own knowledge/experience • Consider how responding to participants e.g. not trying to ‘help’ pupils as a teacher role within think-alouds and not using own experience to ask leading questions or empathise with teacher responses • Own experience building pre-conceived assumptions of what marking and feedback should look like and then influencing the codes being given • Researcher building close relationships over the study and ‘turning native’ rather than objectively viewing and analysing the research • Researcher maintaining trust and ease of participants through a different role. Ensure that questions still retain level of challenge to understand participant perspectives/perceptions, but researcher to keep reassuring school and participants of non-judgemental role. Instead role is to observe current practice within school. 	<ul style="list-style-type: none"> • Pupils knowing the researcher has been a teacher could impact on how they respond within interviews e.g. what they think they should say rather than what they think and ‘protecting’ their own teacher
Adviser for a Local Authority (LA)	LA Monitoring Visits considering progress through book scrutinies, discussions with pupils, lesson observations including looking at books (marking and feedback)		

4.18 Ethics (Plus Think-Aloud Ethics Section 4.12.5)

The researcher required permission from the Headteacher (Appendix 11), each Y5 teacher (Appendix 13) and the parents/carers of Y5 pupils (Appendix 12) involved in the research. An opt-in letter (in line with university guidelines and approved by the ethics committee, supervisor and TAP member) was sent to each participant to receive written consent to participate in the research. It sought permission in terms of publishing and using the information beyond the research project. It ensured anonymity, in that no pupils could be identified by the data or within the final thesis through the use of pseudonymisation.

Once permission was granted by parents/carers, the researcher (in partnership with the school) selected specific pupils for the think-aloud sessions. Verbal consent was ascertained from each pupil prior to every think-aloud session and semi-structured interview that took place (see also section 4.12.5 for additional think-aloud ethics). The school shared the 'attainment/ability' levels of pupils in-line with their school tracking system to enable the researcher to identify different groups within the study. This information was treated as confidential.

Participants and parents/carers were able to withdraw their child from the research at any time without explanation up to two weeks after the final data collection. They were assured that if this was their decision then there would be no negative consequences for them or their child. If the school felt that it was not in the best interests of the pupil to take part in the research (for example, well-being or health concerns) then this information was taken into consideration and the researcher was guided by the school.

It was of the utmost importance that all pupils selected for the research felt happy, secure and comfortable with the research undertaken. Permission was obtained from parents/carers and the school to examine English books to consider the feedback, the pupil's improvement/response work and any examples of where this had been applied in later work. Pupils were withdrawn from different classes to try and reduce the impact being withdrawn may have had on their learning.

The researcher secured regular feedback from the school and the pupils about their involvement in the study. This ensured that the researcher responded to any concerns that

might have been highlighted and/or provide reassurances to participants about the processes being undertaken.

4.19 Chapter Summary

This chapter highlights the theoretical framework underpinning the overall structure of the study and how this has informed the appropriate selection of research methods. The overall design has been explained and the use of a case study approach identified to best describe the phenomena being studied. Everything has been carefully considered to ensure that each research question can be answered with rigour and integrity.

The selection of schools and participants have been explained and described in detail. The different experiences of the two identified groups of pupils (Think-alouds and Other) have been shared to further understand how these contribute to the wider research picture and question foci. The identification and development of each of the research tools used to collate the data have been discussed as well as the procedures and protocols deployed for each. An analysis plan identifying how and in what ways the data has been collated and used both as a separate entity and triangulated has been carefully outlined.

The researcher diligently considered many potential limitations from the outset of this study. This does not mean that all of these are identified as actual limitations (identified in chapter 10) but that the researcher considered those that could potentially be questioned by other researchers and looked to mitigate these wherever possible from the start of the study. As a result, the design of the study ensured clarity, transparency and understanding in both how and why actions have been both decided and instigated.

The chapter outlines the research quality through the validity and reliability of the processes and protocols deployed both throughout and after the data collation. Securing inter-rater reliability checks at different points (report Appendix 5) as well as producing considerations/potential bias sheets (Appendix 7) meant the researcher was considering the reliability and integrity of the research data and process throughout the whole study. This is important to ensure that the study is considered as being transparent but also trustworthy.

The role of the researcher has been explored both from the point of how previous experience could positively and negatively impact on the study. This self-awareness enabled

the researcher to consider her role and thus potential actions and thinking before undertaking the data collection to ensure the study was not compromised. Finally, ethical considerations and procedures have been highlighted in-line with the University of York guidelines.

This chapter carefully details the whole research framework, design, tools and procedures to not only promote clarity and transparency but also to ensure any part (or all) can be replicated by other researchers. Each of the proceeding chapters builds upon this methodological framework to promote clear guidelines and understanding in which to answer the identified research questions and address the main study aims.

Chapter 5 Written Teacher Feedback Analysis

5.1 Introduction

This chapter presents the findings to address the following research question:

Q1. What types of written feedback do teachers give to pupils?

Teacher feedback was collated over eight visits from 25 pupils in total. Twenty-one pupils were involved from two classes in School A and four pupils from one class in School B. Pupils of differing pupil groups (**Below, At and Above Expected**) were considered as can be seen in Table 5.1.

Table 5.1

Summary of Pupil Groupings in School A and B

Pupil Groups	School A		School B
	Teacher RSAT1	Teacher RSAT2	Teacher RSBT3
Below Expected	2	2	1
At Expected	8	6	1
Above Expected	1	2	2
Totals	11	10	4

In total, teacher feedback was coded on 195 pieces of writing over eight visits. The first piece of writing selected for Visit 1 had been written and marked in early January for School B but in School A it had been written and marked the previous term. All other pieces of writing (visits 2 to 8) were collated on a regular fortnightly to three weekly cycle depending on school holidays and other school commitments. Each teacher marked the writing prior to the researcher visiting the school but pupils only got to read and respond to it on the day of the researcher's visit.

5.2 Typology System Overview

5.2.1 Stage 1

The typology requires three decisions to be made when assigning a code. Firstly it considers the type of feedback as to whether it is a Correction, Task, Skill, Motivational, Demotivational or Reflective focused comment:

- **Corrections –errors/misconceptions** incorrect spellings, grammar and punctuation use (C)

- **Task** – comments about the **task (T)** focus i.e. **knowledge and understanding e.g. what?**
- **Skills** – comments that help a student to develop **appropriate skills (S) e.g. how?**
- **Motivational** – comments about providing a qualitative judgement of a pupil's performance that are **motivational (M)**
- **De-motivational** – comments providing a qualitative judgement of a pupils' performance that may **de-motivate (DM)**
- **Reflective comments** – comments that actively encourage **self-reflection/application for learning/links with prior learning (R) e.g. where to next?**

5.2.2 Stage 2

Once the initial type of feedback has been decided, a code needs to be selected to identify the precise nature of the teacher feedback comment within that heading e.g. if it is **Task** then is the feedback focused on missing punctuation/grammar or are key aspects of content missing e.g. content specific features such as bullet points (To), inclusion of irrelevant material (Ti), additional information required (Tsc) etc? Exemplification can be found in Table 5.2 and Appendix 3 to support the understanding of these categories before proceeding to the third part of the feedback coding.

Table 5.2

Exemplification of Task Feedback Categories

Code	Example
Corrections	Ce – spelling, wrong answer, wrong tense, incorrect punctuation identified <i>e.g. coded/underlined/circled, double check your punctuation, repetition</i>
Task	To – missing punctuation/grammar/words etc acknowledged and key content <i>e.g. go through your writing and add full stops, double check your punctuation</i> Ti – irrelevant material acknowledged Ttc – clarification of a point given <i>e.g. when listing choose three items to list</i> Tsc – additional info requested by teacher <i>e.g. What do you mean by this? Give me an example, This bit doesn't make sense, Rewrite</i>
Skills	Sc – structure and organisation of writing <i>e.g. you need a conclusion, use a semi-colon in a sentence, sentence structure use</i> Se – use of language and description for effectiveness <i>e.g. consider vocabulary carefully, Add speech for effectiveness</i> Sd – diagrams/graphs Sp – presentation of work <i>e.g. difficult to read, letter formation, underlining of work</i>
Motivational	Mp - comments on knowledge, skills, writing content and structure linked to criteria <i>e.g. Good use of vocabulary. Well-chosen modal verbs. Clearly organised writing.</i> Me – comments on perseverance, resilience, speed, length, concentration about the overall performance <i>e.g. You've shown a lot of determination, Great effort, You've tried really hard – well done, Good length to your writing, Much better etc</i> Mg – general non-specific praise <i>e.g. Good, Well done, Interesting, Great job</i> Mh – highlighting of positive content (no written comments) <i>e.g. Green for Growth highlighting</i>
De-motivational	DMn – negative words/phrases <i>e.g. This is not a detailed description. Not a great deal happens here. You should not use more than three adjectives. Not really a story this is more a recount. No!</i> DMj – judgement of a pupil's performance/effort is personal and negative <i>e.g. Present your work neatly. You need to apply more effort into your work. There isn't enough written work here. Feels very rushed!</i> DMq – positive comment and negative question/comment which may neutralise effect <i>e.g. Good use of relative clause – take care with spelling. Lovely ending but do we need this yet?</i>
Reflective	Rd – pupils encouraged to reflect and identify improvements through questioning/general prompting <i>e.g. How could you improve your work?</i> Rf – links with future learning <i>e.g. How could you use this skill in non-fiction writing?</i> Rp – links with prior learning/work <i>e.g. How could you use the descriptive writing from xxx to develop your setting in this writing?</i> Rr – indication of resources to support writing <i>e.g. use a thesaurus to select the most appropriate word to show the character's pain. Check the spelling of this word using a dictionary. Refer to the speech rules from (date) to edit your speech.</i> Re – developing self-evaluation/critical skills <i>e.g. Why did you make that mistake? How could you change that? Would this read better if xxx was included/changed?</i>

5.2.3 Stage 3

The third and final part of the typology considers the depth of feedback e.g. at what level is the feedback helping the pupil to address the identified gap? In answering this question there is a slightly different approach for the feedback headings of Corrections, Task and Skills (Depth Category 1: Acknowledge a weakness, Depth Category 2: Provide correction, Depth Category 3: Explain pupil's response etc) to that of Motivational and De-motivational feedback (Depth Category 1: Acknowledgment, Depth Category 2: Amplification, Depth Category 3: Explanation) as exemplified in Tables 5.3 and 5.4.

Table 5.3

Depth Categories 1-3 for Corrections, Tasks and Skills Feedback

Depth Category	Example
1	Acknowledge a weakness (acknowledge a performance gap exists) <i>No corrective advice given just identified (e.g. 'wrong number significant figures'; a spelling mistake; an omission mark signalled)</i>
2	Provide correction i.e. information needed to close the gap <i>Weakness acknowledged and corrective advice provided or directed to other sources (e.g. '2 significant figures, not 3'; 'you should have discussed x and y'; correct spelling/punctuation offered). Feedback can also direct a student to other sources for the 'answer'/ corrective advice.</i>
3	Explain why the student's response is inappropriate/why the correction is a preferred response i.e. enable the student to use the information to close the gap <i>Reason why a pupil's answer is inappropriate or why preferred answer is appropriate (e.g. '2 significant figures, not 3 because...'; 'you should have discussed x and y because...') Teacher may ask to speak to pupil.</i>

Table 5.4

Depth Categories 1-3 for Motivational and De-motivational Feedback

Depth Category	Example Motivational	Example De-motivational
1	Acknowledgement (Indication that something is praiseworthy)	Acknowledgement (Indication given)
2	Amplification (Amplification relating to the praise)	Amplification (Amplification relating to the comment)
3	Explanation (Explanation of why the element of the work being praised is good)	Explanation (Explanation of why the element of the work is being highlighted)

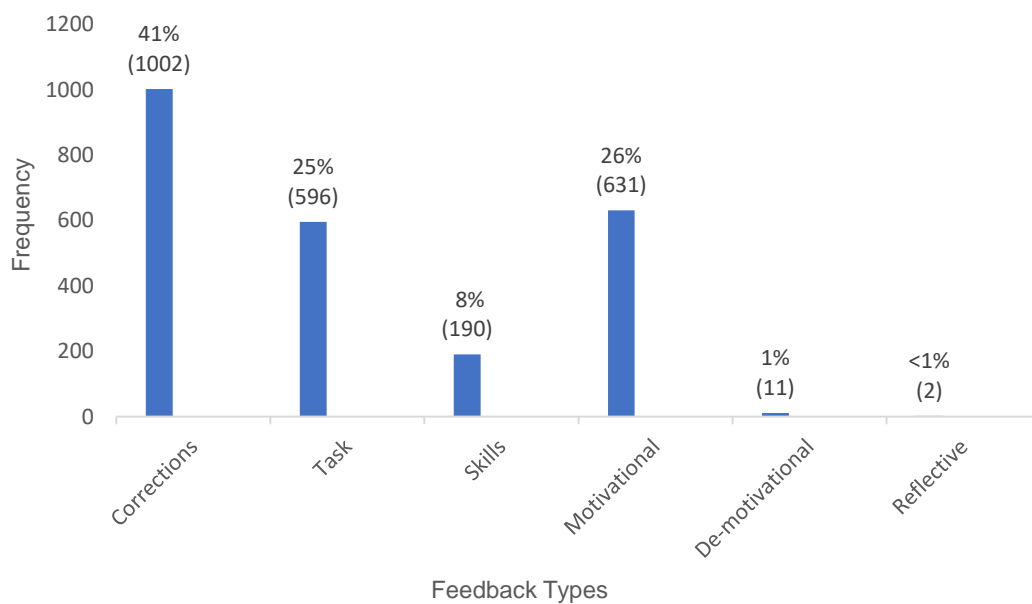
No category is required for Reflective feedback as these are aimed at either developing a dialogue between the teacher and the pupil or encouraging the pupil to identify the next step as opposed to the teacher. This type of feedback relates to self-regulation identified by Hattie and Timperley (2007) in developing the “the capability to create internal feedback and to self-assess” (p. 94).

5.3 Overview of Written Teacher Feedback Types

In total, 2432 teacher feedback comments were coded over visits 1 to 8. On average this equates to 304 feedback comments per visit (12 per piece of pupil writing). The type and frequency of teacher feedback comments within each of the six areas of focus (Corrections, Task, Skills, Motivational, De-motivational and Reflective) can be found in Figure 8.

Figure 8

Summary of Written Teacher Feedback Frequencies and Types



The majority of teacher feedback comments were focused on Corrections (41%) whilst a further 26% of comments provided Motivational feedback such as Praise, Encouragement and General non-specific feedback. In contrast, Reflective feedback comments directed at promoting and developing self-regulatory skills were coded the least.

Looking at the frequency of the different types of feedback comments these varied across each of the eight visits (Table 5.5). Visit 2 recorded the highest overall teacher feedback comments (384) due to the highest Corrections (163) and Task (112) feedback. In contrast, the final visit (Visit 8) recorded the lowest number of teacher feedback (217) comments due to the particularly low number of Task feedback (21) in comparison to all other visits. One speculative reason for this may have been due to teacher fatigue as it was close to the end of the school year.

Table 5.5

Frequencies of Different Types of Feedback Per Visit

Category	Visit 1	Visit 2	Visit 3	Visit 4	Visit 5	Visit 6	Visit 7	Visit 8	Total
	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	
Corrections	113	163	136	155	102	99	136	98	1002
Task	62	112	89	105	57	79	71	21	596
Skills	17	33	21	26	27	21	23	22	190
Motivation	73	73	96	78	83	81	74	73	631
De-motivation	0	3	2	1	0	3	0	2	11
Reflective	0	0	1	0	0	0	0	1	2
Total	265	384	345	365	269	283	304	217	2432

The total frequency of teacher feedback comments shows a sharp increase from Visit 1 to Visit 2. As the researcher selected the piece of writing for Visit 1 prior to the start of the research, this sharp increase could suggest a research participation effect in that teachers started to mark differently once the official research period began. However this was not seen to be maintained during the rest of the research period as, after Visit 5, the number of teacher feedback comments declined. At this point they then remained reasonably consistent from Visits 5 to 7 before they dropped again for the very final visit (Visit 8) as has already been highlighted.

Before moving on to explore the teacher feedback data for different pupil groupings, it is important to consider any potential differences between the type and frequency of feedback given to the sample of ten think-aloud pupils in comparison to the fifteen other pupils involved in the research. Feedback averages for each category were calculated due to the difference in sample sizes for a more accurate comparison. The other group of pupils did receive more teacher feedback (54%) than the think-aloud pupils (46%) due to a greater

number of Corrections feedback. However the think-aloud pupils received slightly more Motivational and Skills feedback than the other pupils.

Even though there are some notable differences in the feedback types (Corrections and Task) and frequencies between the two groups (88/104), the data does not indicate any significant differences that could impact on the results. Therefore all future analyses and discussions within this chapter will reflect the combined data of both groups rather than analysing them separately.

The researcher also considered different pupil groupings (**Below, At and Above Expected**) to observe whether there were any differences in the type and averages of feedback provided (Table 5.6). It is important to consider the averages within this study due to the already highlighted differing number of pupils. Therefore taking these into consideration, **Below Expected** pupils received the most feedback (115) and **Above Expected** pupils received the least (65). These results will be fully explored and discussed in the following sections: Corrections (5.5.1), Task (5.5.3), Skills (5.5.5), Motivational (5.5.7) and De-motivational (5.5.9) feedback.

Table 5.6

Feedback Frequencies and Averages for Different Pupil Groups

Category	Below Expected		At Expected		Above Expected	
	Frequency	Average (5 pupils)	Frequency	Average (15 pupils)	Frequency	Average (5 pupils)
Corrections	256	51	672	45	74	15
Task	148	30	381	25	67	13
Skills	43	9	103	7	44	9
Motivational	124	25	369	25	138	28
De-motivational	2	0	9	1	0	0
Reflective	1	0	0	0	1	0
Total	574	115	1534	103	324	65

As emphasised earlier (Table 5.3) the typology also considers the depth category (Stage 3) for each feedback heading. The most frequent feedback depth category was 2 (**Provide correction** i.e. information needed to close the gap) due to the high numbers of Corrections and Task feedback (48%) within this category. Conversely depth category 1 was coded most frequently for Motivational and De-motivational feedback (23%); providing an acknowledgement comment e.g. section of a pupil's writing highlighted or praise given as a star but with no explanation or reasoning behind the selection. Very few depth category 3

teacher feedback comments (Explanation) were provided across any of the eight visits. This will be more fully explored and discussed in sections 5.5.7 (Motivational feedback) and 5.5.9 (De-motivational feedback).

5.4 Interim Summary of Key Findings

Corrections feedback comments were most frequently given to pupils across the eight visits. The majority of these were at depth category 2 where pupils were provided with the correct answer by the teacher. This finding is in line with Glover and Brown's research (2006) where "Generally the incorrect word was crossed out and the correct word provided, so most corrections here were comments of depth category 2" (p. 7).

Motivational comments (26%) were the second most frequent type of feedback which is in line with research by Brown and Glover (2006) and Walker (2009). Most of the Motivational feedback comments were at depth category 1; acknowledging the positive elements rather than amplifying (depth category 2) or explaining (depth category 3) the reason behind the selection of praise. Yet Walker (2009) suggests that motivating comments involving an explanation "are more usable" (p. 70) to students as they can identify why the work has been praised which enables them to use these in future writing.

Below Expected pupils (on average) received the most feedback across the different pupil groupings due to higher numbers of Corrections and Omissions. **Below Expected** pupils received the same amount of Skills feedback as **Above Expected** pupils but this is perhaps to be expected as each school identified at least one improvement focused task for pupils to engage with.

Above Expected pupils received the least number of teacher feedback comments on average due to particularly low numbers of Corrections and Task feedback. This is not surprising given that **Above Expected** pupils should be competent writers and thus making fewer spelling/grammatical errors etc. These pupils received the most (on average) Motivational comments praising them for their writing achievements compared to other pupil groups which supports the perceived perceptions findings of Blöte (1995) and Gentrup et al., (2020).

5.5 Feedback Type Analysis

5.5.1 Corrections Feedback

This section focuses particularly on Corrections feedback in line with previous research highlighting high numbers found on pupil/student work (Hardman & Bell, 2019). In this study, corrections were the most frequently provided type of feedback (41%); the figure equates to approximately five corrections per piece of writing over the eight visits. Corrections of depth category 2 (**Provide** correction) were most frequently given to pupils by the teacher (Table 5.7).

Table 5.7

Frequency of Corrections Depth Categories 1-3

Category	Frequency	%
Depth category 1: Acknowledgement	374	37
Depth category 2: Provide Correction	625	62
Depth category 3: Explanation	3	0
Total	1002	99

Most corrections were spelling related and involved the teacher providing the correct spelling of the word. Some pupils chose to write the identified correction three times in the margin or write the word above the teacher's correction. However most pupils took no further action if the correction had been provided.

Acknowledgement (Depth category 1) Corrections were the second most frequent type of feedback. At this depth, the teacher would generally highlight the correction or write a code (e.g. sp for spelling) next to the word; thus enabling the pupil to identify the acknowledged correction and make the required change(s). However one teacher sometimes indicated a correction in the margin or within a paragraph for the pupil to find themselves. They acknowledged that something was incorrect but did not specify what or where which resulted in the pupil having to find the correction before making any changes.

These results corroborate the findings of other researchers as the two forms of Corrections feedback are otherwise known as Direct (depth category 2) or Indirect (depth category 1) written corrective feedback (WCF). According to Lee (2013) "direct WCF involves providing correct answers for students, indirect WCF allows teachers to provide

hints (e.g. underlines, circles and symbols) and lets students come up with their own answers” (p. 110). These types of Corrections will be further explored and discussed in chapter 9 (Discussion chapter).

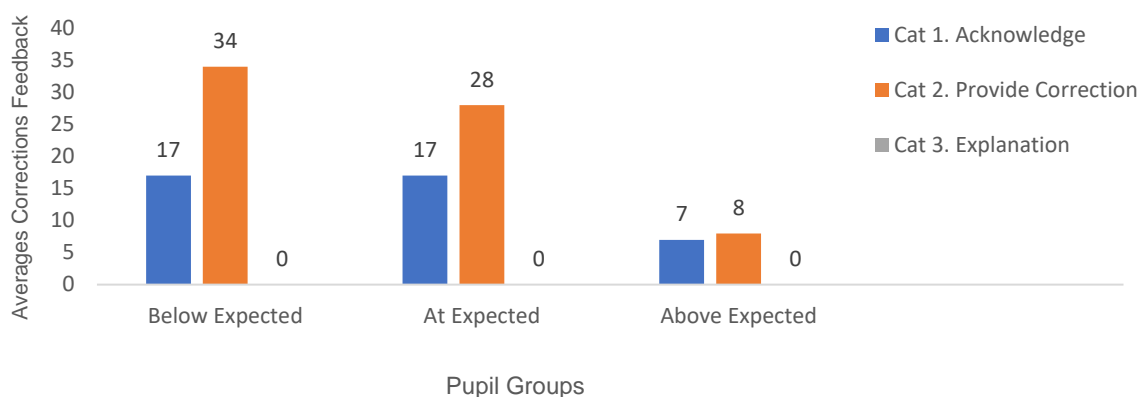
Only three types of depth level 3 (Explanation) comments were coded; these were mostly in the form of an oral explanation e.g. ‘come and see me to discuss’ rather than a written explanation. Therefore it is very difficult to ascertain the actual depth of the explanation, but it does indicate a more detailed explanation than depth category 1 or 2. It does seem surprising, given the current emphasis on grammar, punctuation and spelling (Hardman & Bell, 2019; Safford, 2016) that more explanations/rules and links to previous learning were not being provided as part of the feedback to support pupils. This additional information could enable pupils not only to close the gap within that piece of writing but also help them to develop their knowledge and explore the gap as part of feed forward opportunities.

When the Corrections feedback is triangulated with the number of pupil correction improvement responses (Chapter 7), this high figure is also replicated as the majority of pupil responses were Corrections (74%). However it is important to point out that, of the 1002 Corrections feedback coded, only 583 pupil improvement responses were noted. The discrepancy between the two figures is due to the high number of depth category 2 feedback as the corrections were already provided by the teacher and so no pupil response was required.

According to Figure 9, **Below Expected** pupils received the most corrections (51) followed by **At** (45) and **Above Expected** pupils (15). As **Above Expected** pupils are considered to be more skilled, competent writers, it would be reasonable to expect that they would have fewer corrections feedback than any other group. This does not mean that they were not seen to be making any mistakes/errors as these were identified by teachers; the focus though was on other aspects of writing rather than surface-level features.

Figure 9

Correction Feedback Averages for Different Pupil Groups



Below Expected pupils received more depth category 2 feedback than any other pupil group where the correction was provided for them. This could be due to the fact that more errors were being identified by teachers and rather than the pupil having to correct all of these, the teacher decided to provide the correct grammar/spelling/punctuation instead. Consequently, this would enable the pupil to concentrate on more specific corrections identified by the teacher that required a response. This study supports the findings of others in that 'lower-achieving' pupils have been noted to receive more surface-level feedback than any other pupil group (Clare, Valdes & Patthey-Chavez, 2000; Faigley & Witte, 1981).

5.5.2 Corrections Interim Summary of Key Findings

Corrections were the most frequently provided type of feedback. These findings are in line with Hardman and Bell (2019) as "almost all writing contained some corrections, and it was not unusual for there to be double-figure numbers" (p. 43). **Below Expected** pupils received more corrections than any other pupil grouping particularly depth category 2 feedback whilst **Above Expected** pupils received the least. One reason for this could be due to teachers providing more corrections to **Below Expected** pupils due to the higher number of corrections noted in their work. In contrast, **Above Expected** pupils would be expected to make fewer errors in their writing due to their writing capability thus enabling teachers to focus on other aspects of their writing.

The next section (5.5.3) will consider the frequency and types of Task feedback that pupils received.

5.5.3 Task Feedback

This section focuses on Task feedback (T) i.e. **knowledge and understanding e.g. what?** Sub-sections of Task feedback include: Omissions, Irrelevant Material Acknowledged, Teacher Clarification and Pupil Clarification; as no codes were assigned to irrelevant material this will be omitted from the analysis.

As already established (Overview 5.3), this feedback category produced the third most frequent number of teacher comments (25%) across the eight visits. Omissions feedback comments were the most frequent type of Task feedback (92%) and were mostly focused on teachers identifying missing punctuation, grammar and/or basic task features/content (Table 5.8). The majority of this feedback was at depth category 2 (88%) where teachers added the missing punctuation/grammar/task features/content themselves rather than directing pupils to add the missing elements e.g. go through and add full stops to this paragraph (depth category 1). No feedback comments providing an explanation (depth category 3) were recorded.

Table 5.8

Frequency of Task Feedback Depth Categories 1-3

Depth Category	Omissions		Teacher Clarification		Pupil Clarification	
	Frequency	%	Frequency	%	Frequency	%
Depth category 1: Acknowledgement	15	3	9	2	16	3
Depth category 2: Provide answer	526	88	17	3	9	2
Depth category 3: Explanation	0	0	2	0	2	0
Total	541	91	28	5	27	5

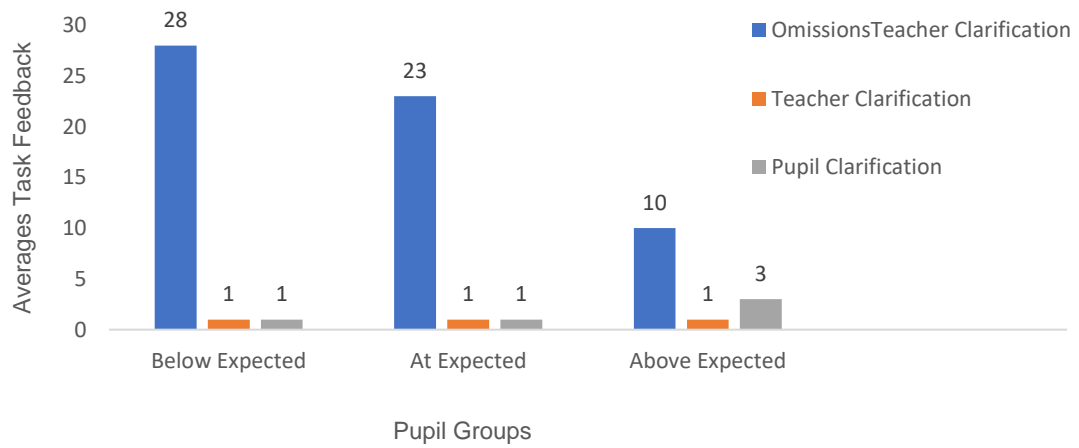
The least frequently given feedback were Pupil Clarification comments which involved the teacher requesting additional information from the pupil to reflect their knowledge and understanding. Some examples noted included *Can you add a relative clause?* (Visit 2, RSA19), *Have another go at using a semi-colon* (Visit 4, RSA11) and *Show me [where you have used] parenthesis?* (Visit 5, RSA18).

Below Expected pupils received the most Omissions teacher feedback whilst **Above Expected** pupils received the least (Figure 10). Omissions depth category 2 were the most frequently given across all pupil groups. **Below Expected** pupils received slightly more (on

average) Teacher clarification feedback than any other group whilst **Above Expected** pupils received slightly more Pupil clarification feedback. In terms of the latter, this was particularly due to one pupil being asked on 6/10 occasions to clarify specific elements within their writing rather than it being spread more evenly across the other pupils in the group; this figure does not represent an even distribution.

Figure 10

Task feedback averages for different pupil groups



5.5.4 Task Interim Summary of Key Findings

Omissions feedback comments (depth category 2) were the most frequently coded type of Task feedback. Most of these were related to missing punctuation and were added to the work by the teacher rather than by the pupil. In the research of Glover and Brown (2006) Omissions were the most frequent type of feedback whilst Hardman and Bell (2019) identified punctuation being commented on considerably more than spelling (Hardman & Bell, 2019); this study does not concur with these findings.

Below Expected pupils received the most on average depth category 2 Omissions feedback. In contrast, **Above Expected** pupils received the least number of Omissions overall, but they did receive slightly more depth category 1 feedback than any other pupil group. This meant that pupils were required to add the Omission themselves rather than it being provided by the teacher.

Very few depth category 3 examples were noted across any Task feedback comments. Where these were observed they tended to consist of a 'talk to me' comment offering a verbal explanation rather than a written one.

The next section (5.5.5) will consider the Skills feedback that was coded.

5.5.5 Skills Feedback

Within this study Skills feedback refers to a comment that helps a student to develop **appropriate skills (S) e.g. how?** Examples include Communication considering the structure and organisation of paragraphs/sentences (Sc), English usage focusing on the development of language and description (Se), diagrams or graphs (Sd) as well as presentation of the work in terms of clarity and precision (Sp). All of these correspond broadly to the original codes (Brown & Glover, 2006; Glover & Brown, 2006) although in this study they relate more specifically to writing.

As established in Figure 8, 190 Skills feedback were coded over the eight visits which was the fourth most frequent type of feedback after Corrections, Motivational and Task feedback. In total it accounted for just 8% of all feedback.

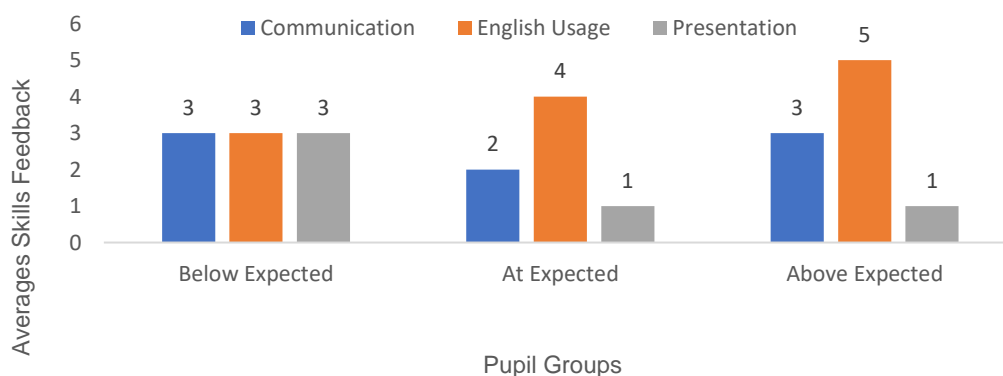
English Usage (54%) comments were the most frequent type of Skills feedback focusing on aspects such as description, adding clarity and detail or developing writing through the inclusion of adverbs and expanded noun phrases etc. The most frequent response was depth category 2 (Table 5.9) as much of the feedback either provided an example through a checklist or a written example presented by the teacher. Very few examples of depth category 3 (Explanation) were noted e.g. providing an explanation as to why the student's response was inappropriate or why the preferred response was being requested. Where these were identified, oral feedback e.g. 'talk to me about semi-colons' was used to provide the explanation rather than written feedback.

Table 5.9*Frequency of Skills Feedback Depth Categories 1-3*

Depth Category	Communication		English Usage		Presentation	
	Frequency	%	Frequency	%	Frequency	%
Depth category 1: Acknowledgement	7	4	17	9	27	14
Depth category 2: Provide Correction	52	27	81	43	1	1
Depth category 3: Explanation	1	1	4	2	0	0
Total	60	32	102	54	28	15

Presentation (15%) feedback comments were least frequently given but where these were noted they were at depth category 1 (14%). It would be expected that by Year 5 few Presentation comments would be given as, by this stage, pupils should be able to “write legibly, fluently and with increasing speed” (DfE, 2013, p. 36). The National Curriculum refers to key vocabulary such as ‘choice’ and ‘making decisions’ about presentation thus depth category 1 feedback would enable pupils to achieve this.

Above Expected pupils received the most English Usage comments whilst **Below Expected** pupils received the most Presentation comments (Figure 11). Both **Above** and **Below Expected** pupils received the most on average Communication feedback. Feedback for **Above Expected** pupils is more focused on language and communication; effectively communicating writing and developing the quality of the writing as opposed to how it looks.

Figure 11*Skills Feedback Averages for Different Pupil Groups*

Above Expected pupils received the most English Usage depth category 1 feedback. This depth of feedback (acknowledgement) meant that pupils were expected to understand what it was they needed to do and how they needed to do this themselves rather than being given further guidance by their teacher. Whereas **Below** and **At Expected** pupils were given information to help them to close the gap. This could suggest that 'lower-achieving' pupils were receiving scaffolded feedback to help them access more difficult improvement responses in line with their level of expertise. However, are **Above Expected** pupils being challenged through their improvement responses in accessing maturing processes and developing new skills/strategies? This will be explored further in the proceeding chapters.

5.5.6 Skills Interim Summary of Key Findings

English Usage (54%) comments were the most frequent type of Skills feedback particularly at depth category 2 (43% - Provide Correction). On average **Above** and **At Expected** pupils received the most frequent English Usage feedback. The second most frequent type of Skills feedback comments were Communication (32%) of which (on average) **Below** and **Above Expected** pupils received the most.

Presentation comments were least frequently noted (15%). **Below Expected** pupils received this type of feedback the most which correlates with the high number of Corrections and Omissions feedback and emphasises the continued focus on surface-level aspects of writing for these pupils. This will be discussed further in chapter 9 (Discussion chapter).

Very few examples of depth category 3 Skills feedback were coded but some examples were noted for **At Expected** pupils and **Below Expected** pupils providing English Usage feedback. In contrast, **Above Expected** pupils received no depth category 3 Skills feedback across any aspect. Teachers may have felt that these pupils already had the knowledge and capability in which to respond independently to the feedback. However, it does raise the question as to the level of improvement response challenge; are pupils being guided and supported to use maturing processes (Vygotsky, 1978) through new strategy/skill use as part of the Zone of Proximal Development?

5.5.7 Motivational Feedback

This section considers the different types of Motivational (Praise) feedback that pupils received from their teacher. According to Hyland and Hyland (2001), praise is defined as “an act which attributes credit to another for some characteristic, attribute, skill, etc., which is positively valued by the person giving feedback” (p. 186). Motivational feedback within the typology is considered as any comment that provides a qualitative judgement of a pupil’s performance that is motivational (**M**). This includes the following four specific categories and codes:

- **Mp – praise for achievement** (comments on knowledge, skills, writing content and structure linked to criteria)
- **Me – encouragement about effort** (comments on perseverance, resilience, speed, length, concentration about the overall performance)
- **Mg – general non-specific praise** (generic comments which are non-specific and don’t refer to anything in particular)
- **Mh – highlighting of pupils’ written work** (key words/punctuation, sentences or sections highlighted in specific colour to show positive work)

The original Brown and Glover typology (2006) identified only the first two types of Motivational feedback shown above. The third and fourth headings ‘General non-specific praise’ and ‘Highlighting’ were added by the researcher to reflect the type of feedback systems being used in schools e.g. coloured highlighting rather than it always being a comment.

Depths of motivational praise were identified by Brown and Glover (2006) but not to the same extent as the other categories. They recognised that Category 1 praise was often basic but “the extent to which the basis for praise and encouragement is explained determines whether it is coded category 2 or 3” (Brown & Glover cited in Bryan and Clegg, 2006, p. 85). To avoid ambiguity and retain consistency across the two schools, the researcher decided to label the depth of motivation in a similar way to the other types of feedback analysed as shown below:

- Depth category 1: **Acknowledgement** (Indication that something is praiseworthy)
- Depth category 2: **Amplification** (Amplification relating to the praise)

- Depth category 3: **Explanation** (Explanation of why the element of the work being praised is good).

It is important to note that School A and School B used different Motivational systems as to how they provided feedback. School A used ‘three stars’ which meant that teachers identified up to approximately 3 positive elements as part of the feedback, although on 17 occasions more than 3 positive comments were coded. In contrast, School B used a highlighting system (purple pen) to show the positive elements within a pupil’s work. No limits on the amount of positive feedback were identified in either school so Motivational comments ranged from 1 to 7 examples in any one piece of writing.

As already highlighted (Figure 8), Motivational comments were the second most frequent type of feedback which concurs with the research of Brown and Glover (2006). Analysing the data further (Table 5.10) highlights that the majority of feedback comments were Praise for Achievement at depth category 1 (72%). This is where teachers provided feedback as three stars and acknowledged the feedback through comments such as ‘use of conjunctions’, ‘adverbial phrases’ or ‘use of expanded noun phrases’. Whilst language indicating positive notes might be missing in some of these comments e.g. **Good** use of conjunctions, **Well used** adverbial phrases, **Excellent application** of ... etc, pupils knew that the three stars meant the comments were positive and perceived these as such.

Table 5.10

Frequency of Motivational Feedback Depth Categories 1-3

Depth Category	Praise for Achievement		Encouragement about Effort		General Non-specific Praise		Highlighting of Writing	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Depth category 1:								
Acknowledgement	457	72	2	0	2	0	100	16
Depth category 2:								
Amplification	45	7	0	0	2	0	21	3
Depth category 3:								
Explanation	1	0	0	0	1	0	0	0
Total	503	80	2	0	5	1	121	19

No pupil ever mentioned that they had not received any positive feedback. However it is interesting to note that when the think-aloud pupils were asked to read their feedback many skipped this section to read the improvement response task. It was only when the

researcher asked if they had received any other feedback that they returned to the Motivational comments and read them out loud. This will be further explored in chapters 6 (Think-alouds) and 9 (Discussion).

The second most frequent type of Motivational feedback comments focused on Highlighting depth category 1 (16%). This is where the teacher highlighted in purple pen positive elements and aspects that had been achieved in the writing. When an additional comment was also provided this was coded as depth category 2, but this was only noted on 21 occasions. Similarly, depth category 2 Praise for Achievement was also noted less frequently in comparison to just a general acknowledgement. This highlights that teachers tended to acknowledge positive elements within the work rather than spend time amplifying what was particularly good about these or how effective they had been. This difference appears to be a contributory factor of the schools' marking systems and policies rather than any other factors or reasons.

Very few feedback comments focused on Effort such as Great try! or Non-specific praise such as Well done! Excellent etc. Instead, comments tended to focus on specific features and key aspects of writing. As both schools had either shared the success criteria or used checklists to explicitly mark the work, this would explain the direct nature of the feedback comments provided. Some pupils commented on how they used this praise to identify what they could then use or transfer into their future writing e.g. *I could use that in the rewrite* (RSB1, Visit 5), *I'm gonna remember to do that next time* (RSA12, Visit 6) and *If they say that like I've use/like about positive feedback, if I've used it then I'll use it in other pieces of writing as well* (RSA14, Visit 8). This confirms the findings of Hattie and Timperley (2007) as "praise can assist in enhancing self-efficacy and thus can be converted by students back into impact on the task, and hence the effects are much greater" (p. 96). The comments highlight how pupils are using the teacher feedback to identify what and how they need to take this learning forward into future writing.

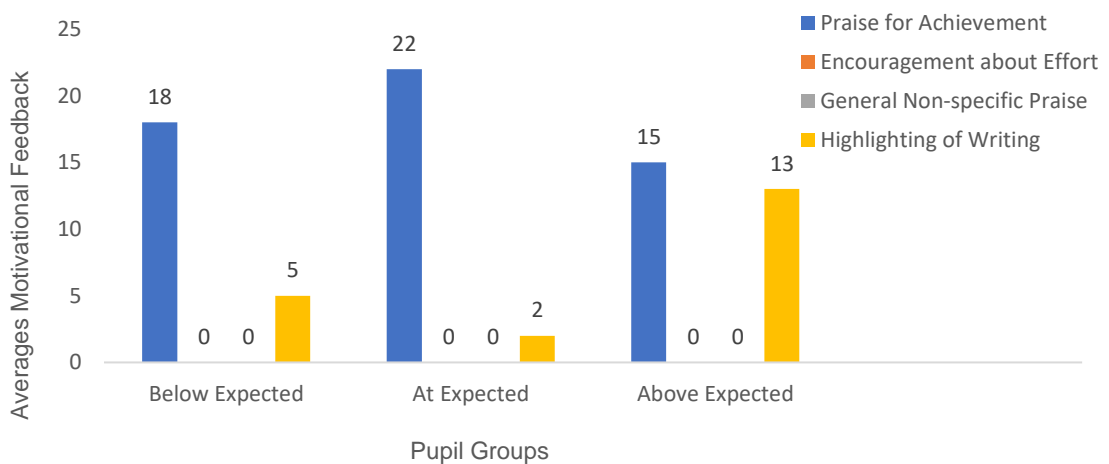
It is also important to note that a number of pupils, when asked about the positive (praise) feedback they had received, were surprised or were not aware they had used elements of the success criteria/checklist e.g. *Some of the things I didn't even know I'd added in* (RSA12, Visit 6). These were not deliberately considered elements incorporated

into the writing and raise a question as to whether pupils fully understood the aspects that they had included or whether these were included by chance.

According to Figure 12, **Above Expected** pupils received the most Motivational feedback but **At Expected** pupils received the most Praise for Achievement feedback. In contrast, **Below Expected** pupils received the least amount of Motivational feedback which concurs with the perceptions feedback by Blote (1995) and Gentrup et al., (2020).

Figure 12

Motivational Feedback averages for different pupil groups



Delving further into the averages focusing on the different depth categories, **Above Expected** pupils received the most depth category 2 feedback Praise for Achievement and Highlighting of Writing in comparison to **Below Expected** and **At Expected** pupils. **Above Expected** pupils also received the most depth category 1 feedback in comparison to **Below Expected** pupils who received the least.

This seems a surprising finding given that schools have systems e.g. three stars that specify the amount of praise feedback pupils are expected to receive. However, **Above Expected** pupils were noted as receiving more than the minimum specification. This could be linked to teacher beliefs and expectations or the fact that pupils were achieving more of the success criteria or writing checklist. It highlights a potential inequality in the amount of praise received across different pupil groupings.

5.5.8 Motivational Interim Summary of Key Findings

Motivational comments were the second most frequent type of teacher feedback which is in line with the research of Brown and Glover (2006). Praise for Achievement feedback (80%) comments were the most frequent type of feedback followed by Highlighting of Writing (19%). Encouragement about Effort comments were least frequently noted as only two were recorded for an **At** and **Below Expected** pupil across the eight visits.

Feedback comments at depth category 1 (Acknowledgement) were most frequently given to pupils across all pupil groups. Praise for Achievement comments at depth category 1 were coded the most followed by Highlighting of Writing depth category 1. Hardman and Bell (2019) recognised this as “‘feature spotting’ where particular features of the text (e.g. conjunction, fronted adverbial) were highlighted for praise without any explanation of their benefit to the communicative purpose of the writing” (p. 43). The use of checklists has been noted in promoting this approach and is supported qualitatively by a pupil comment that adding adverbials does ‘make the writing better’ but not being able to explain in what ways and how it would have improved the writing.

On average, **Above Expected** pupils received the most Motivational comments whilst **Below Expected** pupils received the least. This contrasts with the beliefs identified by Hyland and Hyland (2001) that teachers “praising what a student does well is important, particularly for less able writers” (p. 186). Due to the use of checklists and success criteria to support the identification of highlighting and three stars, the praise relies on features being used within the writing. If this cannot be observed then teachers are unable to highlight or comment upon it. Therefore it would be expected that **Above Expected** pupils would be able to ‘showcase’ more of these features within their writing as opposed to **Below Expected** pupils; thus accounting for these being more frequently observed. Nevertheless, it highlights an inequality which could be implicitly linked to differential behaviour (Babad, 1990; Blöte, 1995) and lower teacher expectations leading to self-fulfilling prophecies (Rosenthal & Jacobson, 1968; Jussim & Harber, 2005) for ‘lower attaining’ pupils.

Whilst some Encouragement about Effort and General Non-specific Praise comments were coded for **Below Expected** pupils these were not proportionally greater than any

other pupil group. Teachers did not use these opportunities to provide additional feedback to pupils not related to writing checklists and success criteria and therefore highlights how these are driving the type of Motivational feedback being observed.

5.5.9 De-motivational Feedback

This section focuses on a small number of De-Motivational comments that were coded over the eight visits. Three De-motivational (Negative) headings were used as follows:

- **DMn - Negative words/phrases** e.g. 'you should not/never'
- **DMj - Judgement of a pupil's performance/effort is personal and negative** e.g. careless
- **DMq - Question or comment given used alongside a negative comment which may demotivate or neutralise the impact** e.g. Good use of relative clause – take care with spelling

The original Brown and Glover typology (2006) identified and used the first two headings but a further third heading was added by the researcher to reflect a negative comment alongside a question/comment that may neutralise the De-motivational effect e.g. Much better sentence structure - what happened to paragraphs? This addition was in response to research by Hyland and Hyland (2001) identifying that "one-fifth of the criticisms were accompanied by praise, the adjacency of the two acts serving to create a more balanced comment, slightly softening the negativity of the overall evaluation" (p. 195).

A further addition to the original typology involved the depth of negative feedback noted. The researcher used the same headings as Motivational feedback for analysis:

- Depth category 1: **Acknowledgement** (Indication given)
- Depth category 2: **Amplification** (Amplification which could de-motivate)
- Depth category 3: **Explanation** (Explanation of why the element of the work is being pointed out which could de-motivate).

In total, only eleven De-motivational comments were coded across all eight visits (Figure 8) which accounted for just 1% of all feedback given. It was the second least frequent type of

feedback given to pupils which concurs with research by Brown and Glover (2006). Of the eleven feedback comments, six were a question/comment given alongside a negative comment which may neutralise the impact (Table 5.11). (Amplification).

Table 5.11

Frequency of De-motivational Feedback Depth Categories 1-3

Depth Category	Negative words/ phrases	Judgement effort/ performance	Neutral - Question/ comment + negative
	Frequency	Frequency	Frequency
Depth category 1: Acknowledgement	1	3	4
Depth category 2: Amplification	0	1	2
Depth category 3: Explanation	0	0	0
Total	1	4	6

The second most frequent feedback comments were Judgements about effort/performance (4). Three comments were at depth category 1 (Acknowledgement) and one at depth category 2 (Amplification); whilst the least frequent comment was Negative words/phrases where only one comment was recorded at depth category 1 (Acknowledgement).

Analysing this further to consider the different pupil groups, **Above Expected** pupils received no De-motivational feedback across the eight visits whereas **At Expected** pupils received 9 De-motivational comments in total. The most frequent comments (3) were focused on the Judgement of Effort/Performance at depth category 1 (Acknowledgement) and Question/Comment plus negative comment that Neutralises the affect at depth category 1.

Depth category 2 comments were least frequently provided (4) but where they were observed, two were coded for **At Expected** pupils for both Judgement Effort/Performance (1) and Question/Comment plus negative comment to neutralise the affect (1). A further two depth category 2 were coded for **Below Expected** pupils for Question/Comment plus negative comment to neutralise the affect (2).

No depth category 3 feedback comments (Explanation) were noted across any of the categories for any pupil groups.

5.5.10 De-motivational Interim Summary of Key Findings

Only 1% of all feedback comments (11) were De-motivational. The most frequently given De-motivational feedback was Question or comment alongside a negative comment which may de-motivate or neutralise the impact (DMq). Of the six comments coded, three were at depth category 1 and three at depth category 2; **At Expected** pupils received the most comments.

Above Expected pupils received no De-motivational feedback across the eight visits. No Category 3 (Explanation) feedback comments were given to any pupil group across any of the three categories.

The findings suggest that De-motivational feedback is used rarely in these schools. Most often when it is used it occurs through a balanced negative and positive comment to neutralise the effect; thus trying not to instigate a strong emotional reaction from the pupil.

5.5.11 Reflective Feedback

Future feedback was included in the original Brown and Glover typology (2006), but this was removed during the Pilot Study and amended to Reflective feedback. The researcher felt that this supported the Constructing the way forward section (D) in the Tunstall and Gipps typology (1996) later updated by Hargreaves, McCallum and Gipps (2000) as well as the feed forward (particularly self-regulatory feedback) identified by Hattie and Timperley (2007). In this study, Reflective feedback relates to: **self-reflection/application of learning/links with prior learning (R) e.g. where to next?**

In total, five key headings for where to next? were identified as follows:

- **Dialogue with pupil encouraged** (pupils encouraged to reflect and identify improvements through questioning/general prompting rather than being directed/told e.g. how could you improve your work?)

- **Future learning/work referred to** (pupils encouraged to consider links with future learning)
- **Prior learning/work referred to** (pupils directed to consider links with prior learning and apply)
- **Resource materials referred to** (using a dictionary/thesaurus/ prompts/previous work to refer to/others' examples or work etc)
- **Self-evaluation of own writing to develop reasoning** (why did you make that mistake?)

This was the only section where depth categories were not considered as part of the coding system. The researcher felt that it was not appropriate to include these due to the open-endedness of the feedback in trying to encourage a dialogue/thinking from the pupil. This is in line with research by Huot (2002) as teacher feedback should be "open-ended, forcing students back into the text" (p. 132).

This category received the least amount of feedback comments. Over the eight visits only two comments were recorded accounting for less than 1% of all feedback interactions. Of the two noted, one was Dialogue with pupil encouraged for an **Above Expected** pupil and the other Resource materials referred to a **Below Expected** pupil. **At Expected** pupils received no Reflective feedback comments.

This seems surprising given the research findings highlighting the importance of pupils engaging in evaluation and self-regulation (Hattie & Timperley, 2007; Shute, 2008) processes. Teachers did not use this type of feedback to support pupils in identifying their own improvements; neither did they encourage them to evaluate aspects of their writing to consider why the improvement was being suggested and how they could make sure that this did not occur in future writing. This will be further explored in chapter 6 (Think-alouds) and 7 (Pupil Improvement Responses) to consider whether pupils made their own changes and improvements in spite of receiving little teacher feedback encouraging this.

The next section (5.6) will summarise the main findings of this chapter to answer research question one.

5.6 Main Summary

This chapter set out to answer the following research question:

Q1. What types of written feedback do teachers give to pupils?

To answer this question, different types and frequencies of teacher feedback focusing on the following three elements have been considered:

- Focus of the teacher feedback e.g. Corrections, Task, Skills, Motivational, De-motivational and Reflective feedback;
- Depth category of the feedback e.g. Depth category 1 (Acknowledgement), Depth category 2 (Amplification), and Depth category 3 (Explanation);
- Pupil groups e.g. **Below**, **At** and **Above Expected**.

In summary, the frequency of the different types of feedback varied across the six areas of focus: Corrections, Task, Skills, Motivational, De-motivational and Reflective feedback. The most frequently coded feedback were Corrections (41%) followed by Motivational (26%) comments which align with the research findings of Brown and Glover (2006). In contrast, Reflective feedback comments were least frequently noted with only two examples coded in total.

Depth category 2 Corrections and Omissions feedback were most frequently given to pupils. Otnes and Solheim (2019) suggest that “teachers are correcting or making concrete suggestions more than explaining or questioning, especially when it comes to language use and grammar” (p. 715). This finding also concurs with the type of feedback noted within this study as very few depth category 3 feedback examples were noted across all categories.

Below Expected pupils received the most feedback comments particularly due to high numbers of Corrections and Task feedback. In contrast, **Above Expected** pupils received the least feedback due to the least number of Corrections and Task feedback. However they did receive more Motivational comments than any other pupil group.

Hardman and Bell (2019) recognised in their research the “frequency of teacher feedback which focuses on a feature of language with little or no mention of purpose or effect” (p. 46). In this study much of the feedback noted was linked to checklists or success criteria. Motivational comments often praised pupils for the inclusion of specific features related to the checklist, but few comments were given based on the overall effectiveness of the writing e.g. how specific features developed the writing were not provided. When questioned, pupils were often surprised that some features had been identified as they had neither specifically chosen them or, in some cases, were not even aware they had even included them. This suggests that the checklists were not always being used by pupils as a self-regulatory tool to select and include a range of features during the writing process as intended. In some cases, it seems the inclusion of features is by chance rather than choice.

Different pupil groups received different amounts and types of motivational feedback. **Below Expected** pupils received the least whilst **Above Expected** pupils received the most even though systems in place (e.g. three stars) are designed to promote the same or similar amounts of praise. The differences could be due to pupils attaining fewer aspects of the success criteria/writing checklists, but it could also serve as an injustice that ‘lower-attaining’ pupils are faced with. This finding is in-line with other research in that ‘lower-expectancy’ pupils perceived receiving less positive feedback (Blöte, 1995) and ‘higher-expectancy’ pupils more (Gentrup et al., 2020).

To conclude, a high proportion of teacher feedback continues to focus on surface-level or ‘micro-level’ features (Stern and Solomon, 2006). However the more frequent provision of depth category 2 Corrections and Omissions meant that pupils were not expected to respond to these as the correction had already been provided for them. This will be discussed further in chapter 7 (Pupil Improvement Responses).

Skills feedback comments often appeared as an improvement response task in addition to any identified Corrections or Omissions; these particularly addressed the feed forward suggested by Hattie and Timperley (2007) through “enhanced challenges ... more strategies and processes to work on the tasks, deeper understanding, and more information about what is and what is not understood” (p. 90). However these were only the third most frequent type of feedback given which suggests that Corrections and Motivational feedback have more prominence and importance for teachers.

Very little feedback was noted to be Reflective, only 2 comments were coded that encouraged pupils to consider a resource to use or develop a dialogue with the teacher. However this lack of feedback did not deter pupils from identifying and making their own improvements as during the think-aloud process 4% of pupils identified other improvements (Identifying other Improvements – Chapter 6, Table 6.4) as part of the Planning stage and 3% of pupils identified other changes during the Responding stage (Chapter 6, Table 6.7). These findings will be discussed further in the next chapter (6).

Pupils are continuing to receive a lot of Motivational comments about their work; mainly through the highlighting of specific features or acknowledging key points related to the writing criteria. Hattie and Timperley (2007) identify that this “type of praise can assist in enhancing self-efficacy and thus can be converted by students back into impact on the task, and hence the effects are much greater” (p. 96). Yet some pupils were observed ignoring the positive feedback and instead choosing to focus on the other types of feedback. When pupils did read it, they were often surprised by what the teacher had identified:

‘I wasn’t going really going to expect it. I just threw in some words in there ... and they got pink. So, xxx must like them’ (RSB2, Visit 4)

‘didn’t even realise I’d used an expanded noun phrase and I didn’t know I’d used a fronted adverbial either’ (RSA14, Visit 5)

This raises the question as to the purpose of the Motivational feedback if pupils are not automatically reading and considering how they can use this in future writing. It certainly raises the question as to why these are being largely ignored by pupils and will be further explored as part of the proceeding chapters.

The following chapter (6) will explore research question two:

Q2. What skills and strategies do pupils use responding to written teacher feedback within designated response sessions?

It will specifically consider the skills and strategies the ten pupils involved in the think-aloud sessions used over the seven visits.

Chapter 6 Think-aloud Skills/Strategies Analysis

6.1 Introduction

This chapter presents the findings to address the second research question:

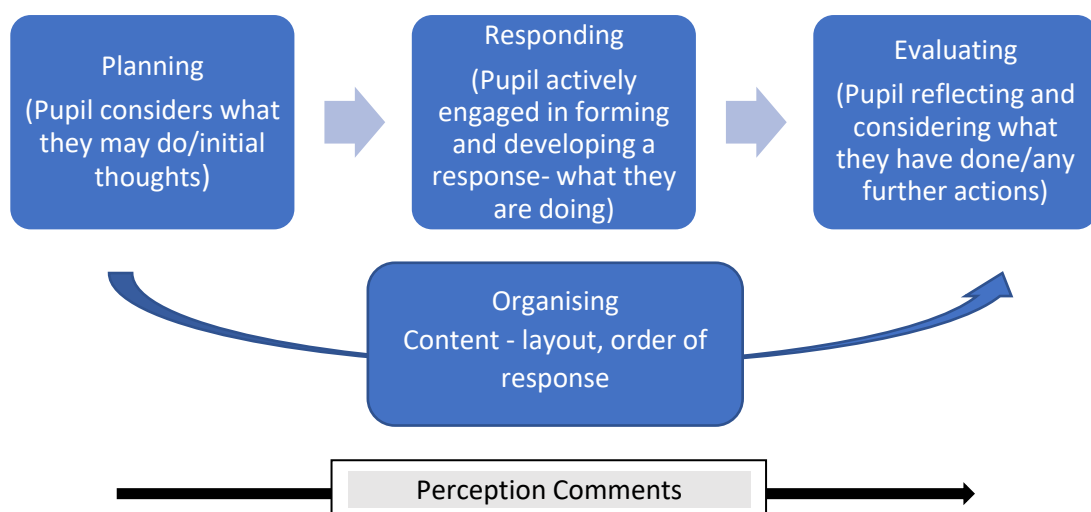
Q2. What skills and strategies do pupils use responding to written teacher feedback within designated response sessions?

Ten pupils were involved in regular think-aloud sessions; six pupils from School A and four pupils from School B undertook a total of sixty-eight think-aloud sessions and semi-structured interviews which have each been transcribed and analysed. A pre-compiled think-aloud schedule (Appendix 6b) was initially completed alongside the taking of observational notes for each session. After each visit, individual checklists were reviewed and finalised using the audio recording, transcription and the actual written pupil improvement response before compiling and analysing the data.

The pre-compiled checklist was divided into four clear skills/strategies stages: *Planning*, *Organising*, *Responding* and *Evaluating*. The researcher was able to identify clear start and exit points as pupils engaged in *Planning*, *Responding* and *Evaluating* (Figure 13). However *Organising* skills/strategies were used at various points as part of *Planning*, *Responding* and/or *Evaluating* and so were recorded throughout the whole process.

Figure 13

Different Stages Within the Think-aloud Process



A separate pupil perception section was included in the pre-compiled checklist to consider any comments pupils made about their improvement responses, their performance in developing and producing their improvement response as well as the amount of time/thinking/effort being exerted. The results look to provide initial information to the following additional research question:

Q4.1 What are pupil perceptions of the work produced in response to the written teacher feedback?

This chapter contributes new knowledge and insights into the different types and frequencies of skills/strategies pupils used when responding to feedback and developing their written improvement responses. Quotes have been included to add further context and understandings; these are quoted as verbatim so as not to distort the meaning.

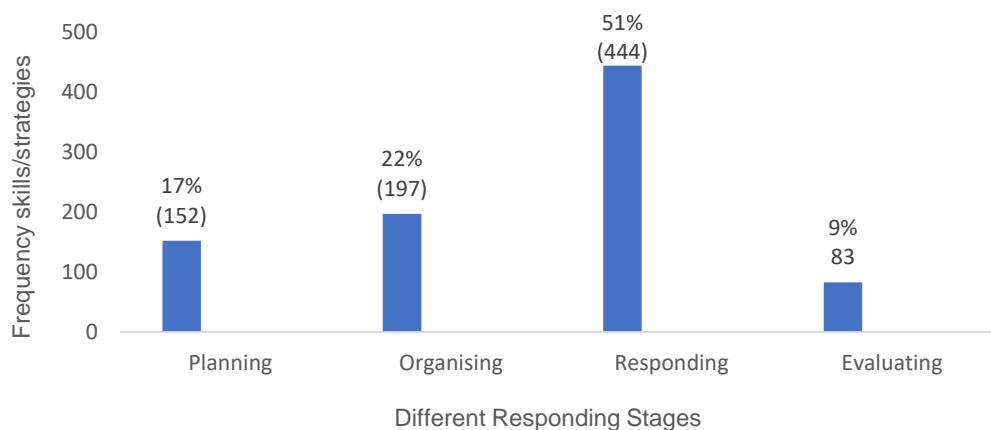
The next section (6.2) provides an overview summarising the data over the four main stages (*Planning, Organising, Responding and Evaluating*) before analysing each stage separately.

6.2 Overview of Results

In total, 876 skills/strategies were observed during the think-aloud sessions (Visits 2-8) which equates to 125 skills/strategies per visit (13 per pupil). The number of skills/strategies within each of the four stages (*Planning, Organising, Responding and Evaluating*) can be found in Figure 14.

Figure 14

Overview of Skills/Strategies Use Across Each of the Four Responding Stages



The frequency of skills/strategies used over the seven visits were reasonably evenly distributed across each of the four stages (Table 6.1). However there does appear to be an anomaly for *Organising* Visit 3 (39) which is higher than any other week. There is also a steady decline in the *Responding* skills/strategies from Visit 2 onwards apart from Visits 4 and 8. These will be explored further in the following sections: 6.4.3 (*Organising*) and 6.4.5 (*Responding*).

Table 6.1

Frequency of Skills/Strategies Use Per Visit

Stages	Visit 2	Visit 3	Visit 4	Visit 5	Visit 6	Visit 7	Visit 8
	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency
Planning	21	19	22	25	20	19	26
Organising	28	39	25	28	29	20	28
Responding	80	68	79	60	62	43	52
Evaluating	14	13	12	13	13	8	10
Total	143	139	138	126	124	90	116

Across the three pupil groups (**Below**, **At** and **Above Expected**) the greatest differences in the frequency of skills/strategies used were within the *Planning* and *Organising* stages. **At Expected** pupils used less skills/strategies than other group when planning whilst **Above Expected** pupils used more skills/strategies when organising than other groups. These differences will be fully explored and discussed in sections 6.4.1 (*Planning*) and 6.4.3 (*Organising*). **Below Expected** pupils (on average) used the most skills/strategies overall and **Above Expected** the least. This concurs with the researcher's experience and observations transcribing and analysing the think-aloud sessions.

Table 6.2

Average Skills/Strategies Use by Different Pupil Groups

	Below Expected	At Expected	Above Expected
Average per pupil (7 visits)	96	93	77

The time taken for individual pupils to complete the think-aloud sessions over the seven visits fluctuated considerably. The quickest recorded time for an individual pupil was 1 minute 4 seconds (Visit 6) whilst the longest think-aloud time took 20 minutes 20 seconds (Visit 6). The average times for Visits 2 to 6 were generally consistent (approximately 7-8 minutes) apart from a sudden drop during Visits 7 and 8. The reason for the time difference in Visit 7 was due to two pupils (**At** and **Above Expected**) being absent. The **At Expected** pupil had an average think-aloud time of 12 minutes and 57 seconds which impacted on the overall average time dropping to 6 minutes 14 seconds. The absence of the second pupil within the **Above Expected** group had little impact on their overall average times.

Visit 8 recorded the quickest average think-aloud session (5mins 37secs) as a result of each pupil group recording their second quickest think-aloud time (Table 6.3). This does raise a question as to why each group completed this think-aloud session more quickly than usual. Speculative reasons could be due to Visit 8 having the fewest teacher feedback comments (chapter 5) and/or the think-aloud session being close to the end of the school year resulting in pupil disengagement. A further reason could be due to low levels of improvement responses challenge reported by pupils (9/10) during Visit 8. This number did reduce to 6/10 (post- think-aloud session) but it is important to consider whether the perceived level of challenge may have affected the time taken.

Table 6.3

Average Think-aloud Timings for Different Pupil Groups

Pupil Groups	Visit 2	Visit 3	Visit 4	Visit 5	Visit 6	Visit 7	Visit 8	Total Average
Below Expected	10mins 14secs	4mins 43secs	7mins 45secs	8mins 42secs	13mins 27secs	7mins 56secs	5mins 32secs	8 mins 16 secs
At Expected	8mins 12secs	11mins 3secs	10mins 20secs	10mins 29secs	9mins 13secs	6mins 4secs (1 pupil absent)	7mins 41secs	8mins 55secs
Above Expected	5mins 10secs	7mins 21secs	4mins 57secs	4mins 20secs	3mins 1sec	4mins 39secs (1 pupil absent)	4mins 8secs	4mins 48secs

In summary, the average think-aloud session times reflect the following differences between each pupil group:

- **Above Expected** pupils undertook their think-aloud sessions much quicker than any other groups across every visit apart from Visit 3;
- **At Expected** pupils took the longest times to complete their think-aloud sessions (approximately 4 minutes longer than the **Above Expected** group);
- **Below Expected** pupils were the second quickest but still took on average 3 minutes 30 seconds longer than Above Expected pupils;
- All pupil groups recorded the second quickest think-aloud times for Visit 8.

6.3 Summary of Key Findings

The most frequently used skills/strategies were during the *Responding* stage (51%), although there was a steady decline in their use from Visit 2-7 (except Visit 4). **Below Expected** pupils used the most skills/strategies and **Above Expected** pupils the least.

The average think-aloud session times remained consistent for Visits 2 to 6 but declined in Visits 7 (2 pupils absent) and 8 (least number teacher feedback coded). **Above Expected** pupils completed their think-aloud sessions more quickly than any other group whilst **At Expected** pupils took the longest time (on average).

6.4 Analysis of Planning, Organising, Responding and Evaluating Stages

6.4.1 Planning Stage

In total, 152 skills/strategies (17%) were observed as part of the *Planning* stage. Table 6.4 shows the overall types and range of skills/strategies used by pupils.

Table 6.4*Frequency of Planning Skills/Strategies*

Skill/Strategy	Frequency	%
Deciding on feedback to start with	2	1
Reflecting on what asked	18	12
Re-reading feedback	5	3
Re-reading work	35	23
Reflecting how_where	45	30
Identifying strategies	22	14
Identifying where changes	12	8
Linking/prior knowledge	3	2
Reflecting feedback/corrections	1	1
Identifying other improvements	6	4
No planning	3	2
Total	152	100

The most frequently used skill/strategy was reflecting on how and where to start (Reflecting how_where – 30%) and was used by pupils for two-thirds (45/68) of all visits. Pupils used this skill/strategy to think about how they were going to make their improvements and/or where these were going to be:

Okay. So I'm gonna read through it, work out where I'm gonna put it and then ... do it. And then I'm gonna see if there's anything on here that I could add in on mine. Look at my checklist and see if I could had a so erm, I've done that so erm maybe a semi-colon or something. So erm where could I put it? ... (looks through writing). I'm going to erm write a new setting/sentence because I can't think of anywhere to put it. (RSA12, Visit 4)

Another frequently used strategy/skill was re-reading work (23%); some pupils used this as a starting point when thinking about what they had written and what the teacher feedback was asking them to do:

I need to use a hyphenated word. So, I've got all, right I'm gonna read it through. I'm gonna read it aloud. (RSA3, Visit 2)

At other times re-reading was used to remind pupils about what they had previously written:

Erm I'm thinking that in this sen/this bit hasn't been like touched (no teacher feedback given) so I need to read through it and see like what's inside of it. (RSB1, Visit 4)

It was also used several times as a strategy to help pupils think about and move onto the next part of the *Planning* stage:

Okay, I'm gonna read it through again but this time I'm going to erm point out where I think my semi-colon could go. (RSA3, Visit 3)

In contrast, deciding which piece of feedback to start with (Deciding) and reflecting on the feedback (Reflecting feedback/corrections) such as thinking about using it in future writing were used least frequently. The one example observed was by an **Above Expected** pupil in an earlier think-aloud session:

And I'm thinking about the extra information and for next time I'm thinking about all the co/all the punctuation I've missed like capital letters in the middle of sentences and commas where I need to put them And I need to add words that I've missed out like I've missed out was there, so I need to think about that next time adding the right erm grammar to the text. (RSB3, Visit 3)

On only three occasions did pupils decide not to undertake any *Planning* strategies/skills by proceeding straight into the response. This was a very small minority of pupils over the 68 sessions and highlights that most pupils, on most occasions (97%), were engaged in some type of planning activity prior to responding to the written teacher feedback.

Below Expected pupils used more *Planning* skills/strategies (19) than **Above Expected** pupils (14). **At Expected** pupils used the least (13) which raises a question as to whether the lower skill/strategy use meant pupils required more time to develop their improvement response in the other stages; hence the longer think-aloud timings.

6.4.2 Planning Summary of Key Findings

The number of *Planning* skills/strategies used across all seven visits was generally consistent. The most frequently used skills/strategies were reflecting how and where to start) and re-reading work which were used by all pupil groups. **Below Expected** pupils used identifying strategies and **Above Expected** pupils used reflecting on what was asked more frequently than any other pupil groups.

Overall, **Below Expected** pupils used the most *Planning* skills/strategies than any other group with a higher average of skills/strategies per pupil. **At Expected** pupils used the least within this stage but took the longest times to complete their think-aloud sessions overall; this will be explored further during the rest of this chapter.

6.4.3 Organising Stage

In total, 197 skills/strategies (Figure 14) were recorded (22%) as part of the *Organising* stage. These were evenly distributed at 25-30 per visit for five of the seven visits (Table 6.5) except for Visit 3 where a larger proportion of strategies/skills were used in comparison to all other visits (Table 6.1). The most frequently used skills/strategies were pupils responding to all feedback (Responds all – 23%). Two thirds of all think-aloud visits resulted in pupils responding to all feedback whilst a third decided to respond to just some of it (Responds some). No pupils during any visit refused or decided not to respond to at least some of the feedback.

Table 6.5*Frequency of Organising Skills/Strategies Use*

Skill/Strategy	Frequency	%
Responds order	16	8
Responds different order	8	4
Corrections first	19	10
Content first	43	22
Responds some	22	11
Responds all	46	23
Re-reads feedback	5	3
Organising	21	11
Issue	3	2
Own errors first	6	3
Changes mind	8	4
Total	197	101

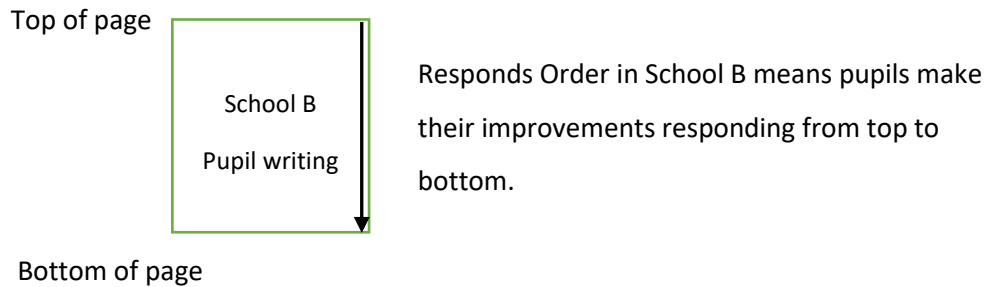
A higher proportion of think-aloud sessions resulted in pupils responding to the content first (22%) rather than corrections first (10%) or their own identified errors (3%), although this decision may have been influenced by the type of feedback pupils received. In chapter 5 it was highlighted that **Below Expected** pupils received more Corrections and Omissions feedback than any other group which may have influenced their focus on Corrections first. **Above Expected** pupils received the least surface-level feedback which meant the feedback could have directed them to Content first improvement responses instead.

It is important to highlight an issue regarding the compilation of data regarding the organisational decisions made by pupils as to how they chose to respond e.g. responding in the order the feedback was given (Responds order) or in a different order (Responds different order). It might reasonably be expected that the total should correspond to all pupils over the seven visits (68) having a response in one of these categories as each pupil did respond to at least some of the feedback. However, when adding together the responds in order and responds in different order, the total is lower (24/68) than it should be. The reason for this anomaly is due to a different marking system being used in each school which posed a challenge to this criterion.

In School B (Figure 15), the teacher marked and made comments throughout pupils' writing e.g. starting at the top of the page with small comments/corrections made throughout followed by a fuller written comment at the bottom.

Figure 15

School B Order of Feedback



Pupils in this school identified and recognised the order of the feedback as top to bottom and used this order to support their response to the feedback:

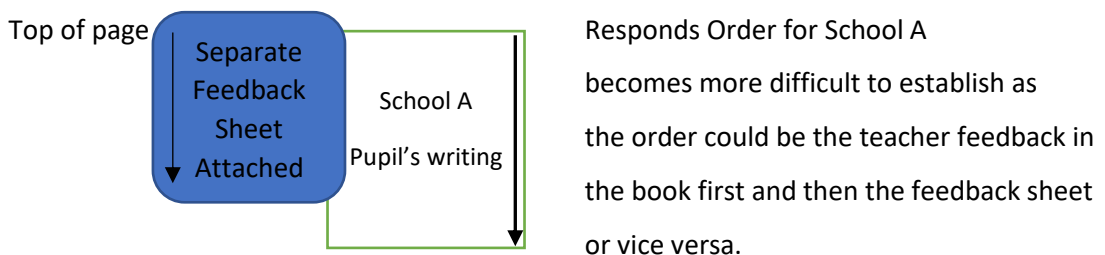
So, I think I'll start from the top ... because erm usually it makes more sense as you go along.

(RSB4, Visit 2)

In School A (Figure 16), the teachers also marked errors and made occasional comments within pupils' writing, but the majority of the positive comments and all improvement response challenges were written on a separate feedback sheet which was stuck to the side of the writing.

Figure 16

School A Order of Feedback



The order for School A was more difficult to establish as pupils received feedback in two different places. The order could refer to pupils responding to the feedback in the book first and then the sheet or vice versa; either way it is not consistent with the order in School B. As a result, zero was calculated for both Responds order and Responds different order for School A, which could affect the overall data analysis. Therefore it is important to consider the potential impact on the average data across both schools to ensure that this does not happen.

Whilst the data highlights the frequency of skills/strategies used in School A (102) is higher than School B (95), there were two more pupils in this school which needs to be taken into consideration. Therefore when considering the average number of skills/strategies per pupil, School B (24) has a higher average in comparison to School A (17). Extracting the responds in order and responds in different order skills/strategies from the data changes the average strategy/skill use per pupil to 18 for School B which is in-line with School A (17). Therefore further analyses will consider the data both included and removed to ensure parity across both schools and different pupil groups.

Above Expected pupils used the most *Organising* skills/strategies (22). These pupils most frequently responded to the content feedback first (Content first), responded to all feedback given (Responds all) and identified different ways in which to best organise their work (Organisation):

So if I put a star here ... where I'm going to do my response challenge. And then I'll put a star there and then I could put ... my inverted commas ... (RSA11, Visit 4)

Below Expected pupils chose to respond to corrections/error feedback first (Corrections first) more than any other pupil group. However, this could be due to this type of feedback being more frequently given to these pupils as highlighted in chapter 5.

The proportion of **At Expected** pupils responding to some feedback (Responds some) was lower in comparison to all other pupil groups. However this was due to these pupils responding to all feedback more regularly than any other group (15). When this data is triangulated with the pupil improvement responses, two pupils in this group also produced

improvement responses that were *Beyond* the expected level which will be discussed further in chapter 7 (Pupil Improvement Responses).

In contrast, **Below** and **Above Expected** pupils left approximately 1/3 of their feedback either part responded to or unfinished. For some pupils this was because they missed out or forgot about some of the feedback they had been given; however for other pupils it was left purposefully as they did not understand what was being asked or how to respond:

‘Some of the brick now, some of the brick of the house (that I landed on) fell to the floor’.
I’m maybe a bad speller. I’m not sure - I’ll just put a question mark (writes question mark to check with teacher) (RSB4, Visit 2)

It was highlighted previously in section 6.2 that Visit 3 showed a sudden increase in *Organising* skills/strategies use. This increase can be attributed to **At** (12) and **Above Expected** (18) pupils using more skills/strategies than usual in comparison to other visits. Pupil perceptions could be the cause of this increased use of skills/strategies as more pupils perceived the improvement response to be challenging during Visit 3 compared to all other visits (Table 6.6). In total, 7/10 pupils perceived the feedback to be both challenging prior to completing the task and after completion of the improvement response tasks. This perceived level of challenge could account for the sudden increase in skills/strategies to access and complete the improvement response. Levels of challenge will be further discussed in chapters 7 (Pupil Improvement Responses), 8 (Pupil and Teacher Perceptions) and 9 (Discussion).

Table 6.6

Pupil Perceptions of Level of Improvement Response Challenge Pre and Post- Think-aloud

Variable	Challenge Before		Challenge After	
	Yes	No	Yes	No
	Frequency	Frequency	Frequency	Frequency
Visit 2	6	4	6	4
Visit 3	7	3	7	3
Visit 4	6	4	3	7
Visit 5	6	4	4	6
Visit 6	3	7	4	6
Visit 7	6	2	1	7
Visit 8	1	9	4	6

6.4.4 Organising Summary of Key Findings

Organising skills/strategies were the second most used across the four stages; these were fairly evenly distributed across the visits apart from Visit 3. This was due to **At** and **Above Expected** pupils using more skills/strategies and correlates to these same pupils perceiving their improvement responses as being the most challenging during this visit. Therefore this perceived level of challenge could account for the additional skills/strategies used.

Both schools had a similar skill/strategy use average per pupil, although **Above Expected** pupils (on average) used the most *Organising* skills/strategies whilst **Below** and **At Expected** groups used the least.

The most frequently used skills/strategies were responds to all and content first. **Below** and **Above Expected** pupils responded less frequently to all the feedback in comparison to the **At Expected** group. Very few pupils across any pupil group chose to respond/improve their own identified errors first (Own errors first).

6.4.5 Responding Stage

In total, 444 skills/strategies (Figure 14) were used (51%) across 31 *Responding* codes as part of the think-aloud process. The most frequently used skills/strategies (Table 6.7) were considering where and how to respond, oral rehearsal and looks for place in which to write the improvement response. Some pupils had previously used these types of strategies during the *Planning* stage (Reflecting how_where and Identifying where changes) to plan for how they were going to respond and where these changes/ improvements might be implemented within the writing.

Table 6.7*Responding Skills/Strategies Use*

Skill/Strategy	Frequency	%
Oral rehearsal	42	9
Questions	5	1
Clarify	8	2
Examples	11	2
Recall improvements	7	2
Recall corrections	25	5
Considering where_how	49	11
Looks for place	34	8
Reasoning	8	2
Strategy	3	2
Another strategy	4	2
Changes approach	9	2
External resources	29	7
Re-reads response	6	1
Re-reads response plus	14	3
Checks	20	5
Edits improvement	17	4
Edits correction	6	1
Identifies other changes	15	3
Adds again	5	1
Sense	24	5
Perseverance	10	2
Future	2	1
Double checks	19	4
Leaves	11	2
Reflects on mistake	7	2
Re-reads writing	31	7
Goes back	6	1
Considers	7	2
Applies	1	0
Edits S-I	8	2
Writes response	1	0
Total	444	101

Some pupils waited until the *Responding* stage to consider where and how to respond (Considering where_how) or looked for a place (Looks for place). Equally due to the number of feedback comments being given, pupils sometimes used these strategies to make decisions for other feedback improvement tasks they had been given:

I'm thinking of erm where else to put err like detail ... and did it and erm ... I think it's mainly the top part that, the top and the erm very bottom, that need a bit more detail. Like, I've done a lot on my brother's reaction but not mine. (RSB1, Visit 6)

Oral rehearsal was a frequently used skill/strategy prior to writing the final improvement response. Over half of the visits (42/68) saw pupils using this as strategy to practise and reword their sentence prior to and during any writing:

The concrete ... full of drawings door (orally rehearses) does that/that doesn't really make sense. Concrete ... I'm trying to think of a word that will kind of describe the door as it is covered in drawings Maybe the concrete battered door? That might go because there's like (clears throat) there's I think some of it's been kind of erm broken off. Because there's one-side that has ... a nice, like a creamy yellow colour through it, and then the other side is like err a purply pink colour. So, I think it might be a bit battered because it's got some like round sort-of stains on it and it looks concrete. (RSA11, Visit 2)

Pupils re-read their work frequently (Re-reads writing) which was also a skill/strategy noted in *Planning* (Re-reads work – section 6.4.1). However pupils used this strategy/skill in different ways during the *Responding* stage to either help them to locate where to write the response or to check that what they had written made sense within the context of the previous writing:

So, I think I'm just gonna have another check through (re-reads writing). So 'At last the time had came that my ...' (RSB4, Visit 6)

Over the seven visits, all pupils were observed at some point to be re-reading their work either during the *Planning* or the *Responding* stage. This appeared to be a familiar and well-established skill that pupils used throughout the think-aloud process. The DfE (2013) English programmes of study cites re-reading as a skill to be taught as part of the writing process; this study highlights how pupils are choosing to deploy this independently as part of the designated response session.

Pupils had access to a range of resources during the think-aloud process such as previous writing, checklists, dictionaries, thesaurus etc. However pupils only used these

external resources and examples on 40 occasions over the 68 visits. Sometimes pupils used these to support their understanding and to give an example to help them e.g. dictionary to find an example of a clause to use as a model:

Okay, so two clauses ... I'm going to check the dictionary - see if it's in the dictionary ... (looks in dictionary). That's U, I want to go back. O ... still in O. Back so C-L-A ... where's CL? Aha, clause: in grammar – a part of a sentence that has its own verb. A part of a contract, treaty or law. A clause can be a main clause or a subordinate clause. In the sentence, I was four when I ate my first ice cream. The main clause is I was four and the subordinate clause is when I ate my first ice cream. A sentence can have more than one main clause for example, I was four and I had a birthday party ... okay. That's c/that's sort of cleared up what I was struggling with. (RSA11, Visit 4)

One pupil was observed using a thesaurus to successfully find a spelling after they were unable to locate it in the dictionary. Other pupils tried or started to use a dictionary but struggled to find what they were looking for:

I'm not quite sure how to spell experiencing so I'm just gonna look now in a dictionary. (Looks for experiencing in dictionary) ... (whispers) experiencing ... right, err I'm not even sure if it's in this dictionary erm ... (re-reads work and leaves spelling word). (RSB4, Visit 3)

In some cases, pupils left the spellings or tried to recall the information from prior knowledge (Recall corrections). Other pupils used recall as a skill/strategy for corrections rather than considering or using any resources:

I'm thinking about erm what I think the spelling is. I think it's thoroughly, is this? ... (changes spelling doesn't use a dictionary). (RSB4, Visit 5)

Some pupils identified a further strategy that they would have used had they been in the classroom which was to ask other pupils in their class for help and support. However as part of the think-aloud process this resource was not available to them:

I'm just trying to find where boil is ... (struggling to find it) ... can't find it in there so I'll try to find it in here ... (looks in a thesaurus) ... (struggling to find it) ... so I can't find it in there. So normally I'd just ask someone what it said. But ... there's nobody to ask ... (RSB1, Visit 5)

Pupils used a number of different strategies considering whether their improvement responses made sense (Sense), were correct and/or whether they had completed everything that had been asked of them (Checks and Double checks):

Thinking, have I like done that correct? So, I'll go and look again ... (looks up with) with ... with/with-wi ... I've found without so I know I just take out the/take out the out. So, I know I've spelt it right. (RSA1, Visit 2)

It turns out all the pans had fallen and 'Nooo'. Yeah, that fits, yeah. I'm happy with that. (RSA3, Visit 6)

In contrast, less frequently used strategies/skills included applying the feedback from one context into another response (Applies). On the one occasion this was deployed, the pupil had just corrected and added punctuation to a highlighted paragraph and so when they moved onto their response task to describe the 360° view, they also considered the previous feedback within this new context:

... and I need to put in the full stops cos erm I had my punctuation thing at the top. (RSB1, Visit 7)

At Expected pupils (on average) used the most (51) Responding skills/strategies whilst **Above Expected** pupils (35) used the least. This corresponds with **At Expected** pupils taking more time to complete their think-aloud as opposed to **Above Expected** pupils completing their improvement responses in the quickest times.

Table 6.1 previously highlighted a steady decline in the number of skills/strategies used by pupils over the seven visits apart from Visits 4 and 8. However this trend was not visible across all pupil groups (Table 6.8) as **Below Expected** pupils used more skills/strategies during Visits 5 and 6 whilst **Above** and **At Expected** pupils increased their skill/strategy use during Visit 8.

Table 6.8*Frequency of Skills/Strategies Use by Different Pupil Groups Per Visit*

Ability	Visit 2	Visit 3	Visit 4	Visit 5	Visit 6	Visit 7	Visit 8	Total
Below Expected	30	16	20	22	25	20	16	149
At Expected	29	24	30	21	22	9	19	154
Above Expected	21	28	29	17	15	14	17	141

The increase in Visit 4 was due to **At** (30) and **Above Expected** (29) pupils recording their highest number of skills/strategies over the seven visits which is in contrast to the lower **Below Expected** (20) skill/strategy use. One possible reason for the sudden increase in Visit 8 could be due to the absence of one **At Expected** pupil in Visit 7 which saw a dramatic drop in skills/strategies (9) within this group and thus an increase the following week would be expected. It is worth noting that even with an increase of skills/strategies in Visit 8 these still show a declining trend overtime.

6.4.6 Responding Summary of Key Findings

Pupils used the most skills/strategies within the *Responding* stage but there was a steady decline in usage over time except for Visits 4 and 8. The most frequently used skills/strategies were considering where and how to respond, oral rehearsal prior to writing and looks for place which were frequently used by all pupil groups.

At Expected pupils used the most overall and on average skills/strategies. They particularly showed greater resilience (Perseverance) and spent more time re-reading their work and responses (Re-reads work), checking/double checking (Checks and Double-checks) and editing their improvement response (Edits S-I). **Below Expected** pupils used external resources and examples more than any group to support them but they also reviewed and changed their strategy choices more frequently (Strategy and Another Strategy).

Above Expected pupils considered more frequently where and how to write the response (Where_how), used more reasoning skills to support the development of their improvement response (Reasoning) and considered whether it made sense (Sense) more

than any other group. However they used the least number of skills/strategies (on average) within the *Responding* stage.

6.4.7 Evaluating Stage

In total, 83 skills/strategies were observed as part of the *Evaluating* stage which amounts to just 9% of all skills/strategies observed. Table 6.9 shows the overall types and range of skills/strategies used by pupils to evaluate their improvement responses. The most frequently used strategy was to finish work with no checking or further thought (Finishes – no checking). In total, this approach was used on 39 occasions (47%) and often involved pupils announcing they had finished straight after writing their improvement response and making other changes such as:

Now, off ... (writes spelling three times) ... three offs therefore finished. (RSA1, Visit 6)

Table 6.9

Frequency of Evaluating Skills/Strategies Use

Skill/Strategy	Frequency	%
Re-reads response	6	7
Checks feedback/response	10	12
Identifies and changes	5	6
Identifies – no changes	2	2
Further editing	3	4
Evaluate	2	2
Finishes – no checking	39	47
Reflects	1	1
Checks writing	15	18
Total	83	100

Some pupils were observed checking their feedback against the improvement response they had written (Checks feedback/response):

Erm ... can you think of an alternative word to 'across'? Can you think/can you add an expanded noun phrase? Erm ... can I put it in anywhere else? The girl finally made it/made it across (adds across) because it doesn't sound right just made it. The girl threw the rope hoping the boy would catch it. Made her companion fall into a burning hot pool of lava was

thinking about what she had just done and the punishment that she will get.

(RSA14, Visit 5)

The checking/double-checking processes (Checks and Double checks) noted when pupils were *Responding* (9%) were also observed within the *Evaluating* stage. In total, 18% of all skills/strategies were spent by pupils checking their writing (Checks writing) to make sure nothing had been missed:

and err just looking through it, it looks like most of it's fine. But like err ... err I think that's it.

(RSB1, Visit 4)

One pupil also used the checking strategy to see whether the teacher had missed anything when marking:

Oh, that's not, that doesn't make sense 'I was wouldn't...' No, that doesn't make sense 'I was ...' there 'I was worried I wouldn't get the 2 million pounds ... for-cheating'. Yes, so ... I'm going to check through see if there's anything xxx (teacher's name) hasn't put in that I haven't spotted yet. I don't think there is but it's better to check than ... let xxx (teacher's name) realise that ... No, there isn't.

(RSA12, Visit 4)

On 7 occasions pupils identified changes or additional changes that could be made to their writing or the improvement response they had just written. However on 2 occasions they did not make the changes even though they had identified these:

I think I needed to put one descriptive word in this erm err ... green. I think that's it really.

(RSB4, Visit 3)

Erm ... I can't add it in there. Well, I can ... can't think of anything!

(RSA14, Visit 6)

At Expected pupils (on average) used more skills/strategies (10) than any other pupil group whilst **Below Expected** (8) and **Above Expected** (7) pupils used a similar number of strategies/skills altogether and per pupil. It is important to note that two thirds of think-aloud sessions for **Above Expected** pupils resulted in them finishing their work with no evidence of any evaluation skills/strategies being used (Finishes – no checking). The remaining one third of sessions involved these pupils using only three other skills/strategies

(Checks feedback/response, Identifies – no changes and Checks writing) which is much lower than any other pupil group. This will be considered further as part of chapters 7 and 8.

6.4.8 Evaluating Summary of Key Findings

Pupils used the least number of skills/strategies as part of the *Evaluating* stage. The most frequently used skill/strategy was to finish work with no further checking (Finishes – no checking); **Above Expected** pupils used this most frequently. There was a lack of evaluative responses not only through few pupils checking their responses but also very few pupils identifying other changes they could make and then carrying these out. Some pupils verbalised they were looking for their own improvements, but these were few and far between. Instead pupils appeared focused and reliant on teacher feedback to specify the improvements required. This triangulates with the very few Reflective feedback comments (2) used to promote pupil self-awareness and criticality. Equally the focus of feedback on scaffolding and providing the correction/omission (Direct) signals a high level of support to pupils.

At Expected pupils used the most frequent skills/strategies overall. They were the only group to identify further changes, make these (Identifies and changes) and evaluate their work. Whereas **Below Expected** pupils most frequently checked their feedback with their improvement response (Checks writing) compared to other pupil groups signalling greater compliance (Hargreaves et al., 2021).

6.5 Pupil Perceptions

In total, only 28 perception comments were made by pupils over the seven visits; these ranged from 8 comments in Visit 2 to 0 in Visit 3. Table 6.10 highlights that most perception comments were positive with pupils praising themselves/expressing positive comments (Praise) about the improvements they had made such as:

Erm I'm very happy with what I've done and erm (flicks through work) ... (RSA21, Visit 2)

I'm just thinking about that. It sounds quite good speech that! (RSA3, Visit 5)

Table 6.10

Frequency of Perception Comments

Perception	Frequency
Praise	13
Negative	2
Negative other	3
Teacher likes	3
More time	3
Amount	4
Total	28

In contrast a smaller proportion of pupils expressed negative comments (Negative and Negative other) with two pupils expressing negative comments towards their improvement response:

... that's bad cos I/I've just wrote this four times today. I'll just cross it out (crosses out the date 14.2.2019 – sighs and continues writing). (RSB4, Visit 2)

Erm, I'm thinking I'm gonna shut this idea down soon because it's, it's not really helping ... So, I might put something like 'the boat was shaking like a dog coming out of the bath' or something like that which I think'll be alright but then again, I could add something a bit more ... well, a bit better. (RSA12, Visit 12)

Some think-aloud sessions observed pupils expressing negativity towards other aspects of their performance:

I'm maybe a bad speller. (RSB4, Visit 2)

I'm just thinking of which page it might be on because it's every and, somehow, I spelt that wrong. And I'm just trying to find the correct spelling so that I don't spell it wrong again. And because I don't normally use a dictionaries I'm not very good with them ... (RSB1, Visit 2)

These negative perceptions did not appear to deter pupils from providing an improvement response as they all either responded to all (Responds all) or some (Responds some) of the teacher feedback (Organising Stage); no pupil refused to respond at all.

Below Expected pupils made the most perception comments over the seven visits. They gave themselves the most praise/positive comments but also expressed some negative comments about their performance and improvement responses. Chapter 5 identified that **Below Expected** pupils received the least positive teacher feedback than any other group, but these findings highlight that this did not hinder pupils giving themselves their own positive feedback.

At Expected pupils made the least number of perception comments but where these were made they were purely focused on positive comments (Praise) or commenting on the amount of feedback they received:

... now I'm gonna do my spellings ... which I seem to have a lot of! (RSA3, Visit 8)

6.6 Perception Summary of Key Findings

The number of perception comments made by pupils overall was quite low; the most frequently made perception comment was praise. Whilst a few negative perceptions were heard these did not deter pupils from responding to the feedback as 100% pupils responded to some or all feedback (Responds Some and Responds All – *Organising* stage 6.4.3).

Below Expected pupils made the most perception comments particularly focused on praise whilst **At Expected** pupils expressed the least. **At Expected** and **Above Expected** pupils (on average) made the same number of perception comments.

6.7 Main Summary

This chapter set out to answer the following research question:

Q2. What skills and strategies do pupils use responding to written teacher feedback within designated response sessions?

Pupils used a range of different skills/strategies when developing their improvement responses through the main stages of *Planning*, *Organising*, *Responding* and *Evaluating*. In total, pupils used 62 different skills/strategies (11 skills/strategies in *Planning*, 11 in

Organising, 31 for *Responding*, and 9 within *Evaluating*). The most frequently observed skills/strategies use were as part of the *Responding* Stage (51%).

A number of different skills/strategies were used by different pupil groups over the study period. When *Planning*, the most frequently used skills/strategies were reflecting how and where and re-reading work; these were used most frequently by all pupil groups. Pupils used respond all and content first skills/strategies most frequently as part of the *Organising* stage.

In the *Responding* stage pupils used where and how to respond, oral rehearsal prior to writing and looks for place most frequently. Whereas when *Evaluating*, the most frequently used skill/strategy was to finish the work with no further checking or thought (Finishes – no checking); this was used most frequently by **Above Expected** pupils.

Below Expected pupils used the most skills/strategies over the seven visits with an average of 96 per pupil. **Above Expected** pupils had the lowest skill/strategy use average (77) per pupil. However different pupil groups used some skills/strategies more frequently across the four stages than others as has been summarised in Table 6.11.

Table 6.11

Ranking Most Used Skills/Strategies Different Pupil Groups Across Four Stages (Averages)

	Planning (11 skills/ strategies)	Organising (11 skills/ strategies)	Responding (31 skills/ strategies)	Evaluating (9 skills/ strategies)	Perceptions (6)	Total
Below Expected	H	M	M	M	H	H
At Expected	L	M	H	H	M	M
Above Expected	M	H	L	L	M	L

Key: **H – Highest** M – Middle **L – Lowest**

At Expected pupils had the lowest skill/strategy use when *Planning* whilst **Above Expected** pupils used the lowest number of skills/strategies when *Responding* and *Evaluating*. These outcomes will be triangulated alongside the different types of written

improvement responses pupils produced to further explore these outcomes and initial findings in Chapter 7 (Pupil Improvement Responses) and 9 (Discussion).

Pupils perceived the improvement response tasks to be most challenging pre and post-think-aloud for Visit 3 which correlates to **At** and **Above Expected** pupils taking the longest times to complete their think-aloud sessions and using the most *Organising* skills/strategies. Therefore, when faced with a greater level of perceived challenge, pupils used more skills/strategies to help them with the development of their improvement response than if they considered it to be easy.

To conclude, all pupils used some skills/strategies within the framework of *Planning, Organising, Responding* and *Evaluating*, although different pupil groups used some stages and skills/strategies within the framework more than others. Pupils are not being taught these skills/strategies specifically to be used as part of the designated response session. Instead pupils are identifying and deploying known skills/strategies e.g. re-reading as part of the teaching of writing to support them in the development and writing of their improvement response.

Pupils are using skills/strategies within the *Evaluating* stage least frequently. However teacher feedback encouraging pupils to be reflective and evaluative were also observed least frequently. The think-alouds highlight that pupils can and are identifying their own improvements and changes to be made. However these are resulting in minor changes e.g. surface level rather than developing the content and communication aspects of the writing.

The following chapter (7) will explore the different types and frequencies of written improvement responses that pupils produced during the designated response session.

Chapter 7 Pupil Improvement Responses Analysis

7.1 Introduction

This chapter presents the findings to address the following research questions:

Q3.1 What types of written responses do pupils produce within designated response sessions?

Q3.2 How do these written responses relate to the written feedback given by the teacher?

Q4.1 What are pupil perceptions of the work produced in response to the written teacher feedback?

This chapter identifies the different types and most frequently produced pupil improvement responses as part of the designated response session. An overview is firstly presented to summarise the data across the four main categories e.g. Presentation, Corrections/mistakes/omissions, Similar level/same context, Deeper level/different context. The proceeding sections analyse each category in more detail considering any contextual implications such as different visits/pieces of writing as well as different pupil groups. Quotes have been included to add further context and understandings; these are quoted as verbatim so as not to distort the intended meaning.

7.2 Contextual Overview

Pupil improvement responses were collated from 25 pupils over eight visits. Twenty-one pupils were involved from two classes in School A and four pupils from one class in School B. Pupils of differing pupil groups (**Below, At and Above Expected**) were considered as can be seen in Table 7.1.

Table 7.1

Summary of Different Pupil Groupings

Pupil Groups	School A		School B
	Teacher RSAT1	Teacher RSAT2	Teacher RSBT3
Below Expected	2	2	1
At Expected	8	6	1
Above Expected	1	2	2
Total	11	10	4

In total, 195 pieces of writing were coded over eight visits; the majority of writing was fiction apart from persuasive writing (School A, Visit 8) and instructional writing (School B, Visit 5). The length of writing varied across the two schools e.g. pupils in School B produced less writing than School A with differences ranging from just one paragraph to four pages. Pupils in School B produced (on average) $\frac{3}{4}$ page writing per visit in comparison to nearly $1\frac{1}{2}$ pages in School A. However it is important to state that these differences did not impact on the length, type or frequency of the improvement responses produced.

7.3 Overview of Pupil Improvement Response Typology

All written improvement responses were coded using the Pupil Improvement Response Typology that was designed by the researcher for this study (Appendix 4). The typology requires three decisions to be made when assigning a code.

7.3.1 Stage 1: Assigning a Category

Firstly, the focus of the written improvement response is established based on the following four categories:

- **Presentation:** presentational aspects including handwriting neatness, legibility, rewriting work with no content changes etc;
- **Corrections/mistakes/omissions:** linguistic errors and incorrect responses e.g. grammar, punctuation and spelling mistakes;
- **Similar level/same context:** more at the same level or within a similar context e.g. pupil adds to/changes content/features of identified section as directed by the teacher to broadly develop writing within original context/similar level content **e.g. *expanding on a sentence "Nothing," I replied moving into a different room;***
- **Deeper level/different context:** deeper level or different context e.g. pupil adapts the style of the writing/stance/voice to engage audience as directed by the teacher **e.g. *formal to informal, 1st to 3rd person, another viewpoint etc.***

7.3.2 Stage 2: Identifying the Type of Support/Guidance

The second part of the typology involves identifying the type of guidance and/or support given to pupils through the feedback message:

- **Directed:** the pupil response has been explicitly indicated or provided by the teacher e.g. through identifying what key aspect/particular section to focus on and how;
- **Scaffolded:** some type of support has been provided to assist the pupil response e.g. models/ examples/range of questions asked to aid changes/ improvements;
- **Independent:** some guidance may have been provided by the teacher but how and in what ways the pupil responds are due to the decisions and choices made by the pupil;
- **Self-improvement:** teacher questions promote self-reflection or the pupil identifies for themselves aspects of their writing that need improving.

Exemplification can be found in Table 7.2 to enable the understanding of what the support/guidance entails as part of the similar level/same context category.

Table 7.2

Exemplification - Different Types of Guidance/Support Within Similar Level/Same Context Category

Code (Guidance/Support)	Examples similar level/same context
Directed	Pupil answers specific question(s) asked by teacher to develop an aspect of writing <i>e.g. straightforward predictable responses given to questions asked such as: How does Joe react to seeing the main character? Joe looked shocked to see the main character after so long. His face could not hide his surprise</i>
Scaffolded	Pupil answers specific questions providing guidance to help develop the writing <i>e.g. What was the weather like: calm, stormy, humid? How did the participants feel? The sun warmed up the nervous runners as they waited etc</i>
Independent	Pupil answers general questions/addresses comments made by teacher to develop writing <i>e.g. What could you use here to develop your argument? Pupil identifies and includes more emotive language and strengthens their concluding paragraph.</i>
Self-improvement	Pupil revises aspects of writing using general questions asked by teacher encouraging self-reflection and own identification of improvements at a similar level <i>e.g. How would you improve ...? Does this description reflect your intentions? Does your writing engage the Reader? How do you know? etc</i> Pupil asks own questions of their writing to consider for clarification with the teacher or to consider themselves <i>e.g. What can I change in this paragraph to make the dialogue more hurried and show the tension they're feeling?</i>

7.3.3 Stage 3: Identifying the Level of the Improvement Response

The third and final part of the typology involves making a judgement by assigning a level based on what has been written and the standard of the response (e.g. *None*, *Inline*, *Low* or *Beyond* the expected level); the judgement is made using the piece of writing and teacher feedback as a benchmark. Further detail and guidance can be found as follows:

- **None:** pupil refuses to respond, pupil cannot read/does not understand feedback, pupil runs out of time to give a response, no response given or seen;
- **Low:** pupil responds incorrectly, pupil responds inappropriately, response is at a lower level than that of the original work;
- **Inline:** pupil response is in line with the feedback given - the pupil responds appropriately, pupil response is correct, pupil response is at similar level as other elements of the original writing;
- **Beyond:** pupil response provides more content/detail/reasoning than requested or indicated by the feedback, pupil response indicates individual choices/decisions made, pupil response at a higher level than the original work.

Exemplification can be found in Table 7.3 detailing the judgements made at each level when considering the category Corrections/mistakes/omissions.

Table 7.3

Exemplification - Level of Pupil Improvement Response for Corrections/Mistakes/Omissions Category

Code (Level)	Examples Corrections/mistakes/omissions
None	Pupil leaves the spelling underlined by the teacher without any attempt to correct
Low	Pupil attempts to correct the spelling, but it remains incorrect e.g. furst to ferst rather than the correct spelling of first
Inline	Pupil corrects mistake(s) directly highlighted by teacher
Beyond	Pupil identifies spelling pattern/rule and identifies other spellings that also comply with same pattern either to correct or includes other examples

It is important to clarify the function of the *None* response in capturing instances where a pupil does not respond to a piece of feedback. The researcher used the teacher feedback as an indication as to whether a response had been expected e.g. spelling mistake

highlighted but left (no response given by the pupil) or a comment stating add/change which the pupil had not responded to. Therefore, *None* responses were coded where pupils had not attempted an improvement response even though the teacher feedback indicated that a response was expected.

It is also important to highlight that it was not possible to record self-improvement *None* responses based on the written work alone. Identifying whether a pupil had considered a self-improvement but then changed their mind, left it or forgotten about it was impossible to ascertain just by looking at a piece of writing. Therefore, *None* responses in this category were only recorded for the ten think-aloud pupils through analysis of their transcripts and hearing/observing their thoughts and actions resulting in a *None* response being identified.

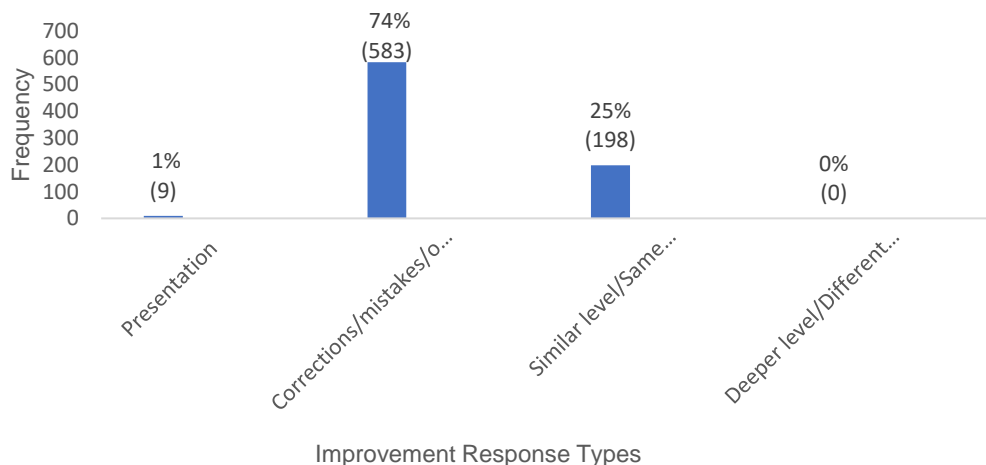
The next section (7.4) will provide an overview of the improvement response results before exploring and analysing each category in more detail.

7.4 Overview of Pupil Improvement Response Analysis

In total, 790 improvement responses were coded over visits 1-8. On average this equated to 99 improvement responses per visit (4 per piece of pupil writing). The type and frequency of pupil improvement responses (Presentation, Corrections/mistakes/omissions, Similar level/same context and Deeper level/different context) can be found in Figure 17.

Figure 17

Summary of the Types and Frequency of Pupil Improvement Responses



The majority of improvement responses were corrections/mistakes/omissions; these accounted for 74% of all responses. Similar level/same context improvement responses were the second most frequent type of response (25%). No deeper level/different context responses were observed or coded as part of any visit in either school.

The frequency of the different types of improvement responses varied over the eight visits (Table 7.4). More corrections/mistakes/omissions were coded during visits 1-8 than any other type of improvement response which correlates with corrections feedback being the most frequent type of teacher feedback in Chapter 5 (section 5.5).

Table 7.4

Frequency of Types of Pupil Improvement Responses for Each Visit

Category	Visit 1	Visit 2	Visit 3	Visit 4	Visit 5	Visit 6	Visit 7	Visit 8	Total
	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	
Presentation	5	1	0	2	1	0	0	0	9
Corrections/ mistakes/ omissions	92	77	84	87	62	60	62	59	583
Similar level/ same context	16	21	22	31	31	28	21	28	198
Deeper level/ different context	0	0	0	0	0	0	0	0	0
Total	113	99	106	120	94	88	83	87	790

The frequency of written improvement responses declined from visits 5 to 7 which correlates with a decline in teacher feedback given during these same visits (Chapter 5, section 5.3). The decline is particularly due to the decrease in corrections/mistakes/omissions during this period. In contrast, similar level/same context improvement responses steadily increased from visits 1 to 5 before declining in visit 6 and 7 and then increasing again in visit 8.

Before moving on to explore the response data for different ability pupils, it is important to consider any differential effects between the sample of 10 think-aloud pupils and the other group of 15 pupils. The improvement response averages have been calculated due to the difference in sample sizes for an accurate comparison across the three categories. The data highlights that whilst the think-aloud pupils did produce more

improvement responses (+3) these differences are only small. As the data does not indicate any major differences that could impact on the results, all future analyses and discussions will reflect the combined data of both groups.

Considering the data for different pupil groups, **Below Expected** pupils produced the most improvement responses (38) particularly due to the most corrections/mistakes /omissions. **Above Expected** pupils produced the most similar level/same context responses but overall produced the least responses (26). These results will be fully explored and discussed in sections 7.6.3 and 7.6.5.

Considering the type of guidance/support (e.g. Directed, Scaffolded, Independent and Self-improvement) provided by the teacher, the results in Table 7.5 highlight that directed improvement responses were most frequently produced (61%). These results correlate with the high proportion of Corrections depth category 1 (374) and Task depth category 1 feedback comments where pupils were explicitly directed to the place/aspect to be responded to through the word/punctuation being starred, circled, underlined etc. However it is interesting to note that, in addition to the particularly high level of Corrections feedback, pupils identified a further 88 corrections/mistakes/omissions as self-improvements which highlights their continued focus on surface-level aspects of writing.

Table 7.5

Frequency Type of Support/Guidance for All Improvement Responses

Guidance	Presentation	Corrections/ mistakes/ omissions	Similar level/Same context	Deeper level/Different context	Total	
					Frequency	%
Directed	3	434	43	0	480	61
Scaffolded	2	10	125	0	137	17
Independent	0	51	13	0	64	8
Self- Improvement	4	88	17	0	109	14
Total	9	583	198	0	790	100

Similar level/same context improvement responses were most frequently scaffolded due to models/examples provided to assist pupils. This finding correlates with the type of Skills teacher feedback depth categories 2 and 3 feedback given to pupils (Chapter 5). Research identifies that scaffolding can be most effective when supporting new learning

(Shute, 2008) or as part of the Zone of Proximal Development (Vygotsky, 1978) in supporting developing or maturing processes. This raises the question as to how the scaffolding was being used to support pupil improvement responses and will be discussed further in section 7.6.5 and Chapter 9 (Discussion).

In contrast, independent improvement responses were least frequently observed e.g. where pupils may have been provided with some guidance but key decisions were made by the pupil as to how and in what ways they chose to respond. It raises the question as to why (over time) pupils were not accessing many independent-type improvement responses. These types of responses enable pupils to independently apply known skills/strategies as well as consolidate their knowledge but at an appropriate level where the working memory does not become overwhelmed (Sweller, 1994).

Each improvement response was also coded in terms of the level of the improvement response i.e. *None*, *Low*, *Inline* and *Beyond* the expected level (Stage 3). Results show that the most frequent response was *Inline* which accounted for 63% of all improvement responses (Table 7.6).

Table 7.6

Frequency of Improvement Response Level

Outcome	Presentation	Corrections/ mistakes/omissions	Similar level/ same context	Deeper level/ different context	Total	
					Frequency	%
None	1	139	17	0	157	20
Low	0	72	57	0	129	16
Inline	8	372	118	0	498	63
Beyond	0	0	6	0	6	1

A further 36% of improvement responses were either *Low* (lower than the expected level) or a *None* response. Considering this further, most of the *None* responses were due to a high number of corrections/mistakes/omissions left by pupils which will be further analysed to understand the reasons behind the data in section 7.6.3.

It is interesting that a number of similar level/same context improvement responses were judged as being *Low* given that 63% were scaffolded responses. This data will be further analysed to consider whether the *Low* improvement responses were as a result of scaffolded or directed types of support/guidance in section 7.6.5.

The least frequent improvement response level was *Beyond* (6) which was only noted for 1% Skills improvement responses. No *Beyond* the expected level was observed in any other category. This raises the question as to why so few improvement responses were coded at this level and will be discussed further as part of this chapter.

7.5 Interim Summary of Key Findings

The most frequent type of improvement responses were corrections/mistakes/omissions but as Corrections and Omissions feedback (Chapter 5) were most frequently given it could be expected that pupils would be responding to these at similarly high levels. However this is not always the case as recent research provides conflicting evidence with Otnes and Solheim (2019) identifying this type of feedback being the “most followed up by the students” (p. 711) whereas Hardman and Bell (2019) identified it as being “frequently ignored” (p. 45). This will be further discussed in Chapter 9 (Discussion).

Over the eight visits there was a steady decline in the number of corrections/mistakes/omissions produced from visit 5 onwards. This finding also correlates with a reduction in teacher feedback frequency during this period. The majority of corrections/mistakes/omissions were directed and accounted for the majority of all responses. There were also a number of self-improvement corrections where pupils identified their own improvements to be made. This is an interesting finding given the high number of Corrections and Omissions feedback that pupils received especially when a number of these were also not being responded to by pupils (*None* response). These findings will be further triangulated in section 7.6.3.

Below Expected pupils produced the most corrections/mistakes/omissions which correlates with these pupils also receiving the most Corrections and Omissions teacher feedback. There was a steady increase in the number of similar level/same context improvement responses from visits 1 to 5. However the frequency of improvement responses decreased for visits 6 and 7 before increasing again for the final visit. The majority of these responses were scaffolded and accounted for 63% of all improvement responses within this category. **At Expected** pupils produced the most frequent number of scaffolded improvement responses but **Above Expected** pupils (on average) produced more. This correlates with **Above Expected** pupils receiving the most Skills (Communication and English Usage) teacher feedback (Chapter 5, section 5.5.5).

Below Expected pupils produced (on average) the most improvement responses over the eight visits whilst **Above Expected** pupils produced the least. Only 1% improvement responses were coded as being *Beyond* the expected level and were all coded within the similar level/same context category. In total, 63% of all responses coded were at the *Inline* level but a high number of *None* responses were also coded due to corrections/mistakes/omissions being left or ignored.

The next section will analyse each of the three categories (Presentation, Corrections/mistakes/omissions, Similar level/same context) in more detail. Due to no responses being coded within the Deeper level/different context category this will not be considered as a separate section or analysed further within this chapter.

7.6 Improvement Response Analysis

7.6.1 Presentation Improvement Responses

This section focuses on presentation improvement responses; handwriting legibility, neatness, rewriting words/sentences/paragraphs of writing with a presentational focus rather than focusing on the content of the writing.

As already established (Overview 7.4) a very small number of pupil improvement responses focused on presentation (9). Of the 9 coded, one was a *None* response as the pupil had not produced a written improvement response even though this had been explicitly requested by the teacher in their feedback. All other improvement responses were at the *Inline* level meaning they were appropriately responded to in line with what was expected and correct. No pupils produced a presentation improvement response that was *Low* or *Beyond* the expected level.

The most frequent type of guidance/support was self-improvement which is where the pupil identified the change(s) to be made themselves; these were all at the *Inline* level (4) and were generally focused on making letters and words clearer:

And I've realised that that doesn't really look like a H so I just make it look like a H.

(RSB1, Visit 4)

On one occasion a pupil was asked to rewrite their instructions to include additional information e.g. rules of a list, but the pupil identified that it needed to also be rewritten neatly for understanding:

Erm I'm just going to have to rewrite the instructions and write it up neatly so he will understand what I'm writing. (RSB2, Visit 5)

It is interesting that pupils identified their own presentation improvement responses given the fact that the teacher feedback did not really focus on this aspect. Changes identified by pupils were minor and easily rectified but they do show that pupils were considering this element of their writing more than their teachers.

Below Expected pupils produced the most scaffolded *Inline* responses. An example involved a pupil practising the letter formation examples for t and n. A further two self-improvement responses (same **Below Expected** pupil) were focused on making the formation clearer:

and make that look more like a Y than it does. (RSB1, Visit 4)

Above Expected pupils produced the least number of presentation improvement responses. One was not completed (*None*) as the pupil had been asked to rewrite a word (e.g. shocked) for legibility purposes but left it; the other directed response was at the *Inline* level.

7.6.2 Presentation Interim Summary of Key Findings

Only nine presentation improvement responses were coded over the eight visits. Self-improvement (4) responses were most frequently produced by **Below** (2) and **At Expected** (2) pupils. No **Above Expected** pupils produced any self-improvement responses. Researchers (Clare, Valdes & Patthey-Chavez, 2000; Faigley & Witte, 1981) have highlighted how 'lower-achieving' pupils often receive more surface-level feedback and thus it would be expected that **Below** and **At Expected** pupils would be more focused at this level than **Above Expected** pupils.

The majority of responses (8) were *Inline* with the expected level whilst the remaining one response (**Above Expected** pupil) was recorded as *None*. No written pupil responses were recorded as being *Beyond* the level. Furthermore, no responses were identified as being independent types of guidance/support.

7.6.3 Corrections/Mistakes/Omissions Improvement Responses

Corrections/mistakes/omissions have been identified as aspects of writing mostly focused on grammar, punctuation and/or spelling. As highlighted in Figure 17 these types of improvement responses produced the highest number of overall responses (74%) across the four categories.

Delving further into the data, Table 7.7 identifies the most frequent type of corrections/mistakes/omissions improvement responses as being directed (75%). The most common example was the pupil correcting the error/mistake/omission highlighted by the teacher e.g. dot, underline, circle, cross, word/symbol. Directed responses accounted for 75% of all corrections/mistakes/omissions undertaken by pupils; although, it is important to establish that a number of these resulted in pupils not producing a response (*None* – 21%). In some cases, pupils did not see the correction/mistake/omission or forgot that it was there. However there were occasions where pupils chose not to respond. Speculative reasons could be due to the high number of corrections/omissions feedback some pupils received. A further possibility could be down to differing teacher and pupil priorities e.g. pupils placing more emphasis on the similar level/same context improvement responses.

Table 7.7

Frequency of Corrections/Mistakes/Omissions Improvement Responses

Outcome	Directed		Scaffolded		Independent		Self-improvement	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
None	121	21	3	1	15	3	0	0
Low	39	7	4	1	10	2	19	2
Inline	274	47	3	1	26	4	69	12
Beyond	0	0	0	0	0	0	0	0
Total	434	75	10	3	51	9	88	14

In total, 47% of directed responses were at the *Inline* level due to pupils changing or adding the appropriate response correctly. In contrast, just 7% of responses were coded at the *Low* level as spellings/punctuation/grammar improvements had been made but were

either still incorrect e.g. *sudenly* hanged to *sudnly* (RSA7, Visit 2) or left incomplete.

Qualitative data shows most incorrect responses were due to the following reasons:

- pupils unable to find the correct word in the dictionary and guessing the spelling;
- pupils not using a dictionary at all and guessing the spelling incorrectly;
- pupils identifying and adding some punctuation/conjunctions but not all.

No corrections/mistakes/omissions improvement responses were coded as being *Beyond* the expected level. No pupils were seen to reason or provide rules for some spellings, practise/identify other spellings with the same letter pattern/rule or apply the spelling into another sentence within work etc (Appendix 4 further examples). This seems surprising given the national focus on Grammar, Punctuation and Spelling (GPS) due to testing and the introduction of GPS objectives (Safford, 2016).

Scaffolded corrections/mistakes/omissions were the least frequently produced type of improvement response (3%). These responses were either supported with examples e.g. written homophone spelling examples (where, wear, we're, were) and/or pupils were provided with an opportunity to speak to the teacher to discuss further. Of the 10 coded responses, 3 were recorded as *None* responses but most were *Low* or *Inline* with the expected level.

Self-improvement corrections/mistakes/omissions improvement responses were the only category where there were no *None* responses coded. It was highlighted earlier that only pupil data from the think-alouds were included due to observation difficulties; however even with this inclusion, pupils were observed to be 100% committed to making the necessary changes they had identified rather than leaving them incomplete. Most examples included pupils adding missing words to their writing for cohesion, adding missing punctuation or identifying their own spellings to correct. However the researcher is aware that only 10 pupils (from a sample of 25) were involved in the think-aloud sessions and so some self-improvement corrections/mistakes/omissions *None* responses may have occurred without the researcher being aware.

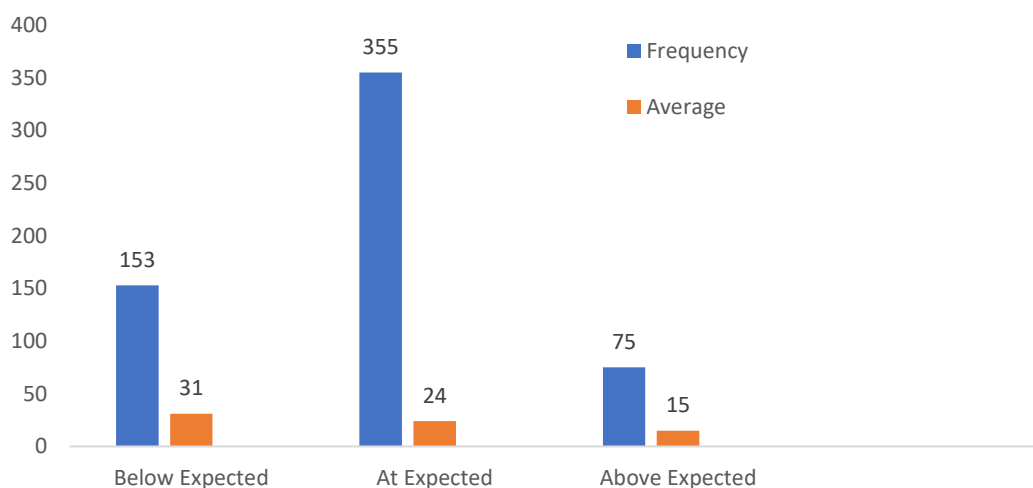
Below and **At Expected** pupils produced the most *None* directed and independent improvement responses. The think-aloud data highlights that pupils either did not acknowledge these as corrections, did not see them on the page or if they did try to correct

them were not able to find the correct spelling in the dictionary. As identified in Chapter 5, these pupils received the most Corrections and Omissions feedback which could also perhaps explain why some had been left unchanged or overlooked.

Below Expected pupils produced (on average) the most corrections/mistakes/omissions (31) responses (Figure 18) whilst **Above Expected** pupils produced the least (15). A more in-depth analysis of the data identifies that **Below Expected** pupils produced the most directed (22) corrections/mistakes/omissions with more responses *Inline* (14) and the most self-improvement and independent responses.

Figure 18

Frequency and Averages of Corrections/Mistakes/Omissions Improvement Responses for Different Pupil Groups



In contrast, **Above Expected** pupils produced the least number of directed improvement responses (8) which contributed to them producing the least number overall (15). These pupils also produced the most number of *Inline* self-improvement corrections/mistakes/omissions (4) which suggests that **Above Expected** pupils are making errors/mistakes but teacher feedback is less focused on these aspects as these pupils received the least amount of Corrections and Omissions feedback (Chapter 5). This finding correlates with other research identifying ‘lower-achieving’ pupils as receiving more surface-level feedback than ‘higher-achieving’ pupils (Clare, Valdes & Patthey-Chavez, 2000; Faigley & Witte, 1981).

7.6.4 Corrections/Mistakes/Omissions Interim Summary of Key Findings

The most frequent type of corrections/mistakes/omissions improvement responses were directed; the majority were *Inline*. However a high proportion (21%) of *None* directed responses were coded, meaning that pupils did not respond to the Corrections and/or Omissions feedback given. **Below** and **At Expected** pupils produced the most *None* responses which could be due to these pupils also receiving the most corrections and omissions feedback. Nevertheless, a number of pupils went on to identify and produce their own corrections/mistakes/omissions self-improvement responses in addition to those identified by the teacher.

Below Expected pupils produced the most directed, independent and self-improvement responses. In contrast, **Above Expected** pupils produced the least corrections/mistakes/omissions improvement responses.

7.6.5 Similar Level/Same Context Improvement Responses

Within this study, the term 'similar level/same context' refers to improvement responses which feature 'more of the same or similar' content in relation to that already noted in the writing. As established in Figure 17, 25% similar level/same context improvement responses were coded over the eight visits and was the second most frequent type of improvement response after corrections/mistakes/omissions.

The most frequent type of similar level/same context improvement responses (63%) were scaffolded (Table 7.8). Pupils were supported through examples on a checklist e.g. an example of a semi-colon being used (*It was cold outside; I wore my warmest jumper*), given orally (*Ask me first*) or written by the teacher as part of the feedback (*Develop into a sentence i.e. but I missed him taking me to the park and showing off his amazing football skills*). The majority of these responses were *Inline* accounting for 38% of all types and levels of scaffolded responses.

Table 7.8*Frequency of Similar Level/Same Context Improvement Responses*

Outcome	Directed		Scaffolded		Independent		Self-improvement	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
None	2	1	10	5	2	1	3	2
Low	21	11	36	18	0	0	0	0
Inline	20	10	75	38	9	5	14	7
Beyond	0	0	4	2	2	1	0	0
Total	43	22	125	63	13	7	17	9

It is interesting to note that 18% of scaffolded improvement responses were at the *Low* level. This seems surprising given the nature of scaffolding in supporting pupils and raises a question as to why the majority of these types of improvement responses were not at the *Inline* level. This will be considered further in the Discussion chapter (9).

Four scaffolded improvement responses (2%) were coded as being *Beyond* the expected level. In these cases, pupils produced a response that went beyond what was being asked and/or better than the original writing standard. An example included one pupil adding a modal verb example into nearly every paragraph either by adding a small section to existing writing or integrating a new sentence into the story (RSA14, Visit 4). In another example a pupil wrote a sentence (*The monster chased Mylee*) and then wrote a further sentence underneath to show how it changed with the passive verb included and where the passive verb was e.g. *Mylee got chased by the monster* (RSA9, Visit 5).

A further two independent responses (1%) were recorded as being *Beyond* the expected level. An example included one pupil writing another verse to a poem with very little input as to how to describe the main character through rhyme (RSA21, Visit 1). In another example, a pupil added speech with little guidance by creating a whole new scene using effective dialogue between two characters (RSA14, Visit 3).

No independent *None* improvement responses (0%) were recorded across any of the eight visits. In fact, across all sub-categories (Directed, Scaffolded, Independent and Self-improvement) there were far fewer similar level/same context *None* responses (9%) in contrast to the high number of *None* corrections/mistakes/omissions (25%). When analysed further, just over half of these (8/15) *None* responses were recorded because a pupil was either absent that week or did not provide a response during the designated response session. A further three *None* self-improvement responses were coded during the

think-aloud sessions as two pupils struggled to add the identified self-improvement and therefore left it:

I think I needed to put one descriptive word in this erm err ... green. I think that's it really.

(RSB4, Visit 3)

Erm ... I can't add it in there. Well, I can ... can't think of anything!

(RSA14, Visit 6)

One further pupil identified possibly adding a semi-colon or something additional from their checklist, but then did not act upon this thought during the think-aloud:

Look at my checklist and see if I could add a se/erm, I've done that so erm maybe a semi-colon or something.

(RSA12, Visit 4)

When triangulated, the data indicates that more pupils provided an improvement response within the similar level/same context category (93%) than they did for corrections/mistakes/omissions (75%). This is similarly reflected in the think-aloud chapter (6) as a higher proportion of think-aloud sessions resulted in pupils responding to the content feedback first (Content first - 22%) rather than corrections first (10%) or their own identified errors (Own errors first – 3%).

The data also confirms that within the directed sub-category, one more response was coded at the *Low* level than at the *Inline* level. This was the only sub-category where pupils produced more *Low* than *Inline* responses and was due to some pupils providing a different response to what was expected:

Teacher feedback - How do you know it's Uncle Boris?

Pupil written response - I might have to describe it.

(RSB4, Visit2)

In another example (RSB2, Visit 6) the pupil was asked to add what else was happening to make 'while' fit within the sentence. The pupil responded by crossing out while and adding the word 'and'. This resulted in the sentence still not making sense and the pupil not really addressing the feedback comment.

In some cases the response was not always correct. One pupil was asked to develop the sentence into a clue as it was too obvious; the pupil changed the original sentence (*However, it will change his life into a tragedy*) into:

However, it will change his forever. (RSB4, Visit 7)

On other occasions the response was incomplete and/or lacking in detail when requested to give 'more detail about the setting within and around the car - 360° view' such as:

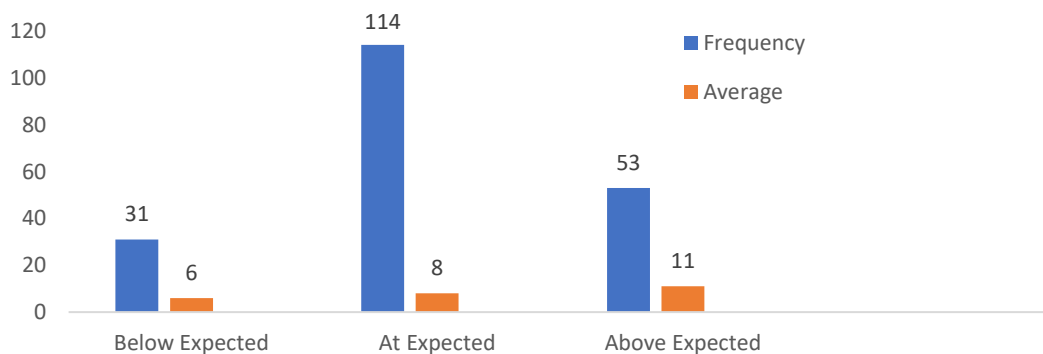
in the caravan there was a toilet at the back and a kitchen near the door. (RSB3, Visit 7)

The least frequently produced improvement responses were independent (7%) and self-improvement (9%) but the majority of these were coded as being *Inline*. No responses were coded as being at a *Low* level which highlights that pupil responses within these categories were *Inline* with the expected level more frequently than directed and scaffolded responses. This will be further discussed in chapter 9 (Discussion).

According to Figure 19, **Above Expected** pupils produced the most (on average) improvement responses and **Below Expected** the least. These findings correlate with **Above Expected** pupils receiving the most Skills teacher feedback and **Below Expected** the most Corrections and Omissions feedback.

Figure 19

Frequency and averages of similar level/same context improvement responses for different pupil groups



Above Expected ability pupils produced the most directed responses (22). However, the majority of these were at the *Low* level (13). A further 7 scaffolded responses were at a *Low* level resulting in 20/53 improvement responses (38%) coded as *Low*. **Above Expected** pupils produced the most responses but only 57% of these were at the *Inline* or *Beyond* expected level. Data highlights that pupils misinterpreted, misunderstood or only included basic information to their improvement responses thus raising a question about the level of challenge which will be further discussed in the perceptions section (7.7).

The majority of **At Expected** scaffolded (85) responses were at the *Inline* level (49). **At Expected** pupils produced higher levels of *Inline* and *Beyond* the level responses (64%) than the **Above Expected** group (57%). **Below Expected** pupils produced the least number of similar level/same context responses overall (7). One reason for this might be due to **Below Expected** pupils having the most Corrections and Omissions feedback to respond to as noted in Section 7.4.

7.6.6 Similar Level/Same Context Interim Summary of Key Findings

In total, 25% of all coded improvement responses were within the similar level/same context category. The most frequent type of response was scaffolded which was produced most frequently by **At Expected** pupils. Most responses were at the *Inline* level but a further four *Beyond* the expected level responses were also coded.

Independent and self-improvement responses were least frequently produced by all pupils. However, where they were coded, the majority of these improvement responses were at the *Inline* level. **Above Expected** pupils produced (on average) the most directed and independent improvement responses whilst **Below Expected** pupils produced the least.

Across all the categories (Directed, Scaffolded, Independent and Self-improvement), there were fewer similar level/same context *None* responses (9%) in contrast to the high number of *None* responses coded within corrections/mistakes/omissions (25%). In total, only six *Beyond* the level responses were coded (Scaffolded and Independent); five were produced by **At Expected** pupils and one from an **Above Expected** pupil.

The majority of directed responses were produced by **Above Expected** pupils (22). However, a high proportion of these were at the *Low* level in comparison to the *Inline* level. Across all categories, only 57% of **Above Expected** pupil improvement responses were *Inline* or *Beyond* the level expected which is in contrast to 64% of **At Expected** responses and 68% of **Below Expected** pupils. This raises a question as to why **Above Expected** pupils produced improvement responses at the lower level than any other group. Speculative reasons include pupils misunderstanding/misinterpreting what they had to do, using the least skills/strategies (Chapter 6) and completing the responses in the quickest times. These will be further considered in section 7.7 (Pupil perceptions).

7.7 Pupil Perceptions

Ten pupils were regularly asked the following questions about their perceptions of the feedback and improvement response:

1. Do you think the feedback and the response challenge(s) that you've been given are going to be challenging for you to do?
2. Did you find that the response challenge was as challenging/not as challenging as you thought it was going to be?

Each of these will be explored in turn with examples to understand the reasons and thoughts behind pupils' answers and explanations.

7.8 Perceived Level of Challenge Pre and Post-completion of Improvement Responses

The first perception question focused on the level of challenge both pre and post-improvement response completion. In total, on 35 occasions pupils (Table 7.9) felt that the improvement responses were going to be challenging before undertaking them. However on completion of these responses this reduced to 29. Therefore, more pupils felt the level of challenge was lower than they had initially perceived on completion of the improvement responses.

Table 7.9

Pupil Perceptions on the Response Level of Challenge Pre and Post-completion Think-aloud Sessions

	Challenge Before		Challenge After	
	Yes	No	Yes	No
	Frequency	Frequency	Frequency	Frequency
Total	35	33	29	39

Comments explaining the reasons that pupils found the improvement responses to be less challenging included pupils finding it easier to locate where to write the response:

It was easier for me to find it and I'd just remembered that he wears a lot of, he wears the long t-shirt thing. (RSA11, Visit 5)

Some pupils perceived the actual task to be less difficult than they initially thought:

I thought the second part was gonna be hard to separate it, but it wasn't. It was actually quite easy ... because I realised there was an and erm connecting it to the second sentence. And only I needed to do was get rid of the and, and put in a part that would fit with the second/with the second sentence and just move the part that was connected onto it below the erm break the sentence into like two parts.

(RSB1, Visit 5)

There were other examples of pupils using the checklist/external resources to help them understand what was being asked:

To be honest, I can't/after I found out what clauses meant, I realised that it was easier than I thought it would be. (RSA11, Visit 4)

One pupil identified that the perception of the amount of improvements/changes required contributed to them changing their expectations:

Well, it was a lot easier than I actually thought because there wasn't that much that was wrong. It was just like/like three of them or four rather than like five or six. (RSB4, Visit 4)

When considering the perceptions across different pupil groups, similar numbers of **Below** and **Above Expected** pupils felt that the improvement response work was going to be challenging pre-completion (Table 7.10). On only 6 occasions did **At Expected** pupils felt that the improvement response work was going to be challenging pre-completion, but this increased to 13 post-completion.

Table 7.10

Pupil Perceptions Level of Challenge Different Pupil Groups

Ability Group	Challenge Before		Challenge After	
	Yes	No	Yes	No
Below Expected	15	6	10	11
At Expected	6	14	13	7
Above Expected	14	13	6	21
Total	35	33	29	39

Some explanations for this increase included the responses being more difficult to locate where to write:

It was a little bit more challenging ... because it was a bit hard to find a place where to put it. (RSA3, Visit 6)

Other examples included it taking longer than expected as they had to consider what and how to make the changes:

Err maybe a bit challenging because it took quite a while and I had to uhhh think like what/how to change it. (RSB2, Visit 5)

One pupil identified that trying to make the improvements fit was challenging:

It was/it got more harder when thinking about that word because I knew that 'the more, the more' would fit but I didn't know what sentence/like what I should do in between 'the more, the more' and after. (RSA14, Visit 2)

In contrast, **Above Expected** pupils felt the improvement responses across the visits were less challenging post-completion. Even when considering the pupil averages **Above**

Expected pupils most frequently perceived the improvement responses to be least challenging. Pupils identified a range of reasons for the change in their perception including not having to add as much or change as much as they thought:

Because I thought that I would have to make a whole new sentence and like get rid of all this. But all I had to do was write/write something else like instead of this. Just write another sentence and add it in. (RSA21, Visit 3)

Others identified they had an idea of what to write or where to write the response:

... because it was easy to skim and scan through. And I could easily find where to put my sentence/where I could put it in. And because I already had the idea, I thought if I just skim and scan through, if I couldn't find anything else there then I know where I'm going. (RSA11, Visit 7)

One pupil recognised they knew the mistake they had made and what they had to do for the improvement response:

Because I knew how to spell obviously so that was one spelling already done. Err ... erm add/adding extra detail for the reader erm all I had to do was just know I had/what I was writing about. So, I knew what to do. (RSB4, Visit 4)

This raises an interesting question as to why **Above Expected** pupils produced more *Low* responses when they perceived the improvement responses to be the least challenging post-completion; this will be considered further in the Discussion chapter (9).

Below Expected pupils perceived the improvement responses to be most challenging pre-completion but this did reduce post-completion. Qualitative data implies that the scaffolded improvement responses (second most frequent) and the most frequent use of skills/strategies (Chapter 6) supported pupils in reducing the perceived level of challenge post-completion. However this will be further explored and discussed in Chapter 9 (Discussion).

7.9 Pupil Perceptions Summary of Key Findings

This chapter set out to begin to consider part of the following research question:

Q4.1 What are pupil perceptions of the work produced in response to the written teacher feedback?

In summary, a small majority of pupils perceived the improvement response work to be more challenging pre-completion, but this reduced post-completion. Reasons for this reduction included pupils locating the place to include the improvement response easier, using resources to help them e.g. checklist, dictionary, and/or finding it easier than they thought once they started.

On only 6 occasions, **At Expected** pupils felt the written response was going to be challenging pre-completion but this increased post-completion. Some pupils expressed that it was harder to find where to include the response, it took longer than they expected, or they found it more difficult to think of what to write. This could account for these pupils taking the longest time during the think-aloud sessions and deploying the second most frequent number of skills/strategies.

In contrast, on 14 occasions **Above Expected** pupils felt the response work was going to be challenging pre-completion, but this figure decreased to post-completion. **Below Expected pupils** also found the perceived challenge to be greater pre rather than post-completion. Reasons such as increased skill/strategy use and scaffolded improvement responses for **Below Expected** pupils may have contributed to this decrease. In contrast, **Above Expected** pupils used the least number of skills/strategies, finished their responses in the quickest times and received the least frequent number of scaffolded improvement responses. However they also recorded more *Low* level improvement responses than any other groups. These findings will be further explored and discussed in Chapter 9 (Discussion).

7.10 Main Summary

This chapter set out to answer the following research questions:

Q3.1. What types of written responses do pupils produce during designated response sessions?

Q3.2 How do these written responses relate to the written feedback given by the teacher?

In summary, pupils produced a range of different improvement responses across three of the four categories (Presentation, Corrections/mistakes/omissions and Similar level/same context). The most frequent type of improvement responses were corrections/mistakes/omissions; similar level/same context responses were the second most frequent. In contrast, no deeper level/different context improvement responses were coded across any of the visits.

The most frequent type of corrections/mistakes/omissions improvement responses were directed; the most common example was for pupils to correct a mistake/error highlighted by the teacher *e.g. dot, underline, circle, cross, word/symbol to identify the change needed*. In contrast, the most frequent type of similar level/same context response was scaffolded as pupils often used checklist examples and models to guide/support them. Therefore the data highlights that teachers provided different types of guidance/support depending upon the focus of the improvement response.

The majority of improvement responses (63%) were at the *Inline* level. A high proportion of these (78%) were corrections/mistakes/omissions of which 47% were directed *Inline* responses. This finding correlates with Corrections and Omissions depth category 1 feedback being given to pupils. On 35 occasions pupils perceived the level of improvement response challenge to be high pre-completion but this dropped to 29 post-completion. This finding suggests that some pupils are being challenged some of the time, but a large proportion are not finding the improvement responses to be challenging pre or post-completion.

Most similar level/same context responses were scaffolded which correlates with the Skills depth category 2 teacher feedback pupils received. Most improvement responses were at the *Inline* level. However only 6 *Beyond* the expected level were coded indicating that not all pupils are challenging themselves/being challenged or that teacher/pupil expectations could be higher. This also correlates to no deeper level /different improvement responses being coded.

Above Expected pupils produced the most directed similar level/same context improvement responses at the *Low* rather than *Inline* level. Qualitative data highlights that most *Low* improvement responses were as a result of misunderstanding or misinterpreting

the teacher feedback. This could be due to pupils rushing as they produced their improvement responses in the quickest times and used the least number of skills/strategies. The type of feedback could have also hindered these pupils as directed feedback could have been too narrow and prescriptive providing lower levels of challenge. In contrast, when these pupils received independent feedback no *Low* improvement responses were recorded; these findings will be discussed further in Chapter 9 (Discussion).

A high proportion of corrections/mistakes/omissions *None* responses (25%) were coded. Qualitative data from the think-alouds indicates that most pupils either did not see these or chose to respond to the content or improvement response first and did not return to the corrections. This suggests different pupil and teacher priorities which is further exemplified by the fact that there were fewer *None* similar level/same context improvement responses. However there were examples of pupils choosing not to respond to all the corrections and omissions feedback particularly **Below** and **At Expected** pupils. One speculative reason could be due to the high numbers of corrections and task feedback these pupils received.

Finally, different pupil groups produced different types of responses more frequently than others. **Below Expected** pupils produced, on average, the most corrections/mistakes/omissions responses (Table 7.11). This correlates with these pupils receiving the most Corrections feedback and thus their focus on surface-level aspects of writing (Clare, Valdes & Patthey-Chavez, 2000; Faigley & Witte, 1981). This is further consolidated by the fact that **Below Expected** pupils also produced more self-improvement corrections/mistakes/omissions.

Table 7.11

Summary of Improvement Response Averages Across the Three Categories

Pupil Group	Presentation	Corrections/mistakes/omissions	Similar Level/Same Context	Overall average
Below	H	H	L	H
At	M	M	M	M
Above	L	L	H	L

Key: **H – Highest** M - Middle **L – Lowest** N – None

In contrast, **Above Expected** pupils produced the least number of presentation and corrections/mistakes/omissions improvement responses but the most similar level/same context responses; thus suggesting their focus was on the content and structure of their writing.

The following chapter (8) will answer research questions 4.1 and 4.2 by exploring further pupils' perceptions as well as considering teacher perceptions of the improvement responses.

Chapter 8 Pupil and Teacher Perceptions Analysis

8.1 Introduction

This chapter presents the findings to address the following research questions:

Q4.1 What are pupil perceptions of the work produced in response to the written teacher feedback?

Q4.2 What are teacher perceptions of the work produced by pupils in response to the written teacher feedback?

The chapter will consider the most frequent perceptions expressed by participants and provide examples to explain the reasoning for their responses as part of the first question (Q4.1). Semi-structured interviews were used for all participants, but these were undertaken with different sample groups as outlined in Table 8.1.

Table 8.1

Different Sample Groups

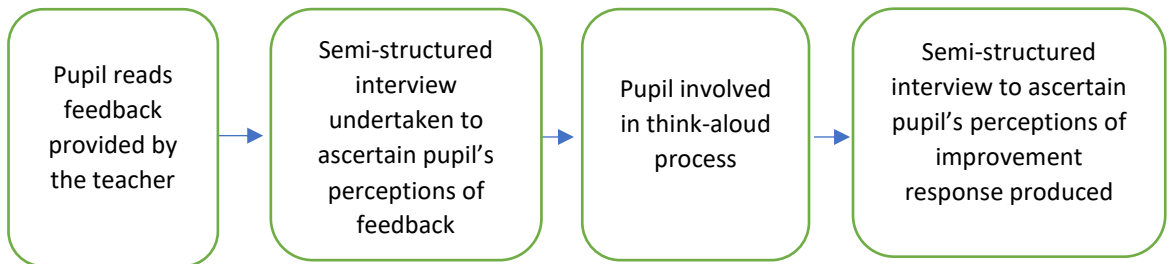
Variable	Pupil Sample 1 (think-aloud pupils)	Pupil Sample 2 (other pupils)	All Teachers (3)
Size of Sample	10	15	3
Total no. of semi-structured interviews	68	6	9

8.2 Overview of Semi-structured Interview Processes for Pupils

All pupils involved in the think-aloud process (pupil sample 1) were involved in a semi-structured interview both pre and post- think-aloud sessions from Visits 2-8. As the researcher was present for the whole think-aloud, some questions could be tailored to probe pupils' responses and thoughts as part of that process whilst other questions remained the same across all the visits (Appendix 6b). The cycle and process of each semi-structured interview can be observed in Figure 20.

Figure 20

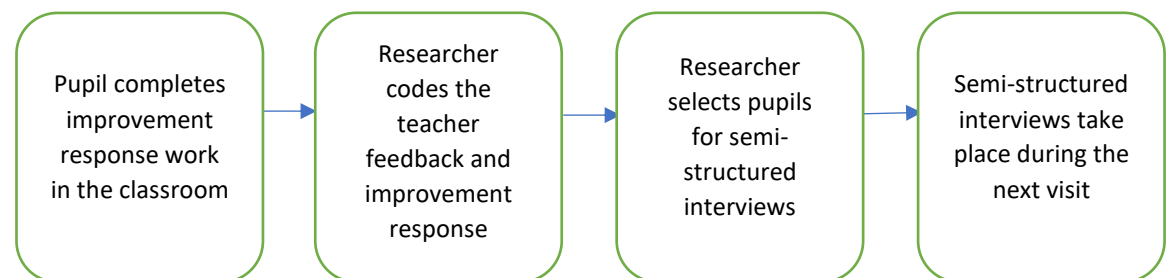
Process of Semi-structured Interviews Think-aloud Sample (10 Pupils)



Pupil sample 2 consisted of 15 other pupils whose pupil improvement responses were coded on a fortnightly basis. Due to time constraints and timetabling issues only 6 of the possible 15 pupils (40%) were involved in semi-structured interviews (Visits 3-8). The cycle of when these took place differed to pupil sample 1 as these were undertaken post-improvement response as part of the next visit; this enabled the researcher to analyse and code the responses to decide which pupils to select and to also design tailored questions (Figure 21).

Figure 21

Process of Semi-structured Interviews Other Pupil Sample (6 Pupils)



In total, 74 semi-structured interviews were undertaken and transcribed. Pupils of different pupil groups (Table 8.2) were questioned to ascertain their thoughts; this was particularly important given the frequencies of different feedback types and improvement responses for **Below**, **At** and **Above Expected** pupils as highlighted in previous chapters.

Table 8.2*Different Pupil Groups Involved in Semi-structured Interviews*

Sample	Below Expected	At Expected	Above Expected
Think-aloud pupils	3	3	4
Other pupils	0	5	1
Total	3/5	8/15	5/5

More **At Expected** pupils were involved in the semi-structured interviews due to a higher proportion of pupils within this group. However these pupils only accounted for just over half of the total sample in comparison to all **Above Expected** and just over half of **Below Expected** pupils. As the majority of pupil perceptions gathered were from think-aloud pupils, the main analysis will be developed around these findings. However other pupil perceptions will also be considered to either support or contradict these findings.

8.3 Overview of Semi-structured Interview Processes for Teachers

The second question being considered within this chapter is:

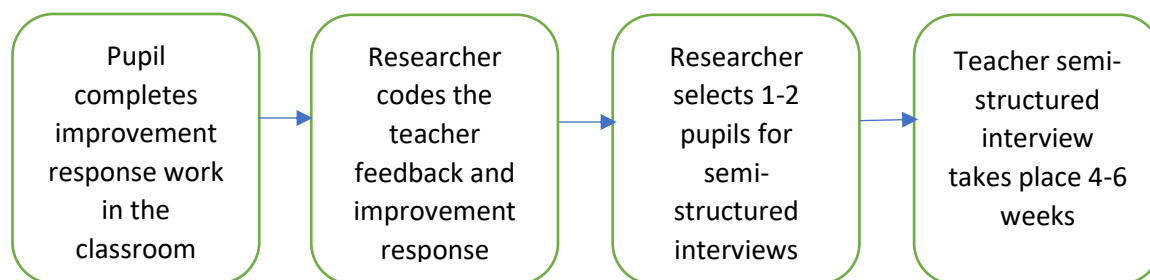
4.2 What are teacher perceptions of the work produced in response to the written teacher feedback?

All three teachers undertook three semi-structured interviews as part of the study (beginning, middle and final visit) which equated to nine in total. The first interview explored teachers' general thoughts and perceptions about feedback and improvement responses (Appendix 8a). The remaining two semi-structured interviews considered their perceptions and expectations of specific improvement responses collated for individually selected pupils (Appendix 8c). In total each teacher was asked about the improvement responses for at least four pupils.

Each teacher was questioned retrospectively as this meant the researcher could code the feedback and pupil improvement responses. It also enabled the researcher to question individual pupils about their thoughts and perceptions prior to interviewing the teacher (Figure 22).

Figure 22

Process of Semi-structured Interviews Teachers



The next section (8.4) considers pupil perceptions by firstly introducing the questions they were asked followed by a detailed analysis of the data. Quotes have been included to add further context and understandings; these are quoted as verbatim so as not to distort the intended meaning.

8.4 Pupil Perceptions

8.4.1 Overview of Pupil Perception Questions

This section focuses on pupil improvement response perceptions and expectations. More specifically, it seeks to understand pupil thoughts in regard to the following questions:

- i. Are the green/purple pen improvement responses that you've just written now, are they better than you thought you would write, what you expected you would write or not as good as you thought you would write?*
- ii. Do you think the green/purple pen improvement responses that you've just written will be what your teacher expected you to write, better than they expected you would write or not as good as they expected you to write?*
- iii. What do you think about the improvements and the response challenge work that you've just written?*
- iv. If you were asked to respond to the response challenge and make the improvements again, is there anything you would do differently?*

The researcher initially started to use the words improvement response and response challenge as part of the semi-structured interview as pupils were familiar with these terms. However on occasions this created some ambiguity in the responses which required the researcher to re-question pupils. Consequently, the researcher decided to change the

wording to green or purple pen as pupils generally referred to these terms in their answers to ensure consistency and clarity in pupils' thoughts.

The next section (8.4.2) will present the analysis and findings for the first sub-question (i).

8.4.2 Pupil Perceptions of Improvement Response

Pupils were asked the following question:

- i. *Are the green/purple pen improvement responses that you've just written now, are they better than you thought you would write, what you expected you would write or not as good as you thought you would write?*

The majority of pupils felt the improvement response was what they had expected to write (Table 8.3).

Table 8.3

Pupil Perceptions of Improvement Response Expected Outcomes

Outcome	Frequency
Not as good outcome	2
Expected outcome	62
Better than Expected outcome	9

Only two pupils thought it was not as good as they had expected. One pupil explained that:

err just normally I understand what everything means (RSB2, Visit 6)

The second pupil identified that they did not really know why it was not as good as they expected:

Like it's probably not as good as I was actually going to expect because I had to go with err not really as good (RSA1, Visit 4)

In contrast, 9 pupils felt that their improvement response was *Better* than they had expected. Of these 9 pupils, 6 were from the think-aloud sample and 3 from the other pupil

sample. Further analysis of these responses (pupil sample 2) highlighted a perceived increase in writing length being one reason:

... it really made my writing a bit more longer. And a longer book is always more educational for the reader (RSA18, Visit 7)

Another pupil explained how they had been challenged so they had tried their hardest to include extra to their original work:

I think they're better because like you've been challenged to do it, so you've got to try your hardest at it. ... you've got to do it because you haven't incorporated it in your actual work. So, like ... it's a challenge for you to do a bit extra (RSA10, Visit 8)

In contrast, perceptions of the 6 think-aloud sample responses highlighted a range of different reasons including the improvement response making more of an impact than they had expected:

... erm better because I thought that I wouldn't/it would/it wouldn't make a change to the story, but it did (RSA14, Visit 2)

Another pupil identified they had produced a better response than normal:

Because I don't really change the word, I just cross it out and then doing something else with it but now I understand how to do it now. So, it's better, I done better than I'd normally do in a lesson (RSB2, Visit 2)

Another pupil tried a different approach to their response:

Erm because I added a bit in. I've never done that before (RSA3, Visit 4)

When this pupil was questioned further about why they had decided to use this approach they weren't too sure but thought *it just added more drama*.

Finally, another pupil recognised that they had contributed to the response more than they had anticipated:

Better because I thought all/all I'd do was just change a couple of words and maybe ma/make a word better. But I actually like got rid of a sentence that was bad and added in a new one that I thinks pretty good (RSB1, Visit 8)

It would appear that the perceptions of the think-aloud pupils indicated a greater depth of understanding in how they developed their writing to produce a *Better* outcome in contrast to the other pupils (sample 2). These pupils tended to cite the amount, adding a bit extra or forgetting to add something to their original work as being reasons rather than focusing on the quality of the response.

Further analysis of different pupil groups highlights that the majority of the 9 *Better* outcomes (*Better outcome*) were by **At Expected** pupils. In contrast, only 1 **Above** and 2 **Below Expected** pupils felt their response was *Better* than they had expected.

Triangulating the perceptions of the 6 think-aloud pupils with the perceived level of challenge data (pre and post- completion), only 1 pupil thought the improvement response was going to be challenging pre-completion. However this increased to 3 pupils stating the response to be more challenging post-completion which supports the pupils' quotes about increased effort being required and responding in different ways.

For the other pupil sample it was not possible to ask their perceptions pre-completion due to the semi-structured interview taking place after the feedback and improvement response had been coded. However it was possible to ascertain the pupils' level of challenge post-completion; 2 pupils perceived the improvement response to have been challenging with just 1 pupil recognising it as easy.

Triangulating these 9 *Better* outcome perceptions with the level of the improvement response (*Low, Inline, Beyond*) confirms that the improvement responses were all at the *Inline* level. Therefore, even though each pupil perceived their improvement response to be *Better* than they expected the actual outcome was only coded as *Inline*. The 6 pupils who did achieve *Beyond* the expected level (similar level/same context) perceived their

responses to be only *Expected*. Therefore this highlights differences in pupil perceptions and the actual improvement response outcomes achieved; some pupils overestimated their improvement responses whilst others underestimated them. It identifies that pupil perceptions are not accurately aligned with the actual improvement response outcome at *Beyond* the expected level.

When considering pupil perceptions at the *Expected* outcome, most **Below** (18), **At** (17) and **Above Expected** pupils (17) perceived their improvement responses to be what they expected. These perceptions support the improvement response levels coded by the researcher as the majority of their improvements were coded as being *Inline* e.g. corrections/mistakes/omissions and similar level/same context. Therefore pupils are able to more accurately perceive and judge their improvement responses at the *Inline* level.

These preliminary findings signify a lack of clarity at the *Beyond* the expected level. Pupils appear to have a better understanding of the *Inline* outcome (the expected standard). However when considering *Beyond* responses, comments exemplified pupils perceiving extra writing and the level of challenge making the difference which is in contrast to others identifying a new approach or adding more drama to the writing. It is clear that pupils are less certain as to what the standard is (Sadler, 1989) at the higher level. These higher expectations need to be shared by teachers not only through their feedback comments, but also by establishing the 'standard' as part of the designated response session and improvement response expectations. Pupils need to be challenging themselves and pushing their responses towards *Beyond* the expected level alongside teachers and pupils considering opportunities for responses to be within the deeper level category. These will be further discussed in chapter 9 (Discussion) and 10 (Conclusion).

8.4.3 Interim Summary of Key Findings - Pupil Perceptions of Improvement Response (i)

The majority of pupils perceived the improvement response outcomes to be what they expected to produce. Only 2 pupils (1 **Below** and 1 **At Expected**) thought it was lower whilst 9 pupils felt the response outcome was *Better* than they had expected. **At Expected** pupils were most likely to perceive their improvement responses to be *Better* but when these were triangulated with the similar level/same improvement response outcomes, no responses were coded as being *Beyond* instead they were all *Inline*. Only 1 **Above Expected** pupil thought their response work was *Better* than they had expected.

This study highlights the need for the standard (Sadler, 1989) to be shared in terms of the designated response session and improvement response expectations to provide and promote challenge. The data suggests that reservations need to be made when considering research focusing purely on pupil feedback perceptions due to inaccurate perceptions. This study highlights the importance of triangulating the perceptions to gather a more accurate and conclusive picture.

8.4.4 Pupil Perceptions of Teacher Expectations of Response Outcome

Pupils were questioned about what their teacher would think about the improvement response outcome they had produced:

ii. Do you think the green/purple pen improvement responses that you've just written will be what your teacher expected you to write, better than they expected you would write or not as good as they expected you to write?

Analysis of the data (Table 8.4) highlights that the majority of pupils felt their teacher would expect the response they had written. Interestingly this was higher than their own expectations (62) and signals pupils' perceptions of their teachers' expectations being lower than their own.

Table 8.4

Pupil Perceptions of Teacher Expectations of Improvement Response

Outcome	Frequency
Not as Good as Expected Outcome	1
Expected Outcome	67
Better than Expected Outcome	5
Don't Know	1

General reasons given by pupils as to why their teacher would expect this response outcome included:

- Response length - just adding a section to the writing rather than including a new sentence/section;
- Usual type/level of response from the pupil – how the pupil would usually write or the standard they would normally write at;
- Used similar examples before in their writing;

- Given an improvement response the teacher has asked for;
- Finished everything that was asked of them;
- Teacher knows the standard of writing – *response between not as good and better* (RSA12 – Visit 3);
- Produced a correct response and worked hard.

One pupil identified that the teacher would have thought their response was:

... just like me really ... because I don't really, I don't always want to push myself. I'm just staying where I'm comfortable (RSA20, Visit 3)

Only one pupil thought their teacher would think that their improvement response was *Not as Good* as they would expect. This was from a **Below Expected** pupil who identified that they struggled to think of anything else to write:

Err could've used a better sentence but that's the one I could think of (RSA1, Visit 3)

Five pupils thought their teacher would think the improvement response outcome was *Better* than they had expected. This is in contrast to the earlier 9 pupils who perceived their improvement response to be *Better* than they expected in section 8.4.2. Triangulating the data further highlights that only 2 of these pupils perceived their teacher as believing it to be better in comparison to their own expected perception. In contrast the remaining 3 pupils perceived their teacher would consider it to be better even though they thought it was only expected; thus highlighting pupils' perceptions of teacher expectations being lower than their own.

Reasons for pupils believing their teacher would perceive their improvement response as being *Better* included one pupil explaining it was because they had completed everything, exerted more effort and added something extra to the response:

... I think it's better than xxx expected because I've done/I've corrected all my spellings and used a dictionary. I've used the hyphenated word like xxx said and I've also pushed myself to add a moda/a modal verb (RSA3, Visit 2)

Another pupil thought the teacher would be impressed with the amount of improvements that they had made:

... normally I like/I only change a couple of words and like make a couple of words better. But I crossed out the bit that was rubbish and then added in a bit that was ... quite a bit better (RSB1, Visit 8)

Two pupils felt their teacher would be shocked or surprised with their response:

I think xxx be a bit shocked cos she'd probably think I'd put someut that isn't actually extra information. Erm it'll/xxx probably think I'd just put something stupid in ... because I get a bit, when I don't really have loads of ideas, I usually just think there's something that I could add in and write it. And sometimes it's not the right thing that xxx asked for (RSA12, Visit 6)

I think xxx be surprised because I've also done speech. Like I don't always do speech in my writing because I sometimes forget ... I've done speech and erm I've also done it about the story which xxx/I think didn't/xxx didn't mind if I did or not (RSA9, Visit 7)

Further analysis of these 5 pupils highlights that more **Below Expected** pupils (3) expected their teacher to think the improvement response to be *Better* than they expected. However when this data was triangulated with pupil similar level/same context outcome responses (e.g. *None, Low, Inline, Beyond*), none of the perceived responses were coded as being *Beyond* the expected level. Therefore pupil perceptions differed to the actual response outcome level.

It could be that pupils perceived the amount of improvements made (RSB1, Visit 8) and the extra information included (RSA12, Visit 6) as being the crucial elements making it *Better* rather than the actual outcome of the improvement response. This indicates the surface-level focus on quantity rather than quality which is in line with Corrections and Task (Chapter 5) feedback for **Below Expected** pupils.

The 6 pupils whose similar level/same context improvement responses were coded as being *Beyond* the expected level all believed their teacher would expect this response from

them rather than it being *Better* than expected. As established in Section 8.4.2 this indicates the differences in pupil perceptions of both themselves and their teachers.

8.4.5 Interim Summary of Key Findings - Pupil Perceptions of Teacher Expectations of Response Outcome (ii)

The majority of pupils felt their teacher would consider their improvement response to be what they had expected, although this was higher than pupils' own expectation perceptions. One **Below Expected** pupil perceived their teacher as believing their response was *Not as Good* as they would expect whilst 3 **Below Expected** pupils thought their teacher would think their responses were *Better* than they expected, yet no improvement responses coded for these pupils were *Beyond* the expected level.

Below Expected pupils believed they were producing *Better* improvement responses than the outcomes indicate (*Inline*). Reasons for this discrepancy could be due to the focus of teacher feedback on surface-level aspects of writing communicating lower expectations and different foci for these pupils (Chapter 5). It raises the question as to whether this is hindering progress as the standard (surface-level aspects) for these pupils differs to other pupils; this finding is in line with previous research findings (Clare, Valdes & Patthey-Chavez, 2000; Faigley & Witte, 1981). These pupils believe they are exceeding expectations, but in reality the improvement response outcomes are generally only *Inline* with the expected standard.

8.4.6 Pupil Perceived Outcomes of Written Improvement Responses

The following question provided an open context to ascertain pupils' thoughts about their improvement response:

iii. What do you think about the improvements and the response challenge work that you've just written?

Table 8.5 shows that the majority of comments made by pupils were positive. Pupils indicated an improvement of some description, a positive emotion (themselves/teacher) or a motivational outcome e.g. everything had been completed as asked or pupils had put in a large amount of effort.

Table 8.5

Pupil Perceptions About the Improvement Response

Perception	Frequency
Positive	77
Negative	2
Unsure	1
Total	80

Conversely, very few negative comments were made by pupils; only 2 were highlighted in total. In one example the pupil felt the improvement response could have been more challenging or something else could have been added to it:

I think they were okay but ... erm I think they could've been a bit more challenging or maybe add something else to them as well (RSA12, Visit 4)

The other pupil recognised that their improvement response was not as good as they expected because:

Spellings not as good as I expected because with is/is a word I kinda get mixed up with – with the h and without the h (RSA1, Visit 2)

The pupil also went on to suggest that other spellings they had been given were 'a silly mistake'. These comments indicate they were focusing on the original writing rather than the improvement response they had just written.

Only one pupil was unsure as to how they felt about the improvement response they had just written as:

I think they're hopefully gonna erm going to erm let my/well ... well, I don't actually know to be honest. I'm not entirely sure. (RSA11, Visit 8)

Further analysis of the positive perceptions (Table 8.6) enabled the researcher to identify four categories in which to situate each comment:

1. Feelings

2. Improvement Outcomes
3. Emotion
4. External Expectation

Table 8.6

Overview of Categories and Descriptions for Positive Reasons

Category	Description	Frequency
1. Feelings	Pupil Happy/Pleased/Good Written Response	22
	Generally Okay/Alright	2
2. Improved Outcomes	Writing Makes Sense	9
	Better/Improved Writing	19
	More Detail Added	4
	Feed Response Forward Future Writing	1
3. Motivation	Helpful/Helped work	3
	Amount of Effort	3
	Teacher Reaction Expected	4
4. External Expectation	Completed Everything/Did What Asked To Do	10
Total		77

Looking at each category, the most frequent perception was *Improved Outcomes*. Pupils felt that their improvement response had made their writing ‘better’ or improved the writing in some way. Some pupils gave an explanation as to how they felt this had been achieved:

I think erm that it’s improved my writing because erm now I’ve shortened the sentences down, people who will read it will be able to like pause at all the commas and full stops. And erm the simile, that’s quite good to improve this sentence here so it just sounds a bit boring
(RSB3, Visit 4)

Other pupils commented on making the writing more engaging:

I think the story’s gonna be better if you read it – it might make it where you want to read on more
(RSA14, Visit 2)

Others felt adding specific features improved the writing:

I think it makes better because it's like, instead of just writing like a normal sentence, you've made it better by adding a passive verb (RSA21, Visit 4)

Some pupils when questioned further about how the features improved their writing struggled to articulate their thoughts:

It's better with the modal verbs in because it says like more instead of just a sentence about it/its make two sentences or a longer sentence ... like a bigger section about the snake and the like boy (RSA14, Visit 4)

Pupils in some cases identified the inclusion of specific grammatical features as being important in improving the writing rather than focusing on their effective use:

I think it makes it better. Because it's like, instead of just writing like a normal sentence, you've made it better by adding a passive verb (RSA21, Visit 4)

I think it makes the/my writing better cos I've added more like features in it (RSA21, Visit 2)

Research by Hardman and Bell (2019) identified a similar issue “where the focus on features rather than deeper meaning sometimes led children to superficial self-evaluation” (p. 45). Whilst this aspect of the research specifically refers to pupils’ peer and self-feedback comments, the authors highlighted that “a feature-focused approach potentially assigns intrinsic value to the mere use of the linguistic features, regardless of impact on the reader, which could lead to children losing sight of the purpose of their writing” (p. 46). This supports some of the comments made by pupils within this study as they placed the value on the inclusion of the improvement response feature rather than its effectiveness and purpose within the writing.

Only one pupil when questioned further about their perceived ‘good’ improvement suggested that actually what they had written did not make a difference to the writing:

I think it's not really improved but I did a bit more on to it ... It hasn't necessarily improved it because it didn't really need that piece of information (RSA18, Visit 7)

This was the only example of a pupil questioning what they had written and why they had been asked to write this. This critical stance considering the effectiveness of the feedback rather than automatically accepting it identifies the early stages of “proactive recipience” (Winstone et al., 2017; p. 17). The pupil’s comments are not a direct criticism of the teacher but instead highlight their role in critically thinking whether that particular improvement response was what the writing and they as a learner required. This criticality needs to be fostered and nurtured to not only develop learner autonomy (Hargreaves, 2014) but also to promote the feedback/improvement response partnership between the pupil and teacher.

8.4.7 Interim Summary of Key Findings - Pupil Perceived Outcomes of Written Improvement Response (iii)

The majority of pupil comments were positive as they identified the response either made an improvement to their writing, they felt a positive emotion about what they had written or they perceived their teacher as having a positive response to it. They were also positive about the motivational outcome as they felt everything had been completed as requested or they had put a certain level of effort into their response.

Very few negative comments were given, although after further probing from the researcher a couple of pupils were found to be speaking about their original writing being not as good as they expected rather than their actual improvement response.

The majority of positive comments were due to pupils perceiving an improved outcome particularly due to the writing making sense or making their writing better or improved. However they often struggled to identify in what ways it made the writing better other than through the inclusion or addition of a specific grammatical aspect (Hardman & Bell, 2019).

8.4.8 Pupil Perceptions About Any Differences

This final section on pupil perceptions considers the following question:

iv. If you were asked to respond to the response challenge and make the improvements again, is there anything you would do differently?

Just over half of pupils confirmed that they would not do anything differently if they were asked to produce their improvement responses again (Table 8.7).

Table 8.7

Pupil Perceptions Responding Differently

Perception	Frequency
Yes	24
No	41
Unsure	4
No Response	5
Total	74

Pupils stated a number of reasons for not changing the response they had written including:

- That is how they would usually respond;
- The response covered everything that had been asked for;
- Could not identify anything to do differently;
- Have not been told to do anything else.

In contrast, on only 24 occasions pupils felt they would do something differently if they were asked to do it again. Reasons provided by pupils included:

- Using different vocabulary/language within the sentence/paragraph written;
- Writing the sentence in full rather than adding it to what had already been written with an asterisk;
- Indicating where the response challenge fits within the writing;
- Checking work;
- Use of external resources e.g. dictionary/thesaurus;
- Include more than one example of the response challenge within the work;
- Spend a bit more time on the improvement response;
- Not including specific features such as speech;
- Include a bit more;
- Add more description;
- Put the response challenge in a different place.

A small minority of pupils were unsure as to whether they would do anything differently. One pupil stated that:

I could make improvements ... but it would take more like thinking and it would be harder and it would be a challenge. But I would because I want to make it challenging

(RSA14, Visit 2)

Another pupil thought they:

might add a preposition if I feel like it, but may/I maybe wouldn't

(RSA3, Visit 8)

Delving further into the data, **Below** (16) and **Above Expected** (18) pupils were most likely not to make any changes to their responses. In contrast, **At Expected** pupils (7) were most likely to make changes if they could which correlates with these pupils using the most Evaluating skills/strategies (Chapter 6).

Triangulating this data with the average pupil improvement response outcomes (Chapter 7), **Below Expected** pupils had the highest *Inline* average across corrections/mistakes/omissions and similar level/same context responses (24) whilst **Above Expected** pupils had the lowest *Inline* outcomes (19) and used the least Evaluating skills/strategies (Chapter 6). This raises the question as to why these pupils felt they would not and in fact did not really make any changes when their improvement responses were not always correct or *Inline* with the expected level.

Above Expected pupils had the highest perceived *Expected* outcome but only one response was perceived as being *Better* than expected. This raises a few questions as to whether these high perceptions meant that pupils had no reason to believe they needed to change their improvement response. Why were these pupils satisfied with the improvement response being at the expected level rather than aiming for *Better*? These pupils received the most Motivational teacher feedback (Chapter 5), used the least skills/strategies, completed their improvement responses in the quickest times and perceived the feedback/improvement response as having the least amount of challenge post- completion. Are these factors signalling to pupils that this is the expectation and that they are performing well enough?

8.4.9 Interim Summary of Key Findings - Pupil Perceptions About Any Differences (iv)

On 41 occasions pupils would not change their improvement response if they had the opportunity to do it again. The main reasons given were due to them responding in the way they usually would, doing everything that had been asked of them and also that they could not identify anything to do differently.

On the 24 occasions pupils identified they would do something different the reasons given were more varied. These ranged from organisational such as indicating where the improvement response fits to improving the response by developing more examples, including greater description or adding a bit more to what they had written.

Below and **Above Expected** pupils were least likely to change their improvement responses whereas **At Expected** pupils were most likely to want to add or change something if they were able to. When triangulated with the improvement response outcomes data, **Below Expected** pupils had the highest (on average) *Inline* responses (24) which could be reflected in them not wanting to or perhaps needing to change their improvement response if they were given the opportunity again. **Above Expected** pupils had the lowest average of *Inline* responses (19) and yet they were least likely to change their improvement responses (lowest Evaluating skills/strategies use). It raises questions about the expectations and messages these pupils are receiving which will be further considered as part of this chapter and chapter 9 (Discussion).

8.5 Teacher Perceptions

8.5.1 Overview Teacher Perception Questions

This section focuses on teacher perceptions and expectations regarding the improvement responses pupils had written to answer Q4.2. More specifically teachers were asked the following questions:

- i. What do you think about the improvement response the pupil has written?
- ii. Did the improvement response meet your expectations?
- iii. What has the pupil response shown or told you?

8.5.2 Teacher Perceptions of Pupil Improvement Response

Teachers were asked the following question for their perceptions on thirteen improvement responses:

- i. What do you think about the improvement response the pupil has written?

Teachers' comments were generally positive about the improvement responses that pupils had produced (Table 8.8). Teachers were most pleased that pupils had done what had been asked of them. They also felt pupils had thought carefully about what they had written or included detail to their response whilst other pupils had produced more than one response or produced more than they had been asked for.

Table 8.8

Teacher Perceptions of Improvement Responses Produced by Pupils

	Positive/Negative Comments	Frequency
+	Happy with improvement response	3
+	Pupil done what asked	5
+	Pupil thought carefully about response/detailed	3
+	Produced more than one improvement response/done more than asked	2
+	Edited work	1
-	Some errors/mistakes made	5
-	Could have gone further/done more	4
-	Missed an aspect of improvement response/not as good as anticipated	2
-	Not clear where improvement response fits in/doesn't make sense	2

In total, 13 comments teachers made had a negative connotation. The greatest level of dissatisfaction was due to improvement response errors or mistakes e.g. missing a full stop, spelling mistakes etc which supports teachers' beliefs as highlighted through the Corrections and Omissions feedback (Chapter 5). Teachers were still focused on spellings and punctuation even though the focus of the pupil improvement response was an expanded noun phrase or adding more detail etc. Yet Dann (2018) suggests that unless spelling, grammar, and punctuation are specifically identified as part of the learning objective, then the focus of the feedback (or the response) should not be on these elements.

Very few comments were made by the teacher about the lack of editing as part of the improvement response to correct spellings highlighted in the marking. Triangulating the data with the improvement responses shows that there were 7 examples where 4 pupils did not make any attempt to amend their corrections/punctuation as given by the teacher or they amended them incorrectly. The teachers made no comment about these and yet they were dissatisfied with the errors and mistakes as part of the improvement response.

On a couple of occasions, the teachers identified that they were accepting of improvement response errors by taking other factors into consideration such as which pupil it was, their ability level or whether they were happy with the overall response:
I think it's enough for that child erm, as I said, with them being a slightly lower ability ... this is the expectation (RSA12)

This same pupil later went on to surprise their teacher and exceed their expectations:

I maybe would've expected them to add in just one word somewhere rather than actually a whole sentence (RSA12)

Teacher expectation levels were markedly reduced when considering the improvement responses of **Below Expected** pupils. Research highlights that low expectations can lead to learning being hindered “whereas high expectations can foster students’ learning and eventually lead to higher achievement gains” (Gentrup et al., 2020, p. 1). This will be considered further in Chapter 9 (Discussion).

8.5.3 Interim Summary of Key Findings - Teacher Perceptions of Pupil Improvement Response (i)

Teachers provided slightly more positive than negative comments about the improvement responses produced by pupils. Most comments were about the pupil completing the improvement response as asked and the identification of some errors/mistakes within the improvement response.

Teachers were focused on the errors as part of the improvement response even though the focus was on e.g. adding an expanded noun. Dann (2018) suggests that unless spelling, grammar, and punctuation are specifically identified as part of the learning objective, then

the focus of the feedback (or the response) should not be on these elements. However this belief corresponds with the high level of Corrections and Omissions teacher feedback as identified in Chapter 5.

Teacher expectations for **Below Expected** pupils were lower than other pupil groups. Yet there were examples where 2 **Below Expected** pupils surprised their teachers with the improvement responses they produced; thus highlighting that these pupils could attain and produce better responses than was expected of them. It indicates that these pupils were not being adequately challenged.

8.5.4 Teacher Expectations of Pupil Improvement Responses

Teachers were asked about the pupil improvement response and whether it met their expectations through the following question:

- ii. Did the improvement response meet your expectations?

It is important to note that whilst the improvement responses of 13 pupils were considered, 17 judgements were given by teachers due to more than one improvement response often being produced by pupils and/or where one improvement response outcome differed to the other.

Analysis of the teacher responses shows that the majority (9/17) of pupil improvement response outcomes *Met* teacher expectations. However, there were 4 occasions where the improvement response did not meet teachers' expectations. Reasons given included a missing expanded noun phrase, not responding in the way the teacher expected and expecting more information/detail in the writing. However there were also 4 occasions where the improvement responses *Exceeded* teacher expectations:

I wouldn't have expected four different examples

(Teacher 2 – RSA14)

Another reason for an improvement response exceeding expectations was due to where and how the pupil had embedded the response into the writing:

I'm pleasantly surprised that it's this. It would've been that they would've been just fitted it in somewhere and made do (Teacher 2 – RSA12)

Another reason was linked to the pupil independently producing the improvement response without any support or adult help. This was particularly noted for a pupil the teacher identified as *someone who's not a particular fan of writing or English* (RSA1).

Delving further into the data, no **Below Expected** improvement responses were recorded as not meeting teacher expectations; some even *Exceeded* expectations. The reasons given included one pupil developing their response independently and another embedding the response into the writing rather than writing a separate sentence.

Triangulating the teacher expectations with the improvement response outcomes (Pupil Improvement Response Typology) shows some differences but overall 62% level agreement was reached. Table 8.9 shows these differences in more detail.

Table 8.9

Differences Between Teacher Expectations and Improvement Response Outcomes

Pupil and Visit	Corrections	Similar Level Typology Outcome	Teacher Expectation outcome
RSA11 – Visit 4	Direct Expect (x3)	Scaffold Below (x1), S-I Expect (x1)	Exceeded
RSA14 – Visit 3	Direct Expect (x2)	Independent Above (x1)	Met
RSA12 – Visit 4	Direct None (x1), Direct Expect (x3)	Scaffold Expect (x1)	Exceeded
RSA3 – Visit 7	Direct Expect (x5)	Scaffold Below (x1)	Met
RSA1 – Visit 7	Direct Expect (x1), Direct None (x3)	Scaffold Expect (x1)	Exceeded

On three occasions teachers identified the improvement response as *Exceeding* their expectations in comparison to the Typology (Appendix 4) outcome as *Expected*. Reasons for these differences are due to teachers identifying the pupil as writing more or embedding the improvement response into the text whereas the Typology focuses more on the content of what has been written.

Only one improvement response was coded as being higher by the researcher than that of the teacher; this was for a pupil who had written a whole paragraph of dialogue using

speech. The content and the level of the response was coded as being *Beyond* by the researcher, but the teacher felt that it had only *Met* their expectations as they thought the dialogue had been added on to the story rather than being embedded within it. However the pupil had embedded this, but the teacher did not see the code showing where it should be included. This study highlights that teachers can misinterpret and misunderstand improvement responses just as research has highlighted pupils can misinterpret and misunderstand feedback.

A further difference was recorded where the teacher felt the improvement response had met their expectations, but the researcher coded the outcome as being *Below*. The reason for this was that the pupil had just included two words to a sentence to try and make it into an expanded noun phrase. Even though the teacher identified that:

I would have preferred her to have written out a full sentence really. And probably looks like I preferred her to use a dictionary to find her spellings.

They felt that this still met their expectations even though they identified that it was not quite what they had anticipated. Therefore this study highlights that teachers take into consideration contextual and other factors such as attainment/ability levels when judging whether the improvement response outcomes have met their expectations. These additional criteria as part of the 'standard' are not always being correctly applied as they are diluting the expectations of pupils who have shown they are capable and able to achieve more.

8.5.5 Interim Summary of Key Findings - Teacher Expectations of Pupil Improvement Responses (ii)

Overall, 9 pupil improvement responses *Met* teacher expectations. However 4 improvement responses *Exceeded* teacher expectations. The main reasons were due to more examples being provided than expected or embedding the improvement response within the writing rather than including these at the end separately.

Below Expected pupils produced no improvement responses below teacher expectations. Two **At Expected** and two **Above Expected** pupil improvement responses were deemed as *Not Meeting* teacher expectations; reasons included not writing the

improvement response as requested, not responding in the way the teacher expected and expecting more information/detail in the writing. This is in contrast to **Above Expected** pupils being least likely to identify responding differently if they had the chance.

Triangulation of teacher expectations and improvement response outcomes confirmed 63% agreement. Most differences were due to teacher expectations *Exceeding* improvement responses that were coded as being *Expected* using the Pupil Improvement Response Typology. Reasons for these differences were due to the teachers recognising pupils as writing more or embedding the improvement response into the text rather than including them separately. This highlights that teachers are considering quantity and how the improvement response has been written rather than just focusing on quality.

8.5.6 Teacher Perceptions of Pupil Improvement Responses

This final section considers teacher perceptions regarding the following question:

iii. What has the pupil response shown or told you?

This question was asked considering 10/13 pupil improvement responses due to teacher time restrictions. The perceptions for the remaining 3 improvement responses were ascertained using the following open question:

a) Is there anything that you'd like to add or comment on about this particular pupil's response?

Teachers felt the improvement responses most frequently told them (Table 8.10) that pupils could do what had been asked of them. Examples of this included:

It's shown me straight away she does understand what an expanded noun phrase is. She understands the punctuation required of it which is the comma separated adjectives

(Teacher 1, RSA3)

Table 8.10*Teacher Comments About What the Pupil Response had Shown or Told Them*

Teacher comment	Frequency
Pupil doesn't know what has been asked of them	1
Pupil can do what has been asked of them – knows/ understands	6
Response challenge pitched correctly	1
Need to do more on particular aspect/feature with pupil	3
Thinks pupil knows what to do but not checked to see if done	1
Pupil needs to show where/how response challenge fits in	1
Spelling mistake identified	1
Showcase/model to pupils/class how to use response challenge correctly	2
Higher expectation of work/response challenge to be shared with pupil	1
Would have preferred response challenge in a full sentence/different example used	2
Improvement response at a higher level than expected	2
Pupil responds well to response challenges	1
Pupil been through and checked work	1
Pupil knows how to spell words independently	1
Feedback given needs to be different	3
Improvement response not told the teacher much	2
Pupil understands what has been asked of them/what response challenge means	2
Pupil done exactly what asked	1

Another teacher explained that:

It's shown me that they can add the description because that's what's been done

(Teacher 2, RSA21)

The second most frequently given response was that the improvement response had shown that more work needed to be done on a particular aspect e.g.

The other thing that it's told me is that we need to do more work on expanded noun

phrases. Erm and that this child hasn't quite got that yet ...

(Teacher 2, RSA21)

Linked to this was the identification of 'showcasing' or modelling the required response to more than just the pupil but the whole class e.g.

I think particularly it's told me that I definitely need to showcase the use of while a lot more. If children are going to be using higher-level vocab, it's great to use it but then we've also got to use it correctly. So, I think that's got to be my particular aim with him, well him and the class really, is use that word within a sentence in my writing at the front to showcase that

(Teacher 3, RSB2)

Interestingly one teacher identified on three occasions that the improvement response had shown them that they needed to change or adjust the wording of the feedback they had given e.g.

And if I was to do this again, I would need to be less descriptive for him because I've literally underlined the word and told him that lists need commas

(Teacher 3, RSB2)

This teacher also felt that they needed to *'be a little bit more ... detailed with him'*. In this case they were referring to a pupil who had not had high enough expectations in the response they had produced and instead they had taken the *'easy route'*. The teacher identified:

that's maybe what I need to think of for him is can't/what is the easy route? And then write something that's totally different to that easy route for him

(Teacher 3, RSB3)

This same teacher also explained that sometimes the pupil improvement responses had not told them much:

But no, it doesn't tell me a lot apart from these two spellings really, I would say

(Teacher 3, RSB1)

In another example the teacher explained that the feedback had really given the answer to the pupil:

because I've literally underlined the word and told him that lists needs commas, he's thought and, yeah, comma sorted ...

(Teacher 3, RSB2)

The teacher felt that the improvement response was not independently requiring the pupil to show or be challenged with their skills/knowledge. The researcher felt this was an interesting line of enquiry and asked each teacher whether they felt the feedback and the improvement responses that they had given had challenged pupils.

Overall teachers felt that 6/10 feedback and improvement responses were challenging for pupils. Reasons given for this included the following:

- teachers identifying things/aspects that pupils have not added before in their writing;
- incorrect improvement response;
- length of response challenge and effort put in;
- used example to support improvement response;
- not given a lot of information in the feedback to support the pupil to complete the response challenge;
- told pupil to add another clue to writing but not given any indication as to what type of clue.

Teachers identified that 4/10 feedback and pupil improvement responses had not been challenging. Reasons given included:

- pupil just asked to add something at the end of writing;
- they know what an expanded noun phrase is – repetition rather than a challenge;
- just gives more clarity to writing so it makes a bit more sense;
- correcting the sentence.

Of the 4 response challenges that were not deemed to be challenging, 3 were for **At Expected** pupils and 1 for a **Below Expected** pupil. All **Above Expected** pupil improvement responses were considered as being challenging. This is in contrast to **Above Expected** pupils perceiving their improvement response to be the least challenging post-completion. It shows some discrepancy between the expectations of pupils and teachers and could explain why **Above Expected** pupils were satisfied with the improvement response being at the expected level rather than aiming for *Better*. If teachers believe the improvement responses to be more challenging than they are and are happy with the responses, then

this message will be transmitted to pupils who accept that their responses are good enough.

8.5.7 Interim Summary of Key Findings - Teacher Perceptions of Pupil Improvement Responses (iii)

Teachers identified that the improvement response most frequently told them that pupils could do what had been asked of them. They identified specific aspects such as expanded noun phrases or description being added correctly. In contrast, 3 improvement responses showed that pupils needed more work or support in an aspect being considered either as a whole class or just the individual.

Of the 4 improvement responses considered not to be challenging, teachers identified that pupils were either just being asked to correct something, provide clarity to writing that did not make sense, include a grammatical aspect that they knew how or add something to the end of their writing. Teachers felt that each of these aspects could not be considered as being a challenge for the pupil as they were generally acting in an editing capacity.

8.6 Main Conclusion

This chapter set out to answer the following research questions:

Q4.1 What are pupil perceptions of the work produced in response to the written teacher feedback?

Q4.2 What are teacher perceptions of the work produced in response to the written teacher feedback?

Each question will be taken in turn to draw together preliminary conclusions for this chapter before discussing these further in Chapter 9 (Discussion) and then drawing together the final conclusions in chapter 10.

8.6.1 Pupil Perceptions Conclusion

The majority of pupils felt the improvement response outcome was what they had *Expected* to produce; only 9 felt that it was *Better*. Reasons included the length of the improvement response, amount of effort expended, new content added, better than normal response and making more changes than expected.

At Expected pupils (6) were most likely to perceive their improvement responses to be *Better* but when these were triangulated with the similar level/same improvement response outcomes, no responses were coded as being *Beyond* instead they were all *Inline*. Only 1 **Above Expected** pupil thought their response work was *Better* than they had expected. It identifies that pupil perceptions are not accurately aligned with the actual improvement response outcome at the *Beyond* the expected level.

The majority of pupils believed that their teacher would *Expect* the improvement response they had produced. Interestingly this was higher than their own perception of the improvement response being *Expected* indicating their teachers as having lower expectations than themselves. Only 5 thought their teacher would think it *Exceeded* what they were expecting; 3 of these were **Below Expected** pupils. However when these perceptions were triangulated with the actual improvement response outcomes none were recorded as being *Beyond* the expected outcome.

In total on 41 occasions pupils felt they would respond in exactly the same way if they were asked to do the improvement response again. In contrast, only 24 pupils felt they would make changes or do something different. **At Expected** pupils were most likely to make changes whereas **Above Expected** pupils were least likely to do anything different followed closely by **Below Expected** pupils. However when this is triangulated with the outcomes data, **Above Expected** pupils had the lowest (on average) *Inline* improvement response outcomes (19).

Overall pupil perceptions were very positive about their improvement response but at times these were overly positive and inaccurate. This raises questions about research primarily focused just on pupil perceptions focused on how they may respond to the feedback without considering any concrete written responses. It seems imperative to consider the two side-by-side in order to ascertain a more balanced and accurate account as to what is happening in the classroom.

8.6.2 Teacher Perceptions Conclusion

Teachers were generally positive about the improvement responses that pupils had produced (14). They were particularly pleased that pupils had done what they had been asked (5) and had thought carefully about the response (3). However they felt that 13

improvement responses had some errors/mistakes (5) and pupils could have done more or gone further with their response (4).

Only 9 improvement responses *Met* teachers' expectations. This is in stark contrast to the high number of pupil perceptions gathered believing their response to be what the teacher expected. Even when comparing perceptions and expectations using the same 13 pupil improvement responses, pupil perceptions for this sample showed that the majority of pupils felt their teacher would *Expect* this improvement response from them. This shows a discrepancy between pupil expectations and perceptions to that of their teachers.

Teachers considered more improvement responses to be *Not as Good* as they had expected (4) in comparison to pupils' perceptions about teacher expectations being *Not as Good* (1). Teachers felt that pupils had responded differently to how they had expected as responses lacked detail information and responses were incomplete. No **Below Expected** pupils produced improvement responses not meeting teacher expectations.

Four improvement responses *Exceeded* teacher expectations. Teachers identified a pupil increasing their own expectations and not 'making do' or working more independently than usual. No pupils believed that teachers would think their improvement response was *Better* than expected.

Teachers identified that the improvement response most frequently told them that the pupil was able to do what had been asked of them. Teachers felt that the majority of the feedback and improvement responses were considered to be challenging. Of the 4 improvement responses considered as not challenging this was because pupils were either just correcting something or providing clarity etc. Triangulating the think-aloud pupils' perceptions of challenge with teachers' perceptions highlights that only 32% of improvement responses were considered as challenging. Therefore there appears to be a discrepancy between levels of challenge perceived by teachers and pupils.

The researcher further explored the notion of the skills/strategies teachers were expecting pupils to develop through their improvement response. One teacher talked about proofreading and editing their work to *improve what they've already done and expand on their ideas* through the re-reading of their work rather than just finishing their

sentence and putting down their pen. Another teacher discussed having *pride and care for their work* and therefore wanting to make the improvements. The third teacher mentioned pupils being *able to evaluate the good parts of their work* so that pupils can identify what they have done well, what they need to include and then being able to say *alright, well, I can do it now though* after completing the improvement response. These are interesting given that *Evaluating* skills/strategies use were the lowest of the four stages (Chapter 6).

Few of these skills/strategies were communicated to pupils through the improvement response tasks. The high number of corrections/mistakes/omissions responses (Chapter 7) indicate that teachers are not providing opportunities for pupils to proofread and edit for themselves; instead they are identifying and indicating the changes that need to be made for pupils. Idea expansion is generally through the inclusion of a grammatical feature or clarifying/providing more information for the reader; few comments focused on the development of writing such as creating tension and atmosphere, advancing action etc.

It is clear from this chapter that there are differences between pupil perceptions and expectations to those of their teachers particularly in terms of whether the improvement response *Met* expectations or was *Better* than expected. There are also inflated differences between perceptions/expectations of teachers and pupils and the actual improvement response outcomes as teachers considered contextual information to support their judgement. Differences in the perceived levels of challenge were also noted between pupils and teachers with teachers perceiving improvement response tasks to be more challenging than pupils (particularly **Above Expected**). These raise important questions as to the nature and accuracy of the feedback 'gap' (Ramaprasad, 1983) being identified by teachers, the different 'standards' (Sadler, 1989) being applied and the level of challenge considering the Zone of Proximal development (Vygotsky, 1978) to provide optimum levels of learning. These will be explored further in the next chapter (Discussion).

The next chapter (9) will further triangulate the data from Chapters 5-8 to explore and develop the main discussion points which have arisen, using relevant literature to support and/or oppose the findings.

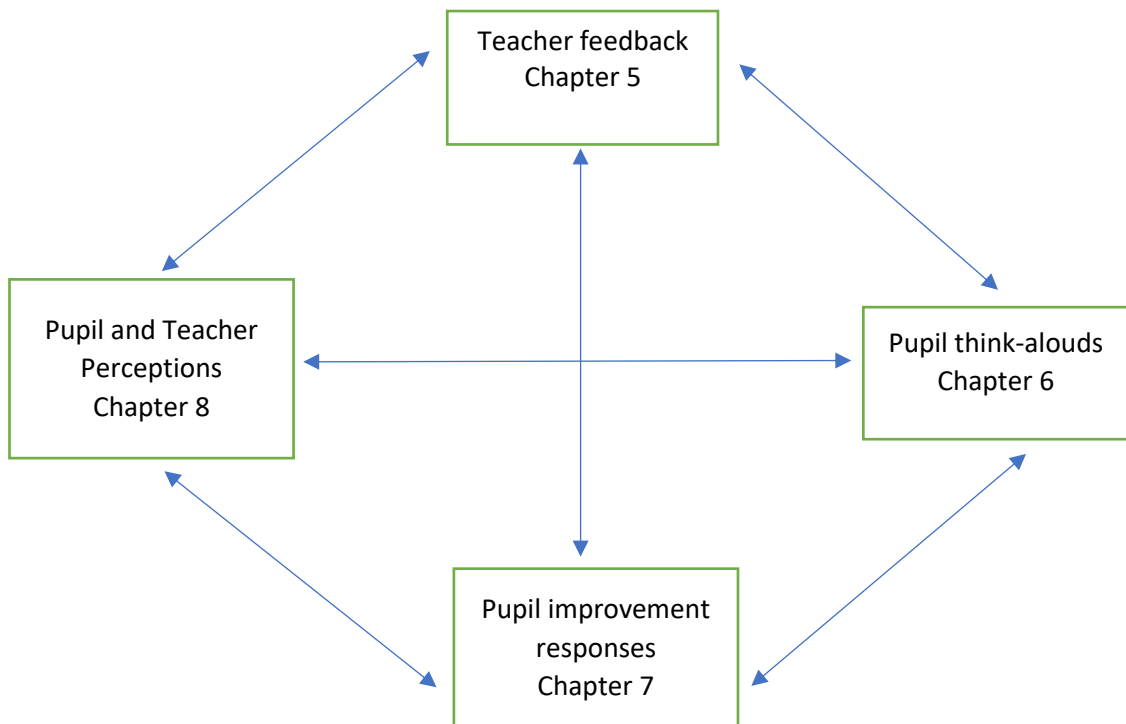
Chapter 9 Discussion of Findings

9.1 Introduction

This chapter will focus on answering each of the four main research questions (plus two sub-questions) using triangulated data and relevant research literature. Each question will be discussed in the order of the previous results chapters and incorporate triangulated data from all successive chapters (5-8) as shown in Figure 23.

Figure 23

Triangulation of Results Chapters 5-8



9.2 Research Questions 1 and 4.1

The first section focuses on answering the first and fourth research questions:

Q1. What types of written feedback do teachers give to pupils?

Q.4.1. What are pupil perceptions of the work produced in response to the written teacher feedback?

To support the discussion of these questions the following additional sub-question will also be considered alongside this:

(i) What are the most frequent types of feedback provided by teachers?

In summary, teachers provided a range of different types of feedback supporting previous research (Brown & Glover, 2006; Glover & Brown, 2006; Hattie & Timperley, 2007; Tunstall & Gipps, 1996). Each of the five feedback types will be briefly explained and discussed prior to considering the frequency in which each of these were given to pupils and their implications.

9.3 Feedback Types

9.3.1 Corrections Feedback

Corrections feedback was particularly focused on incorrect spellings and/or incorrect use of grammar and punctuation. Unlike traditional Written Corrective Feedback (WCF) provided by 'writing teachers' (Lee, 2011) the teachers in this study did not correct or highlight every error or mistake made for all pupils. Instead there was a focus on selective errors such as common spelling errors e.g. homophones, common words or, in some cases, challenging or technical words.

9.3.2 Task Feedback

In this study, task feedback predominantly focused on acquiring more information through omissions (missing punctuation) and the clarification of points providing additional information. Whilst these additions could improve or ensure content was accurate, they did not require great depths of knowledge to achieve and could be considered as 'meaning-preserving changes' (Faigley & Witte, 1981).

9.3.3 Skills Feedback

Hattie and Timperley (2007) recognise skills feedback being "directly aimed at the processing of information, or learning processes requiring understanding or completing the task" (p. 90). In this study it specifically focused on the skills/processes to extend or promote pupils' thinking or their writing such as including a specific feature or developing language for effectiveness.

9.3.4 Motivational and De-motivational Feedback

Researchers such as Kluger and DeNisi (1998) identified praise as having a low effect size, particularly when directed at the self (Hattie & Timperley, 2007). Praise comments “directed to the effort, self-regulation, engagement, or processes relating to the task and its performance” (p. 96) have been noted as having a positive but still limited effect. In this study, motivational feedback was particularly linked to success criteria or writing checklists and focused on content and processes.

De-motivational feedback consisted of the following three sub-categories: negative words/phrases, judgement of a pupil’s performance/effort is personal or negative and question or comment given used alongside a positive comment which may de-motivate or neutralise the impact. Hyland and Hyland (2001) identified this interplay of praise and criticism together in “serving to create a more balanced comment, slightly softening the negativity of the overall evaluation” (p. 195). In this study only a few examples of de-motivational comments were coded and so this will not be discussed any further.

9.3.5 Reflective Feedback

This type of feedback specifically focused on comments actively encouraging self-reflection, application of learning and/or links with prior learning. Hattie and Timperley (2007) recognise this feedback as moving away from the pupil being told what to do as they are encouraged to begin to identify for themselves how to improve their writing and consider their next steps etc. In total, only 2 examples of reflective feedback were coded so this will not be discussed in detail, but it will be considered as part of the self-improvement response section (9.18 - similar level/same context).

The next section (9.4) will start with a general discussion of corrections findings before proceeding to consider the feedback depth category and pupil groups in more detail.

9.4 Corrections Feedback

9.4.1 Corrections Discussion

Corrections were the most frequently provided type of teacher feedback (41%) resulting in most writing containing some form of correctional element. These findings concur with the research of Brown and Glover (2006); Glover and Brown (2006); Hardman

and Bell (2019) and the focus being on the level of accuracy rather than encouraging pupils to identify their own spellings.

In this study the high frequency of data was particularly down to one teacher providing 67% of all corrections feedback. The marking policy for School A identified correcting up to 5 spellings per piece of work; however Teacher 1 marked a further 3 corrections on average per pupil per visit than Teacher 2 in the same school. Differing teacher beliefs accounted for these discrepancies as Teacher 1 identified they *don't have a limit on these* [corrections] as pupils have *got to see how it's done*. This study highlights how types and frequencies of corrections are being driven by teacher beliefs and not just by school/national policies.

Another reason for the high number of corrections, according to the second language research of Bitchener and Ferris (2012), is due to teachers correcting errors and mistakes when they should be just focusing on errors. Corder (1967) suggests that an error refers to an inaccuracy that has been made due to a deficit in knowledge that is made systematically. Mistakes on the other hand are “errors of performance” (ibid., 167) and are non-systematic as they are due to “memory lapses, physical states such as tiredness and psychological conditions such as strong emotion” (ibid., 166). There are no learning requirements attached to mistakes; pupils should not continue to make the same mistake in future pieces of writing as they should be able to correct these (Bitchener & Ferris, 2012).

Within this study, teachers were noted as correcting both errors and mistakes as some pupils were able to easily identify and correct their mistakes without any hesitation or requiring a dictionary to help. This raises a question about the way in which teachers are providing corrective feedback as they appear to be automatically engaged in the activity of correcting rather than identifying “which errors they should correct, why, and what WCF strategies they should use for different types of error” (Lee, 2013, p. 113). Therefore teachers and pupils need to consider more carefully the nature and type of the correction; is it a mistake or an error and does it require feedback to be given?

The next section (9.4.2) will consider the depth category of corrections feedback.

9.4.2 Depth of Corrections Feedback (Category 1-3)

Corrections feedback comments were coded in terms of ‘depth’; depth category 1 refers just to the acknowledgement of the weakness (acknowledgement) and within second language learning would be referred to as *Indirect* feedback.

Depth category 2 feedback gives the correction to the pupil resulting in the error being both acknowledged, and advice provided to ‘close the gap’ (Sadler, 1989). This depth is referred to as *Direct* feedback within second language research.

Finally depth category 3 corrections provide an explanation as to why the error is incorrect and the reason for the preferred response. It provides the pupil with the information required (e.g. a spelling rule) so that the systematic error is explained, understood and learned.

In this study, depth category 2 feedback (*Direct*) corrections were the most common type of feedback which is in line with the marking policy of School A. The higher frequency of *Direct* feedback was also mirrored in the research of Hardman and Bell (2019) as well as Glover and Brown (2006), Brown and Glover (2006); although some inconsistency between lecturers providing differing categories of *Direct/Indirect* feedback were noted which have also been replicated in this study (Table 9.1).

Table 9.1

The Proportion of Indirect and Direct Feedback Across the Three Teachers

Depth Category	Teacher 1	Teacher 2	Teacher 3
<i>Indirect</i> (Depth category 1)	42%	21%	59%
<i>Direct</i> (Depth category 2 and 3)	58%	79%	41%

Second language researchers have spent years considering the implications of using *Direct* and *Indirect* feedback, but research even recently remains inconclusive (Kim et al., 2020). Truscott (1996) summarised the research of Knoblauch and Brannon (1981) and Hillocks (1986) highlighting corrections within first language research as having no impact:

It made no difference who the students were, how many mistakes were corrected, which mistakes were corrected, how detailed the comments were, or in what form they were presented. The corrections had no effect. The conclusion for LI [first language writers], then, is clear: Correction is not helpful (p. 330).

This 'controversial' paper has led to extensive research being undertaken as researchers contested the claims (Ellis et al., 2008; Ferris, 1999). Ferris (1999) summarised corrections as being an important part of second language learning as "the absence of any feedback or strategy training will ensure that many students never take seriously the need to improve their editing skills and that they will not have the knowledge or strategies to edit even when they do perceive its importance" (p. 8). It could be argued that this is also imperative within first language learning as spellings, grammar and punctuation are the pillars upon which effective communication and meaning are built upon. However the frequency of corrections feedback, the reasons for the correction being identified (error or mistake) and how these are corrected (pupil or teacher) are all important considerations to be made.

It has been suggested that *Direct* feedback can reduce the cognitive load of pupils as the correction is provided (Ferris & Hedgcock, 2014); pupils are therefore able to observe the correct form being used which facilitates understanding. However some second language researchers such as Lee (2013) consider *Indirect* feedback (depth category 1) to be most effective as it encourages the pupil to act upon the feedback by finding and then writing the correct spelling/punctuation for themselves. This raises the question as to how pupils have used both *Direct* and *Indirect* feedback and what impact it has had within this study.

When the corrections *Indirect* feedback is triangulated with the number of pupil correction improvement responses (74%), 47% were *Inline* with the expected response. In total 7% were *Low* and a further 21% of responses were missing (*None*) e.g. pupils did not provide or attempt the correction. Therefore the data highlights that whilst many pupils did provide a correction response, not all pupils engaged with every correction all of the time; some were purposefully ignored and others accidentally missed.

The think-aloud sessions observed very few pupils considering the *Direct* feedback e.g. correction given by the teacher as they did not deliberate or consider why this had been corrected and what they could learn from it. Therefore pupils were more likely to consider the correction if they had to act upon it (*Indirect*) and provide the correction themselves (Lee, 2013), although this contradicts the findings of Hargreaves (2013) as a pupil “did not assume it was her role to look up the correct way of spelling the word” (p. 239). However it is worth noting that only 10% of think-aloud pupils chose to respond to corrections first as opposed to the improvement response task (22%); thus suggesting that pupils did not hold the same corrections beliefs or priorities as their teachers. This will be discussed further in section 9.17.

The next section (9.4.3) will focus on the pupil group(s) receiving the most frequent corrections feedback.

9.4.3 Pupil Groups and Corrections Feedback

Below Expected pupils (on average) received the most frequent corrections feedback, although they were not the only group of pupils to make errors in their writing. Research has identified that ‘lower ability’ pupils most often receive feedback focused on surface-level features e.g. spelling, grammar and punctuation (Faigley & Witte, 1981). One explanation for these findings could be due to **Below Expected** pupils making more ‘basic’ errors; by focusing on these, teachers are trying to increase awareness and thus raise the standard of the writing. However this “approach reflects a belief that the students’ lack of progress can be overcome by addressing their technical deficiencies” (Pitt, Bearman & Esterhazy, 2020, p. 242). Yet to be a competent writer it takes more than technical accuracy. Therefore focusing too heavily on corrections can minimise and deflect the attention away from improvement responses developing other aspects of writing such as content, style, structure, creativity etc.

Feedback is one of four key factors that has been identified as transmitting teacher expectations to pupils (Harris & Rosenthal, 1985) through the type and focus of the message. The high level of corrections for **Below Expected** pupils reflects lower teacher expectations. This concurs with research that teachers have lower expectations particularly for pupils with learning difficulties (Wang et al., 2018) and that pupils of different abilities are treated differently (Babad, 1990; Blöte, 1995). Over time, low expectations can lead to

learning being hindered “whereas high expectations can foster students’ learning and eventually lead to higher achievement gains” (Gentrup et al., 2020, p. 1). This study highlights that lower teacher expectations for **Below Expected** pupils impacted on both the frequency and types of feedback they received; these pupils received the most surface-level feedback (corrections and omissions) but also the least skills feedback. As a result, teachers need to be aware of how their expectations are being transmitted through the feedback messages (types and frequencies) both explicitly and implicitly, particularly considering **Below Expected** pupils.

The next section (9.5) will consider motivational feedback as it was the second most frequent type of written feedback given by teachers.

9.5 Motivational Feedback

9.5.1 Motivational Discussion

Motivational feedback comments providing praise for achievement were coded most frequently. Praise was commonly based on the achievement of learning objectives/success criteria or aspects of the writing checklist criteria. These were most often in the form of 3 stars or highlighting specific features or key aspects within the writing e.g. expanded noun phrase. This form of positive feedback was noted by Hardman and Bell (2019) as “‘feature spotting’ where particular features of the text (e.g. conjunction, fronted adverbial) were highlighted for praise without any explanation of their benefit to the communicative purpose of the writing” (p. 43). Only one depth category 3 comment (explanation) was noted thus leaving pupils to make their own connections as to why and how these positive elements contributed to the effectiveness of their writing.

The findings show that most pupils were pleased with the positive feedback they received. In some cases pupils expressed how they had deliberately tried to incorporate specific elements recently learned in class or by trying to include key aspects of the writing checklist in their writing. However quite a few pupils also expressed their surprise as they had not realised they had used or included specific features. Therefore the motivational feedback enabled pupils to see what and how well they had included these elements as well as provide a model to then use in other pieces of writing. Whilst this type of feedback can play an important role in developing and supporting self-regulatory skills (Hattie & Timperley, 2007), it can (over time) foster an overdependence on teacher feedback and

thus hinder pupils' abilities to self-regulate their learning through the production of their own "internal feedback" (Hattie & Timperley, 2007, p. 94).

In this study a couple of pupils recognised that they would look to include specific elements praised in future pieces of writing. This finding concurs with other research where "praise was extensively used to motivate the students in their next writing" (Hyland & Hyland, 2001, p. 193). However in practice it was only noted as being used on 3 occasions during the planning stage of the think-aloud process. Therefore, pupils were not observed to be consciously applying elements of praised writing into their improvement responses or through their own identified self-improvements during the designated response session.

The next section (9.5.2) will focus on the most frequent depth category of motivational feedback provided to pupils.

9.5.2 Depth of Motivational Feedback (Categories 1-3)

Depth category 1 was the most frequently provided type of motivational feedback (88%) e.g. acknowledging the positive elements through highlighting or 3 stars. Data from the think-alouds noted that many pupils ignored the praise feedback by choosing to move straight onto the improvement response and other feedback comments. It was only when the researcher asked if they had any other feedback that they acknowledged the praise. One explanation for this could be that pupils were embarrassed to read out the praise in front of the researcher.

According to Sharp (1985), 64% of students preferred to be praised privately and quietly in comparison to 26% preference of being praised publicly and loudly. As a result, pupils may have felt that what should have been quiet, private feedback was made louder and more public thus having the opposite effect to how they would normally treat and absorb the feedback. When pupils were asked what they thought or how they felt about the feedback they often stated they were pleased or that it was good. However the tone and manner did not always portray and match the same positivity and enthusiasm reflected in their teacher's words.

The next section (9.5.3) will consider the pupil group(s) receiving the most frequent motivational feedback.

9.5.3 Pupil Groups and Motivational Feedback

Above Expected pupils received the most overall and on average motivational feedback. However given the formulaic system of 3 stars, it seems surprising that one pupil group received more positive feedback than another. According to Jussim et al., (2009) “high expectancy students are praised more and criticised less than are low expectancy students” (p. 364) which would concur with some of the comments made by teachers in the way they referred to pupils as “... is my best writer”. Providing more positive feedback to these pupils reinforces the teacher’s belief that these pupils are achieving at a higher level and that their higher expectancy judgement is correct and/or accurate. This study highlights that teacher beliefs and expectations drive the frequency and type of feedback (corrections and motivations) rather than research recommendations and/or policies.

Below Expected pupils received the least amount of positive feedback which contradicts the findings of Blöte (1995) who identified that teachers were more likely to perceive providing positive feedback to pupils of ‘lower ability’. Research suggests “that praising what a student does well is important, particularly for less able writers, and we may use praise to help reinforce appropriate language behaviours and foster students’ self-esteem” (Hyland & Hyland, 2001, p. 186). However as positive comments were often attached to success criteria and/or writing checklists, **Below Expected** pupils were not always achieving as many of these elements compared to pupils in other pupil groups. In fact (over time) the data showed that some of the same positive comments and improvement response tasks were repeated over several pieces of writing; thereby reinforcing to teachers (and pupils) their slower progress and low expectancy belief. Yet the triangulated data showed a different perspective as these pupils surprised their teachers (twice) by producing *Better* than expected improvement responses which was more than **Above Expected** pupils. They also produced (on average) the same number of similar level/same context *Inline* response outcomes than **At Expected** pupils; thus highlighting their capabilities of achieving more than expected.

Overall, **Above Expected** pupils produced the most *Inline* similar level/same context responses than any other group and received the most praise feedback. However these pupils also produced the most *Low* similar level/same context responses whilst **Below Expected** pupils produced the least. Therefore within this study, the amount of praise leading to better outcomes does not imply causation.

The next section (9.6) will focus on the third most frequent type of feedback: task feedback.

9.6 Task Feedback

9.6.1 Task Discussion

Omissions (91%) were the most frequent type of task feedback. Hattie and Timperley (2007) recognise task feedback as being “directions to acquire more, different, or correct information” (p. 90) but in this study it was particularly focused on missing elements or clarification of content rather than necessarily being inaccurate.

The next section (9.6.2) will consider the depth category of the task feedback given to pupils.

9.6.2 Depth of Task Feedback (Categories 1-3)

All teachers gave omission feedback to pupils but, just as with corrections, different teachers gave varying amounts (Table 9.2). Teacher 1 again provided the most (on average) whilst Teacher 3 the least. Differences in teacher beliefs are likely to have influenced the amount and type of omissions feedback as they did corrections feedback (section 9.4.2).

Table 9.2

The Proportion of Category 1 and Category 2 Feedback Across the Three Teachers

Depth Category	Teacher 1	Teacher 2	Teacher 3
Acknowledgement (Depth category 1)	0%	5%	50%
Provide preferred response (Depth category 2)	100%	95%	50%
Explanation provided (Depth category 3)	0%	0%	0%

The next section (9.6.3) will consider the pupil group(s) that received the most frequent task feedback.

9.6.3 Pupil Groups and Task Feedback

On average, **Below Expected** pupils received the most omissions feedback particularly at depth category 2 but this is perhaps to be expected as they also received the most written corrective feedback (WCF). Applebee et al., (1990) recognise that more skilled writers have a greater knowledge of surface-level aspects of writing; thus they can use this

as part of the writing process with greater 'automaticity' (Sweller, 1994). This knowledge stored in the long-term memory frees up the working memory to focus on the content and other processes. However, **Below Expected** pupils may find the cognitive load to be overwhelming due to less writing knowledge/skills being stored as schemata. This could result in punctuation/words being omitted in an attempt to focus on the task and get their ideas down onto the paper.

Hardman and Bell (2019) identify punctuation as being the most frequent type of feedback given in their research, although they recorded punctuation under a corrective form of feedback thus signalling it had been used incorrectly. It could be argued that this study should have also done the same, however if missing punctuation is coded as an error then this assumes that the pupil was lacking in knowledge of the punctuation requirements. As the missing punctuation was very often provided by the teacher (depth category 2), it is difficult to ascertain whether this was the case or whether other factors such as time, cognitive load etc could have contributed to the omissions instead. However it does raise an interesting question as to why punctuation is less likely to be given as an improvement response than spellings.

Above Expected pupils, on average, received only 10 omissions; 8 of which were provided by the teacher resulting in 2 omissions being acknowledged (depth category 1) for pupils to act upon and add themselves. In contrast, **At Expected** pupils (on average) had 23 omissions provided by the teacher (depth category 2). Interestingly the writing checklist for one school included the use of parenthesis, commas in lists and colons and yet teachers were adding commas and occasionally capital letters/full stops to the writing themselves. This practice appears to be at odds with pupils being asked to use higher-level punctuation when they are not editing basic punctuation omissions.

This study highlights that teachers need to consider whether missing punctuation is an error or a mistake and whether the pupil should be able to insert the omission themselves. Pupils need to be encouraged to edit their writing by "allotting time to address errors in their writing" (McMartin-Miller, 2014, p. 33) either as part of the designated response session or during lessons prior to feedback being given. It could be undertaken individually or in pairs as a quick short session (10 minutes). This is important not only to change teacher beliefs and priorities but also to promote higher teacher expectations enabling

pupils to demonstrate their capabilities; thus feedback messages moving away from surface-level elements.

The next section (9.7) will focus on the skills feedback pupils received as the fourth most frequent type of feedback.

9.7 Skills Feedback

9.7.1 Skills Discussion

Skills feedback accounted for only 8% of all types of feedback. Most of these comments were focused on 'feed forward' (Hattie & Timperley, 2007) opportunities which required pupils to provide an extended improvement response. As part of the Think Aloud data, pupils tended to start with this element of the feedback first (22%) compared to corrections (10%); thus highlighting pupil differences in priorities and beliefs to some teachers.

Hardman and Bell (2019) identified the increased "use of specialised grammatical metalanguage such as 'fronted adverbial' and 'coordinating conjunction' in written feedback in UK primary schools" (p. 35). This was also noted within this study as pupils were asked to add e.g. an expanded noun phrase or adverbial phrase etc by showing their understanding and use of the metalinguistic skill being applied to their own writing. However they were not always sure why they were being asked this or how it was going to help or improve their writing. This has also been identified in Hargreaves (2011) research as "it was rare that the children interviewed could tell me the purpose for acquiring the skills they were trying to learn" (p. 10)

Teachers did not always expect pupils to relate the feedback response to the context of the piece of writing. It could be argued that applying the feedback out of context could support pupils to transfer the skill beyond the task being completed. However, Alexander, Graham and Harris (1998) recognise the importance of understanding what the strategy is and how it can be used before being able to move onto consider where and how it can be deployed. Pupils need to understand and practise the strategy/skill without overwhelming the working memory before they are able to adapt it to other contexts. Therefore they need opportunities (over time) to use skills both within the context of the writing but also outside of this and across different genres.

This next section (9.7.2) will consider the depth category of the skills feedback provided by teachers.

9.7.2 Depth of Skills Feedback (Categories 1-3)

Depth category 2 feedback (provide information) was most frequently given and was often linked to a writing features checklist (providing a model/example) or the teacher giving a written or verbal example to support the pupil. This helped pupils to identify the metalinguistic feature being asked for and then apply this within their own writing. The use of a 'scaffolded' approach enabled some pupils to access their 'potential level' (zone of proximal development) as opposed to their actual level (Vygotsky, 1978). However the writing checklist examples were quite generic e.g. adverbial phrase with some examples resulting in "no indication of where features might fit into the text or why they were necessary" (Hardman & Bell, 2019, p. 43). Therefore the scaffolding supported with the skill use but not necessarily in understanding how to apply it effectively or why the skill was being requested to improve the writing.

Scaffolding can help to ensure that the cognitive load is not exceeded as it is controlled to enable pupils to engage in new or more challenging tasks. The writing checklist may have been new to some pupils in January/February, but over the 6 months it became very familiar to pupils. Therefore these skills were not classed as 'new' or demanding which could account for the skill/strategy use decline (visits 5-8) in comparison to earlier visits. There were examples when pupils did not refer to the modelled example as they knew what they needed to do; this could also account for pupils perceiving on only 35/68 occasions improvement response tasks as challenging pre-completion. Therefore, this study highlights examples of scaffolded feedback being used when it was not required due to familiar or repeated skills being requested rather than new or challenging learning.

Hattie and Timperley (2007) recognise that "to be effective, feedback needs to be clear, purposeful, meaningful, and compatible with students' prior knowledge and to provide logical connections" (p. 104). Whilst the feedback was often clear, purposeful and meaningful through the examples and models provided, it did not necessarily support pupils' logical connections. A standalone pupil improvement response could demonstrate that a pupil could use an adverbial phrase example even though it was not connected to the writing. Hardman and Bell (2019) recognise the "intrinsic value to the mere use of

linguistic features, regardless of the impact on the reader, which could lead to children losing sight of the purpose of their writing” (p. 46). Therefore, do pupils really understand how adding an adverbial phrase (for example) can develop their writing and whether it has an impact?

Findings from the think-aloud sessions showed that pupils recognised that specific features would *make the writing better* but were not always able to identify in what ways or how it developed the overall shape and meaning of the writing. Answers ranged from adding more information to making it clearer rather than the actual purpose and intention of the metalinguistic feature. When triangulating this with the similar level/same context improvement responses, the majority of these responses were *Inline* (75) but a number were also recorded at the *Low* level (36). Safford (2016) states that “by giving feedback to pupils on specific elements of word and sentence grammar, teaching the ‘nuts and bolts’ craft of writing, he is giving pupils tools to manipulate language” (p. 16). However this element and expectation of the feedback appeared to be a missing component and yet is crucial in developing schema and the automaticity of skill use.

This will be further explored in the next section (9.7.3) considering the frequency of skills feedback for different pupil groups.

9.7.3 Skills Pupil Groups and Feedback

Above Expected pupils received the most skills feedback (on average) which is perhaps to be expected as these pupils received the least corrective and task feedback as already discussed (sections 9.3.1 and 9.3.3). However only 7 of the improvement responses (on average) for **Above Expected** pupils were *Inline* whilst the remaining 4 were *Low*. Therefore even though pupils were receiving more skills feedback and producing the most similar level/same context responses, only 64% of responses were *Inline*. This raises the question as to why these pupils did not produce more *Inline* or even *Beyond* the expected level improvement responses?

One factor to be taken into consideration involved the time taken to produce the improvement response as **Above Expected** pupils responded in the quickest (on average) time (4mins 48secs). These pupils also used fewer skills/strategies as part of the responding and evaluating stages (discussed further in section 9.11). This speed could be as a result of

the perceived lack of challenge; 14 pupils perceived the improvement response task as challenging pre-completion, but this reduced to just 6 post-completion. As a result, the amount of effort, time, skills/strategies used were all reduced which could have impacted on the quality and accuracy of the response. This will be considered further in section 9.18.

Another factor could be due to **Above Expected** pupils receiving the most (on average) directed and the least scaffolded improvement response tasks. These pupils produced the most directed *Low* improvement which could have been due to the feedback being too prescriptive and directive. Examples of this included one pupil using a dictionary to try and find an example to help them interpret the feedback whilst another read and re-read the work looking at it in different ways before deciding on a specific approach they thought the teacher was referring to. In each case, not one of the improvement responses attended to the feedback being asked for and so were coded as *Low*. Therefore pupils' interpreting and understanding the feedback is crucial to produce the right focus of the improvement response.

The next section (9.7.4) will summarise the key teacher feedback findings in order to build upon when considering the key skills/strategies pupils used within the designated response session (Q.2).

9.7.4 Teacher Feedback Conclusion

The different types and frequencies of feedback provided by teachers concurs with the findings of others' research; namely Brown and Glover, 2006; Glover and Brown, 2006; Hattie and Timperley, 2007; Hardman and Bell, 2019; Tunstall and Gipps, 1996. Interestingly, these findings do not appear to have been translated into current teacher practice as a high proportion of corrections and omissions were noted as continuing to dominate marking. Teacher expectations and beliefs are key drivers in the types and frequencies of feedback being given. Marking is being used 'reflexively' (Lee, 2013) rather than it being a conscious decision as to what corrections/omissions are being highlighted or corrected and why. This was particularly evident through the range of *Direct* and *Indirect* feedback resulting in mistakes as well as errors being corrected or highlighted.

Below Expected pupils received corrections and task feedback more frequently than any other pupil group. Whilst this could be due to these pupils making more basic errors

within their writing, it is also likely that lower expectancy levels of teachers as well as their beliefs/priorities focused their attention towards surface-level aspects of writing.

It would appear that the developments and assessment foci on Grammar, Punctuation and Spelling (GPS) have driven a change (Safford, 2016; Hardman & Bell, 2019) particularly in the type and frequency of skills feedback. These were often linked to metalinguistic features and rarely focused beyond this to consider the purpose and effectiveness of the grammatical feature/skills being applied within the writing (Hardman & Bell, 2019). As a result, some pupils developed a sentence using the model example from the checklist unrelated to their writing, but most incorporated it as part of their writing. However whilst this type of feedback had some impact on the improvement responses, it was not as wide ranging or as challenging as it could have been.

Depth category 2 (scaffolded) skills feedback tended to give a generic example of the metalinguistic feature for pupils to translate and use in their own writing. It seemed to be given to pupils as a supportive tool regardless of whether the skill was new, or the task deemed as challenging. As a result, some pupils used the model successfully to produce the improvement response, but on other occasions they did not even refer to it as they already knew what to do. **Below** and **Above Expected** pupils received the most (on average) depth category 2 feedback and yet all pupils produced the same number of similar level/same context *Inline* responses and no *Beyond* the expected level responses. This will be further discussed in section 9.18.

Praise was communicated to all pupils on every piece of writing, although some pupils had to be prompted to read this as it was often overlooked. Very few explicit connections were made by pupils to use the praise in future work particularly during the think-aloud sessions (3%). A number of studies and meta-analyses indicate that praise has little impact on achievement (Kluger & DeNisi, 1998; Hattie & Timperley, 2007) whilst other researchers have identified the importance of struggling writers receiving positive feedback (Hyland & Hyland, 2001; Blöte, 1995). In this study **Below Expected** pupils received the least amount of praise and **Above Expected** pupils received the most. However this study shows no correlation between the amount of praise feedback received and improvement response outcomes.

To conclude, this study highlights that different pupil groups received different types and frequencies of feedback. Teacher expectations and beliefs/priorities (at times) were the driving force as to the focus of the feedback. However, teacher expectations were not always accurate resulting in some feedback tasks being scaffolded when not required whilst other feedback was focused too heavily on surface-level aspects of writing. As a result, not all pupils found the feedback tasks to be challenging and yet their teachers perceived it to be more frequently challenging than their pupils. A lot of time was spent providing praise but these comments were, at times, ignored and left unread until prompted by the researcher. In summary teacher feedback practices are continuing to be driven by national policy and assessment procedures e.g. Grammar, Punctuation and Spelling objectives/tests (Safford, 2016) as well as teacher expectations and beliefs.

The next section (9.8) will build upon the teacher feedback findings by considering the skills/strategies pupils are using as part of the designated response session.

9.8 Research Questions 2 and 4.1

9.8.1 Introduction

This section focuses on answering the second and fourth research questions:

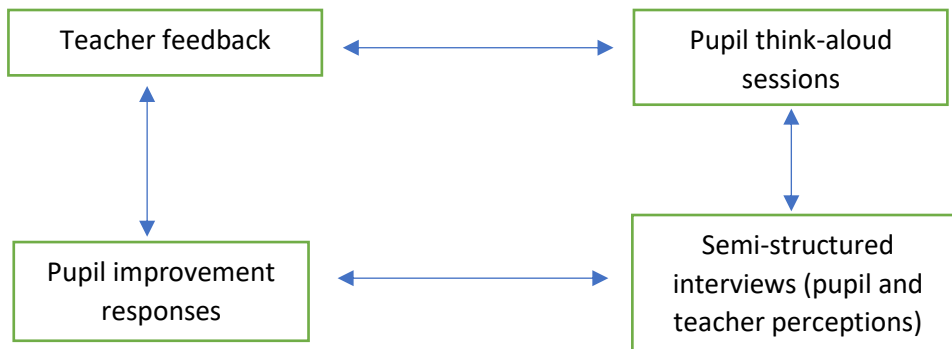
Q2. What skills and strategies do pupils use responding to written teacher feedback within designated sessions?

Q.4.1. What are pupil perceptions of the work produced in response to the written teacher feedback?

Pupils used a range of different skills/strategies during the planning, organising, responding and evaluating stages within the designated response session. This section will consider the most prevalent skills/strategies used at each stage as well as any additional findings that are of particular interest. A range of triangulated data forms the basis of the discussion as shown in figure 24.

Figure 24

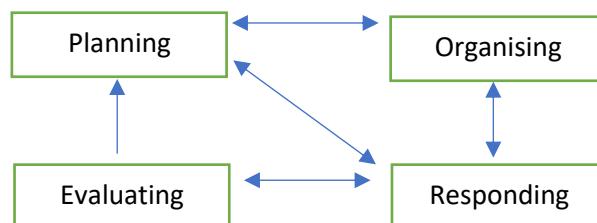
Triangulation of Results Analysed



It is important to note that there are currently no national guidelines or expectations for schools in terms of the format of the designated response session. However considering the writing process (Flower & Hayes, 1981 - Figure 2, Chapter 3) and DfE (2013) English programmes of study: key stages 1 and 2 guidelines, the researcher deemed it likely that pupils would follow a similar model to planning, translating and reviewing. Therefore the following stages were identified and developed: planning, organising, responding and evaluating to produce the designated response session model. These stages were used interchangeably by pupils to create a non-linear model e.g. pupils moved between planning and organising, planning and responding etc at various points of the designated response session as shown in Figure 25.

Figure 25

Non-linear Use of Stages by Pupils Throughout the Designated Response Session



The next section (9.9) will focus on the skills/strategies used as part of the planning stage.

9.9 Planning Stage

9.9.1 Main points

Pupils used 11 different skills/strategies during this stage of the designated response session. Some skills/strategies were used more or less frequently whilst others were used repeatedly by the same pupils over progressive weeks. These differences could be due to pupils using known skills with a level of 'automaticity' (Sweller, 1994) resulting in them not thinking these out loud. Others could have been strategies that pupils were still grappling with and thus they were more aware of the impact on the cognitive load.

For some strategies, the frequency of use seemed necessary for the pupil to be able to carry out the improvement task such as the re-reading of work. Several days would pass between the writing having been carried out and the feedback being given resulting in pupils needing to remind themselves of what they had written. Although, interestingly, not all pupils chose to do this resulting in them having to rely on their memory of the writing to help them plan their improvement response.

One strategy that pupils used frequently was deciding how and where to respond. Some pupils also considered this as part of the organising stage in terms of where the improvement response could be included within the writing. However not all pupils appeared to think about or consider this and yet this appears to be an important part of planning. Flower and Hayes (1981) recognise that "this presentation of one's knowledge will not necessarily be made in language but could be held as a visual or perceptual code" (p. 372). Therefore pupils could be thinking about this but in a different way rather than verbally saying it out loud.

It is also possible that some pupils did not have "the structure of ideas already in the writer's memory" (Flower & Hayes, 1981, p. 372) to call upon and thus needed to move more quickly onto the organising section to help them to provide a structure for the meaning. This could account for the very quick planning times by some pupils and a few pupils deciding to not use any planning skills/strategies (3). It is also possible that some pupils found the improvement response task so straight forward that it required little forethought; only 35/68 improvement responses were noted as challenging prior to completion dropping to 29 post-completion.

Very little evaluating or self-regulatory practices took place within either the planning or the organising stages. On only a handful of occasions were pupils noted as linking with and using prior knowledge, reflecting on the corrections feedback or identifying their own other improvements at this stage. Pupils ably focused on the Where to Next? (Hattie and Timperley, 2007) as part of the teacher feedback but few used self-regulatory processes considering previous feedback, prior learning acquired and their own internal feedback when planning for and organising their responses. This was seen more frequently during the responding stage (recall improvements and identifies other changes) and highlights that very few pupils are planning at the early stages to incorporate their own improvements, instead focusing on teacher requests.

Sommers (1982) recognises the shift in pupils during feedback on writing drafts from focusing on "This is what I want to say," to "This is what you the teacher are asking me to do" (p. 150). The designated response session highlights that pupils have shifted to considering what the teacher is asking them to do as part of the feedback, but this study identifies the need for pupils to also consider their voice as the responder to 'what do I want/need to improve' and 'how do I think I should do this?' This is important in developing future 'proactive' (Winstone et al., 2017) recipients as part of the feedback process.

9.9.2 Pupil Groups and Planning Stage

Below Expected pupils used, on average, more strategies/skills (19) within the planning stage than **At** (13) and **Above Expected** (14). **Below Expected** pupils were engaged more frequently in identifying skills/strategies ranging from considering external resources/checklist or something they had remembered from class. They were aware that writing did not come easily to them and often highlighted their struggles. This awareness of difficulties could have enabled them to identify a greater range of skills/strategies as they knew they could not rely on memory or cognitive skills to support them. Mason et al., (2011) identify that "Students with writing difficulties often struggle with the planning, composing, and revising skills required for effective writing" (p. 20). However this study contradicts these findings as **Below Expected** pupils undertook some form of planning across every improvement response. Even though these pupils received the most corrections and the least skills feedback, they were planning more thoroughly than any other pupil group.

Triangulating the data highlights that 15 **Below Expected** pupils perceived the improvement response to be challenging pre-completion whilst 68% of all similar level/same context responses were *Inline* with the expected level. This higher level of perceived challenge and the quality of responses suggests these pupils appear to be well equipped to plan effectively for and produce more similar level/same context improvement responses than they are currently receiving. Scaffolding is being used appropriately for these pupils as 65% of all scaffolded responses were *Inline*. However, lower teacher expectations and beliefs/priorities focused on corrections/omissions are placing a ceiling on the types of improvement responses these pupils are being asked to focus on and produce.

This next section (9.10) will focus on the skills and strategies used in the organisation stage of the designated response session.

9.10 Organising Stage

9.10.1 Main points

Flower and Hayes (1981) identified 'organizing' as part of the overall planning stage in the structure of the writing model (figure 2). Yet as part of the designated response session the researcher identified it as a separate stage to understand how and in what ways pupils used these skills/strategies. It was noted that pupils did often move between the planning and organising stages, highlighting their strong interactivity, but this movement was sometimes due to the pupil having more than one improvement response to complete as well as corrections. As a result, pupils tended to "process all comments one by one" (Arts et al., 2016, p. 168) rather than as a collective whole.

Pupils used 11 different strategies on 197 occasions which was more than the planning stage. The most frequently used strategy was deciding to focus on the content first (improvement response challenge) rather than corrections. This is interesting given the most frequent type of teacher feedback was corrections. Sommers (1982) suggests that pupils can find it difficult to prioritise between the comments made by teachers. However this study identifies that pupils both prioritised and engaged with skills feedback more frequently than corrections during the think-aloud sessions.

It was very rare for an improvement response challenge not to be completed during the think-aloud. However when this did happen it was often because the pupil wanted to clarify something with the teacher or just did not know what to do. In contrast, corrections were not responded to on 22 occasions; this was not due to a time issue as pupils were given as long as they wanted/needed to undertake the responses. Equally it was not because pupils were not expecting corrections as they were frequently being asked to engage with these; instead pupils either consciously chose not to engage with all the feedback (particularly corrections) or forgot about some of it.

Some pupils chose to carry out their own identified errors first as they shared the responsibility of editing as part of the designated response session. They identified their own role in correcting mistakes rather than just relying on the teacher to do this. Lee (2013) suggests teachers of Level 2 students should be “sharing responsibility with learners by training them to conduct peer- and self-editing” (p. 113). This study suggests this responsibility is not being promoted or shared equally by all teachers and could be developed either prior to the feedback being given or as part of the designated response session (section 9.6.3).

Pupils spent time considering the organisation of their work through the use of specific school-based codes (e.g. stars) and/or other known organisational features (e.g. numbering, asterisks) to show where the improvement responses were to be included within the text. However teachers sometimes found these difficult to follow or were unable to recognise how the improvement response fitted within the identified text. This raises a similar point to research highlighting that pupils are not always able to understand or decipher teacher feedback (Sperling & Freedman, 1987; Glover & Brown, 2006; Arts et al, 2016; Walker, 2009). Instead, within this study, teachers were not always able to understand or decipher pupils’ improvement responses.

Pupil intentions were not always interpreted correctly by teachers. As a result, teachers used their beliefs and expectations of individual pupils to determine what they thought they intended. An example was the teacher of an **Above Expected** pupil believing the response should have been accurate even though they were unable to decipher part of the sentence and felt sure the pupil ‘had meant to’ include a comma. Therefore they credited the pupil response as being correct and what they had expected. In contrast, an **At**

Expected pupil who used parenthesis in a variety of ways was not given the credit as the teacher was unable to navigate where these had been added into the text. Each example provides an inaccurate reflection of pupils' knowledge/skills either through an overestimation or an underestimation of capabilities based on expectations and beliefs.

9.10.2 Pupil Groups and Organising Stage

Above Expected pupils used, on average, the most skills/strategies within the organising stage to ensure the response was clear to the teacher as to how and where it was being incorporated in the text. This shows a greater awareness of the teacher as a reader and their perception of clearly signposting the response.

At and **Above Expected** pupils tended to focus on similar level/same context responses first rather than corrections, whereas **Below Expected** pupils divided their time more evenly between the two. This is likely due to the high number of correction responses these pupils had to produce and the message of importance being displayed through the higher levels of corrections and task feedback they received.

The next section (9.11) focuses on the skills/strategies used in the responding stage of the designated response session.

9.11 Responding Stage

9.11.1 Main points

Pupils in the responding stage used a greater range of skills/strategies (31 in total); oral rehearsal was one of the most frequently used prior to the act of writing. This strategy often led to editing and making sure the response 'made sense' before settling on a version they were happy with. Myhill and Jones (2009) identified that this strategy both "prior to and accompanying the process of creating text may function to reduce the cognitive demand" (p. 272). It enables pupils to help remember the sentence prior to writing in the short-term memory (Hayes, 2006) as well as "testing out or modelling written ideas before proceeding to the process of translation" (Myhill & Jones, 2009, p. 273). Pupils independently selected and applied this approach as it was never indicated through teacher feedback.

Pupils revisited and used skills/strategies from other stages such as re-reading and considering or reflecting where and how to write the improvement response (planning stage). However re-reading was used differently within this stage as it focused on smaller passages or single paragraphs to check whether what pupils had written made sense; some pupils used this repeatedly to support with the development and editing of their improvement response. This study highlights re-reading as a well-established strategy used by pupils in different ways across different stages of the designated response session. However this is perhaps not surprising given that the National Curriculum identifies this as a skill/process “essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear” (DfE, 2013, p. 38).

Most pupils spent a great deal of time and effort creating, developing, shaping and revising their improvement responses. Even when faced with approaches or ideas that did not work, a number of pupils looked for different strategies or external resources to help them such as examples from previous writing, writing checklists or dictionaries/thesauruses. On 10 occasions pupils showed real perseverance to complete the improvement response by developing multiple examples in different ways to show their understanding. Other pupils changed their strategy or approach if the original idea was deemed to be unsuccessful. However when considering the improvement response outcomes, the variety and range of skills/strategies pupils used were not always noticeable to their teachers.

One teacher identified perseverance as a skill they hoped pupils would develop and use, but they were unable to directly observe this skill use through the improvement response outcome. One example was of a **Below Expected** pupil who showed real determination by identifying and using a range of different skills/strategies to produce a response they were eventually ‘happy’ with, but the teacher was not able to identify this. Therefore, this study highlights that teachers were not always aware of the types of skills/strategies used as part of the designated response session; some of these remained ‘invisible’ to teachers when they were just considering the written improvement response outcome. It raises a question as to what and how skills/strategies are being taught and consolidated if teachers are not aware of what pupils are already using and how. It identifies a potential skills/strategies ‘gap’ or void in which skill/strategies are being learned

by pupils through 'osmosis' rather than being explicitly taught and applied within the designated response session.

9.11.2 Pupil Groups and Responding Stage

Above Expected pupils used fewer skills/strategies in the responding stage than **Below** and **At Expected** pupils. Handley et al (2011) recognise "that both thought and action can be involved" when considering engagement with feedback (p. 551). A pupil may be thinking more deeply and carefully than is apparent to the teacher or through the improvement response they have created. Therefore, pupils may have thought more deeply than they expressed through their think-aloud comments, although the fact they completed their think-aloud sessions in the quickest times does not support this explanation.

Above Expected pupils used the most organising skills/strategies which could have resulted in them feeling better prepared to write their improvement response during the responding stage than any other group. It could also be argued that **Above Expected** pupils have a greater writing knowledge and thus are more practised and skilled leading to skills/strategies being deployed with some "level of automaticity" (Alexander et al., 1998, p. 135). This 'automaticity' (Sweller, 1994) can result in pupils not having to think about what they are doing or writing as they automatically apply the skill required; this explanation could contribute to the reason why these pupils completed their think-aloud sessions in the quickest times.

A further contributing factor could be related to differing expectations and motivation; if pupils have and are confident with their idea generation then they are likely to not want to engage in revising these (De Smedt et al., 2017). This could explain why pupils wrote very limited responses (very speedily) as they perhaps felt that their original idea and work was good enough; their writing did not require any altering or adding to. This could have been reinforced by these pupils receiving the most praise feedback than any other pupil group resulting in pupils "overestimating their capability to come up with ideas" (ibid., 264); thus not expelling enough effort or time into improving these. This overestimation can be further reinforced by teachers as they do not comment on the improvement responses and whether these meet the required 'standard' (Sadler, 1989).

At Expected pupils used the most responding skills/strategies. Triangulating the data highlights that these pupils took the longest times to complete their improvement responses and perceived the level of challenge to be greater post-completion (13) which could account for the greater number of skills/strategies used as they responded to the increased challenge. These pupils produced the same (on average) *Inline* improvement responses as **Below Expected** pupils but less *Low* responses than **Above Expected** pupils. The data suggests that these pupils were being appropriately challenged but they were also noted to challenge themselves through the *Beyond* improvement responses they produced. This will be discussed further in section 9.18.

This next section (9.12) will focus on the skills and strategies used in the evaluating stage of the designated response session.

9.12 Evaluating Stage

9.12.1 Main Points

Pupils used the least amount of skills/strategies during this stage; only 83 across 9 categories. The most frequently used skill/strategy was pupils finishing their improvement response and then leaving it without any checking/editing. It could be argued that, as many pupils were reading, re-reading, checking and making sure the writing made sense throughout the responding stage this could have contributed to fewer skills/strategies being used as part of the evaluating stage. However some pupils were seen to use evaluating skills/strategies throughout the other stages as well as at this point; thus highlighting some pupils evaluating continuously through each stage compared to others.

The importance of feedback in developing pupils' self-regulation skills has been well documented (Nicol & Macfarlane, 2006; Black & William, 1998b; Hattie & Timperley, 2007). Schunk and Zimmerman (2007) highlight that self-regulation is based on "three phases: forethought, performance control, and self-reflection" (p. 12). Therefore, at this stage pupil self-reflection should be focused on their improvement response and considering the impact it has on the writing and the effectiveness of their skill/strategy use. However in this study, only 50% of pupils were using such self-reflection skills e.g. checking, re-reading, identifying and making changes/ improvements, editing, evaluating and reflecting on their improvement response. It was not always overtly clear whether pupils were "evaluating their goal progress" (ibid., 12) as some pupils would re-read their work and announce they

had 'done' or would check their writing to make sure it had been completed without thinking out loud. It raises a question as to the depth of the evaluating skills/strategies being used or whether pupils were mainly checking to see that their response made sense.

9.12.2 Pupil Groups and Evaluating Stage

Above Expected used the least, on average, number of skills/strategies within this stage. However it cannot be assumed that because these pupils were not using many self-regulatory skills/strategies that they were not able to. Examples of self-improvement responses were noted by these pupils but as they seemed confident in what they had written (no pupils perceived their response as not as good as expected) then they did not identify any reasons to spend time further evaluating. However triangulating the data with the improvement response outcomes highlights that whilst **Above Expected** pupils produced the most (on average) *Inline* responses they also produced the most *Low* improvement responses. This raises the question as to whether lower planning and evaluating skills/strategies use could have contributed to these *Low* outcomes. This will be discussed further in section 9.18.

At Expected pupils used the most, on average, skills/strategies across the responding and evaluating stages of the designated response session. They were the only group to identify and make changes at this stage of the process and to evaluate their improvement responses. **At Expected** pupils also produced the most *Beyond* the expected level responses; 3 of which were as a result of self-regulatory processes as pupils decided to incorporate and apply the feedback to develop more than one example. This was not requested by the teacher; instead pupils decided to practise the skill and demonstrate their capability through different ways.

The next section (9.13) will draw together and summarise the main outcomes of the four stages (Planning, Organising, Responding and Evaluating) to answer research questions 2 and 4.1.

9.13 Skills/Strategy Use Conclusion

Pupils of differing abilities used varying frequencies of skills/strategies as part of the planning, organising, responding and evaluating stages. Some strategies such as re-reading were used extensively across different stages whilst others remained exclusive to a

particular stage. It has been recognised that “Like other cognitive skills, students will differ in their knowledge and use of strategies” (Schunk & Zimmerman, 2007, p. 21) so it is to be expected that pupils will have differing levels of proficiency as part of the designated response session. However, where pupils were more likely to consider the improvement response to be challenging (pre or post-completion) and took longer to complete their improvement response this resulted in more skills/strategies being used (**Below** and **At Expected** pupils).

It is important to point out that there are several mitigating factors to consider as to why this might be the case. The data showed that **Below Expected** pupils received examples of repeated improvement response tasks and thus had a second opportunity to practise the same skills/strategies than **Above Expected** pupils. It is also likely that **Below Expected** pupils received more adult support/intervention work over the years resulting in more and a range of specific strategies/skills being modelled to them. In contrast, **Above Expected** pupils are considered to be more skilled and developed writers resulting in a greater “level of automaticity” (Alexander et al., 1998, p. 135) due to more skills being stored within the long-term memory. This allows the freeing up of capacity in the working memory to process new information/strategies to support task completion. Therefore the correlation does not imply causation, but it does highlight that not all pupils are being adequately challenged or exercising their skill/strategy use and understanding to full capacity. This will be considered further in chapter 10 (Conclusion).

Research is lacking in the types and range of skills/strategies being deployed by pupils as part of the designated response session in developing writing. This study provides important information and detail as it identifies a range of skills/strategies pupils are using over time. It also highlights that some skills/strategies pupils are using remain ‘invisible’ to teachers. Consequently, teachers and pupils need to consider whether a skills/strategies gap exists across the different stages (e.g. evaluating) and identify ways to address this within and outside of the designated response session.

One way to identify this gap is by teachers using the think-aloud protocol formatively to identify skills/strategies pupils are using. This would enable them to look at skills/strategies that groups of pupils, as well as the whole class, know and are using effectively as well as those that need to be taught or further developed. Teachers can then spend time explicitly

modelling the different skills/strategies identified to enable pupils to practise and consolidate these so that they become automatic thus reducing the cognitive load. However pupils also need to be more aware of the skills/strategies they are using and their effectiveness as part of the process of writing.

The next section (9.14) will build upon the teacher feedback findings and the skills/strategies pupils are using to consider the pupil improvement response outcomes.

9.14 Research Questions 3.1, 3.2 and 4.1, 4.2.

9.14.1 Introduction

This section focuses on answering the following third and fourth research questions:

3.1 What types of written responses do pupils produce within designated response sessions?

3.2 How do these written responses relate to the written feedback given by the teacher?

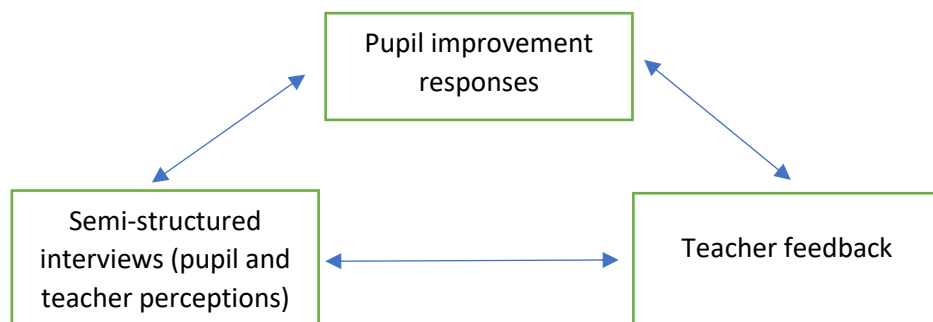
4.1 What are pupil perceptions of the work produced in response to the written teacher feedback?

4.2 What are teacher perceptions of the work produced in response to the written teacher feedback?

Each question will be discussed using the following triangulated data (Figure 26).

Figure 26

Triangulation of Data Used



The types of improvement responses fell into four distinct categories: Presentation, Corrections/mistakes/omissions, Similar level/same context and Deeper level/different context. Each improvement response type will be briefly explained and discussed prior to considering the frequency and implications within each section.

9.15 Improvement Response Types

9.15.1 Presentation

Presentation focuses on aspects such as handwriting legibility, neatness, rewriting words/sentences/paragraphs of writing with a presentational focus rather than the content of the writing.

9.15.2 Corrections/mistakes/omissions

Corrections/mistakes/omissions are focused on linguistic errors/mistakes and incorrect responses or omissions e.g. grammar, punctuation and spelling errors/mistakes as well as omissions.

9.15.3 Similar level/same context

Similar level/same context means that the improvement response is focused around 'more of the same or similar' to that which has already been seen in the writing. An example would be a pupil adding to/changing content/features of an identified section to broadly develop the writing within the original context/similar level *e.g. expanding on a sentence "Nothing," I replied moving into a different room.*

9.15.4 Deeper Level/Different Context

Deeper level/different context recognises the pupil improvement response is focused at a deepening level or within a different context e.g. pupil adapts the style of the writing/stance/voice to engage audience *e.g. formal to informal, 1st to 3rd person, another viewpoint etc.*

The next section (9.16) will focus briefly on presentation improvement responses.

9.16 Presentation Improvement Response Discussion

Very few presentation improvement responses were coded within this category; the majority of feedback comments were just pointing out and commenting on presentational

features rather than expecting pupils to respond. The data suggests that both teachers and pupils recognised that this was not a gap due to ability but a concentration, time or attitude lapse. That is not to say that handwriting is not considered to be important; being able to write fluently does impact on the quality of writing (Berninger et al., 1997) but the improvement was identified as being easily remedied by pupils in the next piece of writing.

Pupils did identify their own self-improvements, but these only involved the re-writing of a letter or word within the same piece of writing. No improvement responses were focused on re-writing or copying whole paragraphs of text. In this study, the majority of presentation feedback comments were produced by **Below** and **At Expected** pupils. Lin et al., (2007) highlighted struggling writers as placing greater emphasis on handwriting than older or other pupil groups which could explain why these pupils produced the most *self-improvement* responses in comparison to **Above Expected** pupils.

The next section (9.17) will focus on discussing the type and depth categories of corrections/mistakes/omissions improvement responses.

9.17 Corrections/Mistakes/Omissions Improvement Response Discussion

Most improvement responses (74%) were corrections/mistakes/omissions which correlated to the high number of corrections and omissions feedback given by teachers. Pupils demonstrated their ability to correct these as 64% of responses were at the *Inline* level. The think-aloud data showed some pupils using dictionaries and thesauruses to support them whilst others relied on their memory and knowledge; however not all corrections/mistakes/omissions responses were correct (12% *Low* responses). The think-aloud data identified pupils not being able find the correct spelling in the dictionary and guessing, or not even looking for the word and using their memory to write what they thought was the correct spelling.

In total, 24% of all corrections/mistakes/omissions improvement responses were not responded to by pupils. **Below Expected** pupils (on average) had the highest *None* responses coinciding with these pupils also receiving the most (on average) corrections and omissions teacher feedback. It highlights that receiving more corrections feedback does not result in pupils automatically engaging with and producing more corrections/mistakes/omission responses. It indicates that pupils are either selecting which

corrections to attend to, accidentally missing some or purposefully ignoring these due to the high numbers they are receiving.

Self-improvement responses were the second most frequently produced type of pupil improvement response (15%). **Below Expected** pupils (on average) produced the most responses on top of the high number of corrections they already received; thus showing that pupils are capable of and are choosing to identify their own incorrect spellings, grammar and punctuation. Although as has already been discussed in section 9.4.1, at times these were mistakes or 'accidental errors' (Bartholomae, 1980) rather than errors due to a lack of knowledge. The fact that pupils were able to identify and produce their own self-improvement responses suggests that pupils were making more mistakes than errors meaning they should be encouraged to identify their own corrections and share the responsibility with their teacher (see section 9.10).

Hardman and Bell (2019) identified that "in terms of promoting self-editing, allowing students to carry out self-corrective feedback beforehand was more efficient than WCF provided by a teacher, without the potential negative impact on the children's self-esteem" (p. 45). However there is evidence to suggest that proofreading can be difficult (Shaughnessy, 1977) due to pupils having difficulty re-seeing the text as well as the "tremendous difficulty such a student has objectifying language and seeing it as black and white marks on the page, where things can be wrong even though the meaning seems right" (Bartholomae, 1980, p. 263). However this study suggests that pupils are already doing this without being prompted or encouraged.

The act of re-reading aloud could have assisted pupils as they already knew the meaning of the text and so were able to use the time of re-reading to focus on the words that created the meaning (Bartholomae, 1980). This resulted in pupils reading what they believed to have been written and therefore correcting the text out loud as they were reading. This was noted in some think-aloud sessions as pupils recognised a difference between what they had written and what they thought they had written resulting in saying it out loud correctly. Triangulating the self-improvement responses for pupils involved in the think-alouds with other pupils shows that more (69%) were produced by think-aloud pupils; thereby supporting the error analysis research findings of Bartholomae (1980).

Therefore the data highlights a correlation between the act of re-reading out loud and pupils identifying more self-improvement correction responses.

No corrections/mistakes/omissions improvement responses were recorded as being *Beyond* the expected level, even though a large amount of time is currently being spent in schools teaching grammar, punctuation and spellings as part of the National Curriculum (Safford, 2016; Hardman & Bell, 2019). Pupils were not being encouraged and did not appear to make links between any errors/mistakes made. Pupils also did not identify strategies/approaches to ensure they could learn from these errors rather than make similar mistakes in the future. There appears to be a missed opportunity for pupils to begin to apply their GPS knowledge and understanding within their writing, but also for teachers to encourage what are identified as surface features at a deeper level than just correcting.

This next section (9.18) will focus on similar level/same context improvement responses.

9.18 Similar Level/Same Context Improvement Response Discussion

Pupils produced the most (93%) similar level/same context improvement responses; thereby demonstrating greater levels of pupil engagement. Increasingly engagement has been identified to be an important contributor to the effectiveness of feedback through how it is being used (Winstone et al., 2017; Van der Kleij, 2020). Handley et al., (2011) identify that positive engagement specifically involves two concepts: “readiness-to-engage and active engagement” (Handley, et al, 2011, p. 550). ‘Readiness-to-engage’ with feedback can be influenced by factors such as motivation (Winstone et al., 2017) and having the ability (knowledge and skills) to engage (Handley et al, 2011) whilst active engagement involves the processes of both “thought and action” (ibid., 551). Yet according to Price et al. (2011) “Action resulting from feedback cannot be the ultimate measure of engagement with feedback, because a student may have been engaged at each stage of the feedback process but, in the end, still may not act on their feedback” (p. 891). This raises the question as to why and what made pupils not only engage with but also most frequently produce these types of responses?

One possible reason could be due to the expectation placed by teachers and pupils on having to respond to the feedback. The way the feedback was worded e.g. add or include

emphasised teachers' expectations that something was to be done with the feedback. This emphasis through the power of language where "students interpreted whether the teacher's feedback was an instruction or suggestion" (Eriksson, 2021, p. 8) can promote the necessity for the pupil to act upon the feedback.

Another reason could be due to pupils' perceived understanding of the feedback being useful (Eriksson, 2021); pupils believing their teacher is trying to help and "as someone who knew much more and better than the students" (ibid., 6). In this study pupils very rarely (only once) questioned the feedback or the improvement response task they had been given. Therefore pupils believed and trusted the teacher as giving improvement tasks and feedback that were necessary to improve their writing. This view was reflected in the perception that 47% improvement responses would lead to improved outcomes.

Another reason could be due to most pupil improvement responses being scaffolded; pupils were assisted, not only through the written feedback comment but also through an additional explanation/example provided by the teacher/writing checklist example. This type of support relates to the Zone of Proximal Development (ZPD) theory defined by Vygotsky (1978) as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 86). The pedagogical tools of 'imitation', 'collaboration' and/or 'scaffolding' enabled pupils to potentially access learning using maturing functions which were just beyond their independent capabilities. In this study, the majority of scaffolded improvement responses were *Inline* (60%) or *Beyond* (3%); thus demonstrating that most pupils were able to access and produce at least an appropriate response.

It is important to note that it cannot be assumed that just because a scaffold (model/example) has been provided for the pupil to 'imitate', pupils will automatically be able to access this to develop an appropriate improvement response. If the maturing functions are not yet present or developing then the pupil will not be able to engage in the imitation being demonstrated (Chaiklin, 2003). However the fact that very few *None* responses were coded would suggest that the scaffolding did engage pupils and adequately supported the development of the improvement responses; especially as only one pupil was coded during the think-aloud as being unable to complete a scaffolded improvement

response. However the data does not show whether pupils would have been able to undertake the improvement responses independently regardless of the scaffolding.

It is important to recognise that a number of scaffolded improvement responses were *Low* (29%) which raises the question as to why these were not always successful? Dinnen and Collopy (2009) highlight that pupils might require different forms of feedback to access the ZPD. Some feedback might involve just a prompt, question or link to take the response further whilst others may require an explanation, a further task or modelling etc; thus enabling pupils to engage in deeper and more challenging thinking. However, in this study, the data highlights a lack of different forms of feedback (e.g. independent and self-improvement); instead scaffolded and directed improvement responses accounted for the most frequent types of response.

Marginally more directed improvement responses were at the *Low* (21) rather than *Inline* level (20). This difference did not occur in any other sub-category and raises the question as to what caused this. Denessen et al., (2020) suggest the fault could lie with the role of directed feedback as “teachers tell students how to process information or how to carry out a task or they ask questions for which they expect a certain answer” (p. 3). Data confirms that the feedback was often directed towards a particular point of the writing but also sometimes suggested how to respond e.g. ‘*more detail about the setting within and around the car - 360° view*’. This could account for **Above Expected** pupils using less skills/strategies as they were being given the information about what to do and where, although other examples of this type of improvement response were seen to be less restrictive.

Above Expected pupils identified not always being able to understand or interpret the meaning of the directed feedback. This is important as pupils who have been shown to understand their feedback are more likely to have positive outcomes (Lipnevich et al., 2016). The think-aloud sessions highlighted that **Above Expected** pupils misunderstood or misinterpreted more feedback comments than they had initially identified themselves; thus resulting in faulty improvement responses.

Another factor linked to the *Low* improvement responses was due to **Above Expected** pupils overestimating their improvement responses; all pupils thought that their

improvement response met the teacher's expectations. Furthermore, all pupils perceived the response to be at least what they expected; thus highlighting an overestimation of their improvement response outcome. This increased perception could be linked to pupils' perceived lack of improvement response challenge post-completion (6) as they were observed rushing through the think-aloud session (responding and evaluating stages). They used the least skills/strategies overall and completed the improvement responses in the quickest times.

Above Expected pupils tended to act reactively rather than proactively e.g. considering what they were doing, why and how they could use the session to challenge themselves and promote their own learning etc. This finding is reinforced by the fact that these pupils produced only 1 *Beyond* response (**At Expected** pupils produced 5) and fewer corrections/mistakes/omissions self-improvement responses than **Below Expected** and fewer similar level/same context self-improvements than **At Expected**. These pupils are not being adequately challenged but neither are they being proactive in challenging themselves.

It is difficult to identify just one factor as to why **Above Expected** pupils produced more *Low* improvement responses. However a number of contributory factors and reasons have been identified over this chapter including: lack of challenge, rushing, overestimation of capabilities, feedback type (Direct), lower use of skills/strategies (Responding and Evaluating stages) and misinterpretation of the feedback given. It seems imperative that teachers are aware of and consider the types of improvement responses **Above Expected** pupils are engaging in and that they encourage pupils to become more 'proactive' (Winstone et al., 2017) responders.

Very few pupils produced *Beyond* the expected similar level/same context improvement responses. **At Expected** pupils produced the most, but this was due to them challenging themselves by including more than one example or further developing their response without any guidance or indication from the teacher. This needs to be encouraged across all pupil groups regardless of the attainment level as **Above Expected** pupils only produced 1 *Beyond* whilst **Below Expected** pupils did not produce any. This highlights the importance of high expectations not only from teachers but also by pupils. This will be considered further in chapter 10 (Conclusion).

No *Low* improvement responses for either independent or self-improvement sub-categories were noted, although these types of improvement responses were seen less frequently than directed or scaffolded. Pupils were rarely given self-improvement feedback as highlighted in only two Reflective feedback comments coded. However they still identified and produced their own self-improvement responses through the monitoring of their own work in addition to the feedback. This highlights that pupils are able to engage in and produce their own self-improvement responses despite very few teacher feedback comments directed towards these. It demonstrates the 'proactive' role of some pupils, but this could be further encouraged, supported, and developed not only through more reflective teacher feedback, but by sharing the role with the pupil as part of the designated response session to create an equal partnership.

The next section (9.19) will continue to consider challenge and self-regulation by focusing on deeper level/different context improvement responses.

9.19 Deeper Level/Different Context Improvement Response Discussion

No deeper level/different context improvement responses were coded. The importance of 'challenging goals' are highlighted by Hattie and Timperley (2007) as they "have the highest likelihood of leading to greater achievement" (p. 103). In turn, pupil confidence can increase resulting in the expenditure of greater effort. This is important as, even though pupil improvement response production was high within this study, the amount of exerted effort varied, as highlighted through the reduced skill/strategy use and speed of some think-aloud sessions.

No study to date has explicitly indicated to teachers and pupils what 'challenge' can look like, not only through the different types of improvement responses but also as part of the designated response session. This is important in helping pupils "to set reasonable goals and to track their performance in relation to their goals so that adjustments in effort, direction, and even strategy can be made as needed" (Locke & Latham, 1990, p. 23). It is clear from this study that **Above Expected** pupils are not always accessing or having the same positive outcomes as **Below** and **At Expected** pupils; the level of challenge, overestimation of outcomes and different types of improvement responses have been identified as some of the contributory factors.

The improvement response 'standard' is potentially easier to establish with **Below** and **At Expected** pupils as they are able to see what they need to attain by looking at work or hearing teacher conversations with **Above Expected** pupils. Hargreaves (2013) highlighted how one pupil used the feedback given to a 'higher-achieving' pupil to make similar adjustments in their own work. This raises the question as to whether **Above Expected** pupils are more reliant on their teachers to identify and show them the improvement response 'standard' as they are already attaining at the highest level within the class. This will be further considered in chapter 10 (Conclusion).

The next section (9.20) will focus on drawing together and summarising the outcomes of the improvement responses to answer research questions 3.

9.20 Improvement Response Conclusion

Pupils are producing a range of improvement responses over three identified categories. Teacher feedback has driven many of the improvement responses seen within this study, however pupils have also demonstrated their own self-improvements and extended independent/scaffolded responses (*Beyond* the expected level) that have promoted greater challenge.

The majority of improvement responses were corrections/mistakes/omissions which correlates to the high number of corrections and task feedback pupils received. However, there appears to be a missed opportunity for pupils to apply their GPS knowledge and understanding at a deeper level. This was evidenced through very few depth category 3 improvement responses and how pupils made few links to rules/learning when responding to corrections/mistakes/omissions.

Above Expected pupils produced the most self-improvement corrections/mistakes/omissions. However this could be due to these pupils receiving the least amount of corrections feedback. It indicates that these pupils are still making errors/mistakes within their writing but that teachers are not necessarily highlighting these to be corrected to the same extent as **Below Expected** pupils. Therefore it confirms that teachers have different priorities and beliefs for different ability pupils; greater focus on surface-level aspects of writing and lower expectation for **Below Expected** pupils in

contrast to a greater focus on similar level/same context responses for **Above Expected** pupils.

Scaffolded responses were the most frequently coded improvement response with most outcomes *Inline* and, on 4 occasions, *Beyond* the expected level. This approach supports the Zone of Proximal Development (ZPD) theory by Vygotsky (1978) in enabling the pupil to access maturing functions to engage in learning they would be unable to access independently. All pupils produced the same, on average, *Inline* scaffolded improvement responses which would indicate that most pupils were particularly benefitting from this type of improvement response. However, at times, this scaffolding was not required as the improvement response was not linked to new learning or a difficult task; therefore pupils did not even look at or use the example/model. It highlights the tendency by teachers to scaffold most similar level/same context improvement responses across all pupil groups resulting in this tool being used ineffectively.

Above Expected pupils produced the most *Low* responses, although there were some (but fewer) examples across all pupil groups. Most of these were as a result of directed guidance as pupils were told where and how to respond. It was noted that the restrictiveness of the response meant that there was little room for differing interpretations and, so when this happened, the response was not what was intended/expected.

Teacher feedback has been recognised as contributing to building accurate self-evaluation skills and that pupils are only really beginning to use these skills from the age of 8 (Veenman et al., 2006). In this study, the majority of similar level/same context self-improvement responses were identified entirely by pupils; thus demonstrating pupils' capabilities to be able to effectively self-evaluate independently. It highlights that pupils are already using these skills, but that they could be further promoted and encouraged within the designated response session as another way to develop an equal partnership.

Below and **At Expected** pupils perceived the improvement responses to be more challenging and also tended to produce better improvement responses than their teacher expected. In contrast, **Above Expected** pupils perceived the level of challenge as lower and only produced 1 *Beyond* response. The data highlights that when pupils perceived the level

of challenge as higher, they produced better outcomes. This highlights the importance of challenge not just being within the control of the teacher but providing pupils with opportunities to promote their own level of challenge as well.

It would seem that a lot of time has been invested in researching the effects and impact of varying feedback conditions and their effectiveness. However perhaps teachers need to first consider how and in what ways they would like the pupil to respond i.e. what does the pupil need to attend to within the writing and why? How could this gap be best addressed e.g. level of challenge/choice/independence/skills/strategies etc.? What is the expectation and how can this best be understood by the pupil? What could this look like for the pupil? Only then should the type of feedback be considered and identified to effectively reflect and enable this type of response. However this process needs to be shared with pupils as they need to understand the different ways in which they control how they respond and what this can look like as part of the feedback process.

The next chapter (Conclusion) will present the summary of findings for this research study and the contributions made particularly in terms of knowledge and practice.

Chapter 10 Conclusion

10.1 Introduction

This chapter builds on the previous Discussion chapter (9) by succinctly summarising key findings in relation to the research questions and considering the overall purpose of the study. It explains how these findings contribute further knowledge in relation to existing literature and implications on practice for teachers. Recommendations will be highlighted in terms of developing practice and further research before finally closing the chapter considering personal reflections, implications, limitations and potential research opportunities.

The next section (10.2) will outline the purpose of the study undertaken, its positioning alongside existing literature and the contributions it makes.

10.2 Purpose of Study

The purpose of the study was to consider *marking and feedback in primary schools with a particular focus on pupil improvement responses as part of the designated response session*. The study arose due to few research studies considering pupil actions; what they do when developing their improvement responses as well as little understanding of the range and type of pupil improvement responses produced during the designated response session. Earlier studies have shown the impact different teacher feedback types can have on promoting pupil responses based on revising (Hillocks, 1986), grades (Black & Wiliam, 1998b), drafting/redrafting (Sommers, 2006) and pupil perceptions of usefulness (Gamlem & Smith, 2013). However snapshots of ‘real-time’ improvement responses, as part of the designated response session, have rarely been researched.

The following research questions were the focus of this study:

1. *What types of written feedback do teachers give to pupils?*
2. *What skills and strategies do pupils use responding to written teacher feedback within designated response sessions?*
 - 3.1 *What types of written responses do pupils produce within designated response sessions?*
 - 3.2 *How do these written responses relate to the written feedback given by the teacher?*

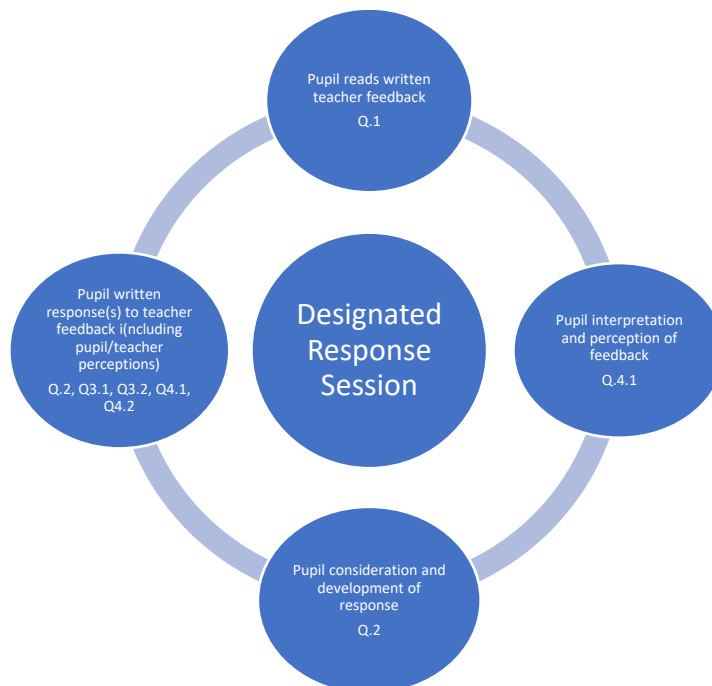
4.1 What are pupil perceptions of the work produced in response to the written teacher feedback?

4.2 What are teacher perceptions of the work produced in response to the written teacher feedback?

As a basis for answering the research questions, qualitative data was collated to provide the breadth and depth of analysis required. This was important to enable the researcher to triangulate the data across different aspects of the feedback process starting with written teacher feedback comments, through to the written pupil improvement response and teacher/pupil perceptions. It seemed imperative to consider the whole feedback cycle (Figure 1) and process to reflect current practice in schools and to be able to consider any correlation/relationships across the different elements. This was particularly imperative as previous research has tended to focus on one or two of these elements rather than the whole cycle or feedback process.

Figure 1

Feedback Cycle Involving the Designated Response Session



The next section (10.3) will summarise the main findings, consider how these relate to previous literature as well as identify recommendations for policy and practice.

10.3 Main Findings

This study contributes to a large body of existing literature and knowledge on written teacher feedback and writing. However the current key focus of feedback research is on the “new paradigm” (Carless, 2015; Nash & Winstone, 2017) considering how pupils utilise and respond to the feedback as a process. It looks to “address the problem of feedback by reframing it in terms of what students do, rather than what educators do” (Winstone et al., 2021a, p. 1). This study is aligned with and considers the “new paradigm” (Carless, 2015; Nash & Winstone, 2017) with pupil actions and responses as the main focus of the feedback process in developing pupils’ writing.

One important finding has shown how pupils intuitively used a framework of Planning, Organising, Responding and Evaluating as part of the designated response session. These stages were used non-linearly as pupils moved between and within these at different points of the improvement response. This study builds on the existing work of Flower and Hayes (1981) Structure of the Writing Model (later referred to as A Model of Cognitive Processes in Writing) as well as the strategies of revision (Flower et al., 1986). It provides a practical and theoretical framework and structure as a design for teachers and pupils to use to produce written improvement responses as part of the designated response session to develop writing.

This study has been able to identify the type and range of skills/strategies pupils use to produce their improvement response(s) when developing their writing. The use of cognitive, metacognitive and, to a lesser extent, behavioural and motivational strategies were identified through the different stages (Planning, Organising, Responding and Evaluating). Pupils used some with automaticity (e.g. re-reading) whilst others were more considered and deliberately identified (e.g. specifically identifying different strategies/approaches to use). However, the use of many of these remained hidden or ‘invisible’ to teachers as they were not reflected in the final improvement response outcome. It suggests that some skills/strategies are being developed as a by-product of the improvement response rather than being a key and central element of the feedback process. Whilst research has identified the importance of skill/strategy use through feedback (Hattie & Timperley, 2007; Shute, 2008), the range and type of generic skills have not been fully identified. This study identifies and lists a range of generic and key writing

skills/strategies pupils are currently using as well as others that could be expected to be used over time once taught and/or highlighted to pupils as part of learning to write.

Another major finding has been the identification and classification of the type and range of improvement responses that pupils produced during the designated response session to improve writing. The development of a typology has drawn and built upon the existing taxonomy of Faigley and Witte (1981) focused on changes made by pupils when revising their writing, Ellis' (2009) typology for pupil responses focusing on corrections for linguistic errors and Ferris' (1997) student revision scale. It adds new knowledge as to the type and range of pupil improvement responses building on the research of Hattie and Timperley (2007) demonstrating the types of Where to Next? responses with a focus on writing. It begins to exemplify a range of different improvement responses and how these might extend pupils' learning (with or without guidance/support) as well as pupil involvement through the direction they take and the choices they make as part of learning to write.

Finally, this study adds to the small body of existing literature (Safford, 2016; Hardman and Bell, 2019) identifying the increased focus of teacher feedback on grammar, punctuation and spelling; particularly metalanguage through grammatical features. This has been attributed to the introduction of the national Grammar, Punctuation, Spelling objectives (Y1-6) and GPaS tests (Y6). These 'surface level' responses (Hardman & Bell, 2019, p. 35) were identified within this study more frequently than any other content-focused responses such as developing characters, plot etc. This shows the impact of national policies as teachers are looking for pupils to apply and practice their grammar, punctuation and spelling knowledge within the context of writing. Whilst this knowledge and understanding is an important aspect of writing and can be a predictor of writing achievement (Daffern et al., 2017), it is only one element of writing that needs to be considered.

In summary, this study supports the findings of existing literature, but it also presents new findings in alignment with the "new paradigm" (Carless, 2015; Nash & Winstone, 2017) focusing on pupils' actions and responses in developing writing through the:

- (1) creation of two additional research instruments (Improvement Response Typology and Skills/Strategies Checklist);
- (2) development of practical resources (Improvement Response Typology, Skills/strategies checklist, model to support the marking of errors and mistakes);
- (3) identification of a designated response framework for pupils and teachers to use and implement to consider and develop skills/strategies use.

The next section (10.4) will provide a brief overview of findings for each research question, provide recommendations and conclude the extent to which each question has been answered.

10.4 Research Question 1 - Types and Frequency of Teacher Feedback

This section will conclude the findings of the study regarding teacher feedback and focus on the extent to which the following questions can be answered:

1. *What types of written feedback do teachers give to pupils?*
 - (i) *What are the most frequent types of feedback provided by teachers?*

It was concluded in the Discussion chapter (chapter 9) that teachers provided a range of written feedback, predominantly corrections, task, skills and motivational feedback. Examples of de-motivational and reflective feedback were also noted but on a much smaller scale. This study highlights the varying frequencies in which these were provided, not only between teachers and schools, but also across differing pupil groups.

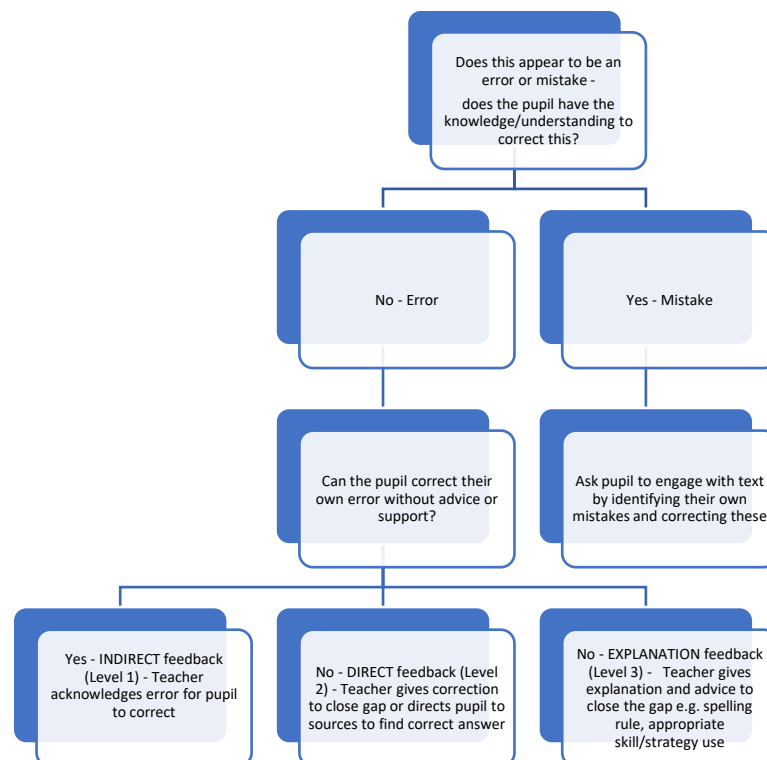
10.4.1. Summary of Feedback Types/Frequency and Recommendations

Corrections feedback (particularly *direct*) comments were used most frequently throughout the duration of the study which corresponds with research by Brown and Glover (2006) as well as Hardman and Bell (2019). Whilst researchers (Truscott, 1996, 2007; Ferris, 1999; Ellis et al., 2008) have continued to argue whether corrections are beneficial, teachers are still identifying these in large numbers regardless of research implications and findings. In this study, teachers were marking both errors and mistakes as the emphasis was on the 'correctness' of the writing. This supports the findings of other researchers (Bartholomae, 1980) as teachers marked 'reflexively' (Lee, 2013) rather than considering why the error was wrong and how best it could be corrected.

This study highlights that regardless of the amount and type of corrections provided by teachers, some pupils are actively engaged in correcting their own self-improvement mistakes. This indicates that pupils can effectively identify and use their own knowledge or resources such as a dictionary (Bitchener & Ferris, 2012), previous work or even a thesaurus (as observed) to correct their own mistakes. These findings suggest that pupils could benefit from teachers highlighting just the errors they have made whilst allowing them to identify and correct their own mistakes. This focus on processes leading to self-regulation supports the work of Hattie and Timperley (2007) and Derham et al., (2021). This study **recommends** the following questions and model teachers can use when marking in-text corrections:

Figure 27

Model to Support Teachers Marking Errors and Mistakes Including Different Depths



This study shows similarities with other research (Faigley & Witte, 1981) in that **Below Expected** pupils received the most corrections and task feedback particularly compared to **Above Expected** pupils. This emphasis on ‘surface level’ features links to existing research that teachers believe that “students’ lack of progress can be overcome by addressing their

technical deficiencies” (Pitt et al., 2020, p. 242). It also highlights how teacher expectations “may shape their feedback practice” (Gentrup et al., 2020) which in this study is seen through the high frequency of and differing types of correction marking particularly for **Below Expected** pupils. It is *recommended* that teachers and schools monitor the feedback journey for **Below Expected** pupils to consider whether teacher beliefs and expectations are driving the type and frequency of corrections feedback. Does this differ from other pupil groups and is it at the expense of other types of improvement responses?

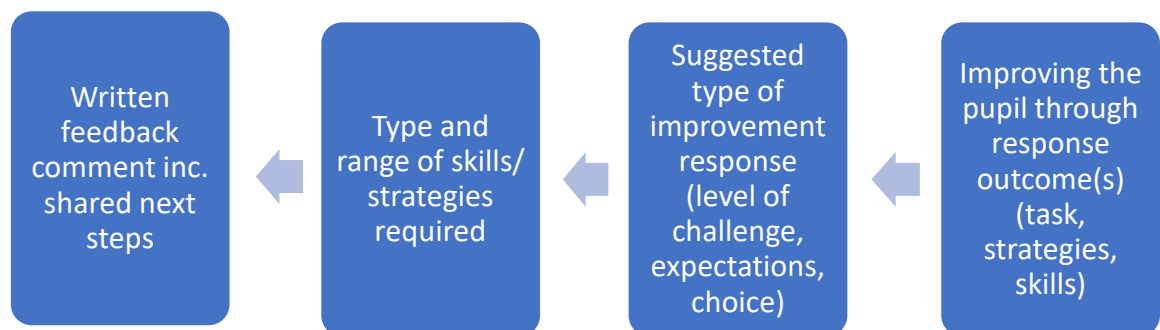
Above Expected pupils received more overall praise feedback than **Below Expected** pupils. This was a surprising finding given the fact that specific systems e.g. three stars specified the frequency and equal amounts of praise pupils were expected to receive. This highlights that **Below Expected** pupils are missing out on praise that can support their learning development. It has already been identified that, as with corrections and omissions feedback, teacher beliefs and expectations regarding pupils’ attainment and expectancy levels could be driving the frequency of praise that different groups of children receive. **Below Expected** pupils achieved fewer aspects on the success criteria and thus there was less to highlight as praise than other groups of pupils. However, it is *recommended* that teachers and schools monitor their use of praise particularly focusing on equity across different groups of pupils and consider how each receive appropriate and effective praise feedback over time.

Skills feedback comments were predominantly recognised by pupils as requiring a more considered improvement response and so most pupils began with this part of the feedback. However even though it was linked to success criteria and goals (Hattie & Timperley, 2007), it was not considered to be challenging by pupils (particularly **Above Expected**) for nearly half of all pieces of writing. It is therefore interesting to note that a high proportion of this type of feedback was scaffolded across all abilities; the premise being that it would support the Zone of Proximal Development (ZPD) identified by Vygotsky (1978) as the plane in which to support pupils to access maturing processes. However this study recognises that this was not always being accurately identified or catered for; the scaffold was not always needed as pupils already had the necessary processes and knowledge to complete the task independently. The scaffolding did not necessarily hinder improvement responses but neither did it support and extend by engaging pupils in deeper and challenging thinking.

This study suggests that teachers need to consider in more depth the type and nature of the gap they have identified, the level of independence and challenge as well as the most appropriate type of improvement response. In contrast to earlier feedback research focused on the “old paradigm” (Winstone & Carless, 2019), this study **recommends** teachers deploy a backward design (Figure 28) focusing on the feedback process. This starts with the type of pupil improvement response feeding into the feedback comment rather than vice versa.

Figure 28

Backward Design to Support and Develop Pupil Learning in Feedback Process



It is important to acknowledge that putting this design into practice could be considered as challenging as it will take time to implement. It also requires teachers and school leaders to change their view of feedback by moving away from what the teacher does (e.g. type of feedback etc) to what the pupil is doing (e.g. type of improvement response and skills/strategies used). This change bears similarities to the redefining of learning that took place as part of the Assessment for Learning (AfL) agenda. The focus moved away from what the teachers were teaching (e.g. doing) to focusing instead on the learners and how they were learning. This change in beliefs/perceptions was as a result of national foci and agendas (e.g. Ofsted frameworks and Assessment for Learning (AfL)) but it highlights that such change can be instigated to move practice forward. This study **recommends** that national policy reflects the shift in perception to move feedback from what the teacher does to focus on the ‘responder’; what the pupil does and how they do this.

Reflective feedback was the least frequently given type of feedback. This was a surprising finding given pupils have been actively encouraged to reflect on their learning in

classes over the last fifteen years (e.g. AfL agenda) as well as research identifying the positive impact of self-regulation (Hattie & Timperley, 2007; Shute, 2008; Derham et al., 2021). It would seem a natural progression from self-assessment/self-evaluation practices that teacher feedback would prompt and encourage pupils to identify what they thought needed to be improved and why, but also considering the skills/strategies required to do this. In this study pupils demonstrated the identification and development of their own writing self-improvements (independently) but there were missed opportunities to explicitly develop these further as most were linked to corrections/mistakes/omissions. It is suggested that teachers and pupils consider the term ‘proactive’ responder, as opposed to “proactive recipience” (Winstone et al., 2017, p. 17) and understand what it means including its role in further learning/the workplace. Teachers and pupils can then think about and understand the foundations that need to be crafted by identifying key blocks that can be constructed at primary school.

The next section (10.5) will provide a brief overview of findings for the second research question and conclude as to the extent to which this question has been answered as well as identified implications.

10.5 Research Questions 2 and 4.1 – Skill/Strategy Use When Responding to Written Teacher Feedback in Designated Response Sessions and Pupil Perceptions

This section will conclude the findings of the study regarding skill/strategy use and base these within the findings of existing literature to consider the implications on practice. It will focus on the extent to which the following questions can be answered:

2.1 What skills and strategies do pupils use responding to written teacher feedback within designated response sessions?

4.1 What are pupil perceptions of the work produced in response to the written teacher feedback?

In summary, when faced with a greater perceived level of challenge, pupils (on average) deployed more skills/strategies than when there was no perceived challenge. This resulted in **Below Expected** pupils deploying the most skills/strategies (on average) and **Above Expected** pupils using the least. It is likely that a challenging improvement response leads to increased effort (Hattie & Timperley, 2007) resulting in the motivation of

skill/strategy use to reduce the gap (Shute, 2008; Locke & Latham, 1990). This highlights the importance of the improvement response being adequately challenging.

10.5.1 Summary of Skills/Strategy Use and Recommendations

This study contributes new knowledge by identifying a framework pupils used within the designated response session to develop their writing. Four key stages (Planning, Organising, Responding and Evaluating) were identified that most pupils used flexibly as a non-linear model; thus providing a framework building on the existing work of Flower and Hayes (1981) Structure of the Writing Model (later referred to as A Model of Cognitive Processes in Writing) as well as the strategies used for revision (1986). It is *recommended* that schools introduce and share this framework with pupils to support them in the development and production of their improvement responses as part of the designated response session to promote writing development.

This study contributes new knowledge and findings as to the types and range of skills/strategies Y5 pupils used as part of the designated response session to support writing development. In total, 62 skills/strategies were identified across the four stages (Planning, Organising, Responding and Evaluating). All pupil groups used the least number of skills/strategies as part of the Evaluative stage. Nearly half of all pupils were observed to just finish their writing with no further checking. This does not mean that pupils were not using any evaluative skills/strategies as some were observed being used within other stages as well as within this stage. However, it highlights how pupils are not always evaluating the effectiveness of their improvement response(s) or considering the impact of their writing as a whole. It also highlights that pupils are not consistently engaging in self-regulation but are instead focused on responding to teacher feedback. This finding triangulates with the very few teacher feedback comments noted promoting and developing pupil evaluation through self-regulation opportunities.

Given the development and promotion of Assessment for Learning within schools over the years, this finding is surprising. The skills and role in the development of the pupil in providing peer feedback and self-assessing are not being effectively incorporated into current feedback partnerships. This study highlights that the pupil has a limited role in the feedback process as teacher feedback remains the driver in many instances (Van der Kleij et al., 2019). Therefore teachers and pupils need to consider and develop their roles in

tandem, so they work side-by-side. Teachers can promote reflective feedback opportunities and support pupils to be responsible for not just responding to teacher feedback but in also providing and acting on their own internal feedback. It is **recommended** that teachers and pupils devise a feedback partnership agreement to understand and visualise the roles more clearly.

It has been identified that teachers were not always able to identify general or specific skills/strategies pupils had used through the final improvement response outcome. However, pupils too were not always explicitly aware of the range and type of skills/strategies they deployed to develop and produce their response; automaticity due to skill fluency was one reason (Duijnhouwer et al., 2012) but a lack of conscious selection and deployment for effectiveness was also evident at times. This study highlights new information that builds upon Hattie and Timperley's (2007) *A model of feedback to enhance learning* in that pupils and teachers should be considering skill/strategy selection (generic or specific) as part of every improvement response, not just as process feedback or because a selected process has been ineffective.

It is suggested that teachers and pupils have discussions about skills/strategies with pupils (Duijnhouwer et al. 2012) they may use or have used either prior to or post-improvement response. However this time-consuming approach would not always be possible as part of every designated response session for every pupil. Therefore this study **recommends** a skills/strategy checklist focusing across each of the four stages (Appendix 10). Teachers could highlight a couple of key skills/strategies that pupils may like to consider using within the designated response session that could help with the improvement response challenge. Equally, pupils could also use this as a prompt to support them select a key skill(s) as well as highlight those that were particularly useful to them when developing their response to promote self-regulatory skills. This information would enable teachers to identify, over time, a possible overdependence on particular skills/strategies, a skills/strategy gap requiring teaching/modelling, ineffective usage etc; it would also help to overcome the potential 'invisible' skill/strategy use that was evident in chapter 9.

This study supports existing research that lesser challenging tasks/responses require less effort (Hattie & Timperley, 2007) as well as the use of fewer skills/strategies (Shute,

2008). It also highlights new information of a potential skills/strategy gap due to these not being explicitly taught resulting in pupils sub-consciously adopting and adapting these from other learning opportunities into the designated response session. This builds on the gap work of Dann (2018) but also the research of Schunk and Zimmerman (2007) in that pupils will “differ in their knowledge and use of strategies” (p. 21). This study highlights that by identifying this gap, teachers will be able to teach appropriate skills/strategies but also, where appropriate, to identify scaffolded approaches to support maturing processes to access more challenging improvement responses with support. Therefore, building in opportunities to model a range of skills/strategies would enable teachers and pupils to discuss the processes they are actively deploying at various stages and why. Pupils can become more consciously aware of generic skill/strategy use as well as those more suited to differing types of responses e.g. challenge, engagement and expectations. Over time, pupils will be able to use these with greater automaticity (reducing the cognitive load), but they will also have the awareness to appropriately and effectively select, reject and evaluate the effectiveness of these as part of self-regulatory processes.

The next section (10.6) will provide a brief overview of findings for the third and fourth research questions and conclude as to the extent to which these questions have been answered as well as identified implications.

10.6 Research Questions 3.1, 3.2 and 4.1, 4.2 - Types and Frequency of Written Responses Pupils Produce in Designated Response Session, How These Relate to Teacher Feedback and Teacher/Pupil Perceptions

This section will conclude the findings of the study regarding the written improvement responses pupils produced and teacher/pupil perceptions. These will be based within the findings of existing literature to consider the implications on practice. It will focus on the extent to which the following questions can be answered:

3.1 What types of written responses do pupils produce within designated response sessions?

3.2 How do these written responses relate to the written feedback given by the teacher?

4.1 What are pupil perceptions of the work produced in response to the written teacher feedback?

4.2 What are teacher perceptions of the work produced in response to the written teacher feedback?

It was concluded in the Discussion chapter (9) that pupils produced a range of different improvement responses: presentation, corrections/mistakes/omissions and similar level/same context. No examples of deeper level/different context were noted which supports particularly the perceptions of **Above Expected** in terms of lower levels of challenge. These types of responses generally triangulated with the type of written teacher feedback pupils were given as directed, scaffolded or independent responses. However, there were examples of self-reflection responses and those coded being *Beyond* the Expected level demonstrating that pupils either identified their own responses to be included or exercised their own choices as to how they responded in developing their writing.

Different pupil groups produced improvement responses of varying quantities depending upon the frequency of teacher feedback type received e.g. **Below Expected** pupils produced more corrections/mistakes/omissions responses and received the most corrections and task feedback. In contrast **Above Expected** pupils produced more similar level/same context improvement responses and received the most skills feedback. However this correlation did not always translate into pupils engaging positively with all the feedback they received; **Below Expected** pupils produced the most *None* responses (corrections/mistakes/omissions) and **Above Expected** the most *Low* direct similar level/same responses.

10.6.1. Summary of Written Pupil Improvement Responses and Recommendations

Research has primarily focused on responses to feedback in terms of engagement, perceptions of future responses e.g. within future work, perceived usefulness as well as testing and revising writing by developing a second, third or final draft. However this study shares new findings as to the type of improvement responses pupils produced during a designated response session using the same piece of writing. This is based on current classroom practice and provides not only new findings but the development of an Improvement Response Typology as a methodological tool and classroom resource (Appendix 4). It is **recommended** that this typology is used by teachers and pupils to initially discuss, share and model the different types of improvement responses. However it can

also be used to support teachers with their written feedback by encouraging them to consider appropriate levels of challenge and support as well as the feedback messages they are implying (e.g. expectations, choice).

Pupils produced the most corrections/mistakes/omissions responses which triangulates with the high number of teacher corrections feedback. **Below Expected** pupils received the most corrections feedback but also produced the most self-improvement corrections/mistakes/omissions. This highlights their focus at this level, but it also suggests that these pupils were able to identify their own mistakes and correct these (Bitchener & Ferris, 2012). Hardman and Bell (2019) suggest encouraging self-editing prior to marking, but this study identifies that pupils can also engage in self-editing as part of the designated response session post-marking. It suggests that pupils do not expect everything to be marked and recognise they have a role in identifying and correcting their own mistakes.

As part of the think-aloud process, the strategy of reading out loud appeared to have a positive effect on the increased number of pupil self-improvements noted. As pupils already knew the meaning of the text they could use the time of re-reading to focus on the words creating the meaning (Bartholomae, 1980). This meant they were able to re-see the text to identify their own mistakes. Therefore it is **recommended** that as part of the designated response session that pupils are encouraged to re-read their writing out loud either to themselves or to a partner to support with the self-correcting of mistakes.

Pupils engaged with similar level/same context responses the most; these responses had the highest overall response rate and corresponded with task and skills teacher feedback pupils received. This study highlights that this form of response is more likely to encourage pupils to act upon it with pupils often considering this before corrections and praise feedback. However there appears to be a lack of alignment between some teacher beliefs (GPS importance) and pupil beliefs as to the type of improvement responses considered to be most important or valuable. The study highlights the shift pupils have made moving away from the 'surface level' focus even though they received high levels of corrections feedback.

Not all teacher feedback was responded to by pupils as there was a high instance of it being ignored, forgotten about, or not seen (20%). The majority of these were

corrections/mistakes/omissions by **Below** and **At Expected** pupils which could be due to these pupils already receiving high numbers of corrections and omissions feedback. There were also instances where similar level/same context responses were left but these were mainly due to pupils being absent, requiring clarification, struggling to complete the self-improvement they had identified or just not understanding what to do. Therefore these were not due to lack of engagement but a lack of understanding or knowledge to complete the response.

Researchers have identified that pupils are not always able to understand and interpret the feedback as the teacher intended (Harks et al., 2014). More recently Eriksson (2021) highlighted that “teachers tried to interpret how the feedback was received by the students” (p. 10) but this study identifies that teachers are not always able to understand and interpret the pupil improvement response as the pupil intended. As a result, this led to incorrect and inaccurate judgements being made which were then influenced by teacher expectations and perceptions of individual pupils. This finding contributes a new perspective not only to the importance of improvement responses transmitting the intended outcome, but how teachers use their perceptions and expectations of pupils to support the interpretation of the response. Therefore, it is **recommended** that teachers and pupils engage in discussion where there is a misalignment in understanding. These discussions will enable the pupil to become aware of the different interpretation or misunderstanding and thus promote their awareness of the reader. Pupils could share their improvement responses with another pupil/adult as part of the designated response session to check whether their intention is clear and in line with what has been asked prior to it being seen by the teacher.

Above Expected pupils perceived their improvement responses to be the least challenging post-completion resulting in them completing their responses in the quickest times and using the least number of skills/strategies. However, contrary to their perception, they produced more responses at the *Low* level than any other pupil group. It is suggested that the types of responses (scaffolded and directed) were not always adequately challenging (Shute, 2008) as they were too restrictive or interpreted literally leading to improvement responses being completed in the quickest times and using the least (on average) skills/strategies. This supports the research of Derham et al., (2021) that more successful students receive “less guidance for improvement, perhaps based on the

assumption that they will be happy to have performed well and have less issues to 'correct'" (p. 3). Both depth category 1 and 2 feedback have their role when pupils are considering new learning, but if this leads to low goals then it can lead to low effort and attainment outcomes (Shute, 2008) which was also noted through the lack of deeper level/different context responses. Therefore teachers and pupils need to consider a range of improvement response types across different categories to consider which would be the most appropriate based upon the stage of learning and understanding to promote adequate challenge.

This is the first study that has produced a typology resource (beyond corrections and revisions) which aims to exemplify not only the range and type of different improvement responses but also how and what challenge can look like across different improvement responses. It is specifically designed to be situated within the short, designated response session to improve and develop pupils' writing. This study highlights the need for such a resource so that teachers can finally begin to unpick the importance of high expectations and challenge for all pupils. Up until now, the words challenge and depth have been used in research (Hattie & Timperley, 2007; Shute, 2008) but have resulted in differing perceptions, interpretations and expectations within the classroom. This typology aims to begin to clarify these terms within a working framework that is both useful and effective in developing the feedback process as part of the designated response session to develop writing. It is **recommended** that teachers and pupils explore the examples as a group or class focusing on increased expectations, level of challenge and exercising choice as to how they respond e.g. most appropriate skills/strategies to use by creating responses (at the very least) which are *Inline* or *Beyond* the expected level.

The researcher recognises the difficulty faced with challenge as it can be instigated through internal and/or external feedback e.g. as part of the task, from skill/strategy use as well as choices as to how to respond and the response outcome. This will look different for each pupil depending upon several factors such as: level at which the pupil is working at as well as their capacity, self-efficacy, self-esteem, motivation, goals etc. Therefore challenge is multi-layered and difficult to fully determine or measure. In this study, challenge (through feedback) was noted but not as a regular and intentional component of feedback. Challenge requires the teacher and pupil to work in partnership. The teacher needs to consider the level of challenge (e.g. ZPD) and how best to promote this through e.g. range

of tasks, reflective feedback, deeper level/different context responses etc. However pupils also need to consider and develop challenge opportunities through how they engage with and respond to the feedback through the deployment of skills/strategies, type of responses, implementation into other pieces of writing, learning more broadly across writing etc.

Another difficulty of challenge involves knowing and understanding whether the feedback has been challenging. In this study, pupils were being challenged or were challenging themselves through their skill/strategy use and the type of improvement response they produced, but this was not always visible within the final response outcome. Therefore, this study *recommends* that teachers and pupils talk about and identify challenge in terms of the overall level of challenge as well as specific aspects e.g. skill/strategy use, choices they have made, reasoning, different types of improvement responses etc. This will support teachers and pupils to determine the level of challenge for each pupil and how to further develop and promote writing learning and increase challenge over time.

The next section (10.7) will summarise the key implications identified from the study to support practice.

10.7 Implications of Study

The findings of this study suggest that even with seminal research regarding feedback being introduced as a focus in schools (e.g. Black & Wiliam, 1998a; Black & William, 1998b; Hattie & Timperley, 2007), feedback practice still appears to be misaligned in some respects to the recommendations. However negative comments, grades/marks and a focus on handwriting/presentation have reduced significantly due to research identifying the negative or lack of impact these can have. High levels of corrections/mistakes/omissions and praise feedback still continue to dominate whilst surprisingly few feedback comments developing self-regulation were noted. Pupils show high levels of investment in the designated response session, not only through their levels of high engagement but also through the act of responding. However this role can be further developed within schools to promote shared responsibility with a greater focus on what pupils are actually doing.

This study will be of particular interest to KS2 school policy makers, Y5/6 leaders and practitioners as well as anyone involved in developing and leading in-school professional development. In this study, schools have the key feedback foundations in place but these need to be further developed focusing on the following key elements:

- role of the pupil and the teacher – shared responsibility, expectations, beliefs etc;
- structure of the designated response session;
- skills/strategies required to undertake improvement responses;
- different types and range of improvement responses.

It is suggested that schools use the recommended materials that have been developed as part of this study to aid discussions, not only amongst themselves as professionals but also with Y5/6 pupils. These resources are a starting point for consideration and can be built upon as schools progress through this journey. For example, the improvement response typology could be used initially by teachers to consider the type and range of improvement responses a few pupils have developed over the last couple of pieces of writing. This could be the starting point to then look at a greater range and type of responses in future writing. Over time teachers could use a slimmed down version of the improvement response examples to share with pupils; discussions could initially focus on the different types of responses, expectations, how pupils could challenge themselves etc. How pupils use this would be for the school to decide e.g. in pairs, small groups, whole class modelled sessions etc.

The designated response session framework provides a structure for teachers and pupils to discuss how the session can be used/is being currently used. Once this has been established more focus can be given to the skills/strategies pupils are using as well as considering the development of new skills/strategies. The checklist provides examples of those skills/strategies used within this study, as well as others not noted, but still credible additional examples that could be used. This is not a definitive list but merely a starting point in which to guide and support teachers/pupils before they develop it further and later periodically refer to it due to skills being used automatically.

School leaders and teachers should build in time (periodically) to discuss with pupils how they are responding to feedback, what they are doing and why. Questions need to

delve further beyond just what they have written to focus on their reasoning and evaluation, including the skills/strategies they have used/are developing, effectiveness of their use, level of perceived challenge, their role within the feedback process etc. Between the ages of 10-14 Sharples (1999) identified the transition between pupils talking about their writing in terms of processes rather than content. This study suggests that pupils in Y5 are already beginning to engage in this process, but the recommendations and materials will help to guide them to talk in more depth and with a greater understanding; using their own internal feedback as well as that provided by the teacher.

The next section (10.8) will summarise the limitations identified within this study.

10.8 Limitations of Study

It is recognised that this is a small study involving two schools and three teachers resulting in 25 Y5 pupils being involved (10 think-aloud pupils and 15 other pupils). Therefore the findings are not representative of all schools or all year groups, but they do begin to identify and share findings within a 'real-time' context and present a snapshot of some pupils. Whilst these findings cannot be generalised across all schools, they will represent some schools within the UK. However these findings could be further strengthened through future research to extend the initial sample size and across different school contexts.

The think-aloud process was considered to be easier to engage in for some pupils than others. A couple of pupils found the whole process very difficult resulting in additional modelling opportunities from the researcher prior to a number of sessions. All pupils were encouraged (through prompting) to share their thoughts but the researcher was very mindful to not make any confirmatory comments in response to what they were saying to ensure this did not influence any outcomes. Some pupils were nervous and unsure as to whether their response was correct or conformed and were actively seeking validation. As a result, this may have had some impact on some of the improvement responses and needs to be taken into consideration as to possible reasoning for extensive deliberation or very quick think-aloud times. The researcher mitigated these effects by writing up how pupils appeared/responded and factors that might have influenced their responses to triangulate any unexpected results (Appendix 7).

It was difficult to identify and record all the skills/strategies being used during the think-aloud session. Some skills/strategies were obvious through what the pupil said and did, however others were identified retrospectively as part of the transcription or coding process. As a result, the results are open to interpretation and subjectivity. Due to the sessions only being recorded as an audio rather than a video file, it was not possible to replicate the process for moderation to take place. However the detailed notes kept by the researcher enabled any anomalies to be identified e.g. very quick improvement response completion of one **Above Expected** pupil due to the teacher making them partake in the think-aloud during their break time. Therefore the data is as accurate and reflective as possible given the extensive and meticulous triangulation of data including contextual observations.

The next section (10.9) outlines the personal reflections of the researcher and the personal growth that has been identified.

10.9 Personal Reflections

As a professional I have always engaged in using research findings and Local Authority (LA) funded project evidence to inform practice and develop CPD materials. However my roles as a Deputy Headteacher and latterly LA Consultant and Advisor also led to more observations and questions being raised as answers, at times, were either not available, contradictory or unresearched. This led to my own journey in pursuing and engaging with the research process to contribute new knowledge and findings as a continuation of my role in supporting practitioners.

The whole research process has been a very personal experience; it has really challenged me, not only as a professional and apprentice researcher, but as an individual. I have learnt a variety of new skills whilst also identifying, further developing and refining existing ones. On a personal level this journey has questioned and tested my levels of resilience and confidence but, in doing so, has also strengthened my resolve and led to my acceptance and appreciation of me (who I am and my core beliefs) including my strengths and weaknesses. At times, the frustration and challenge of the whole research process has been overwhelming, particularly the amount of data involved. However, over time, this has been replaced by moments of sheer joy and pure excitement in discovering even the smallest piece of information or identifying a connection or pattern. Ultimately it has been

a real honour to be the custodian of this study and to be able to present these findings as part of a body of existing literature to further develop feedback practice in schools.

The next section (10.10) outlines further areas of research.

10.10 Further Areas of Research

Based on the findings and limitations, the following research recommendations have been identified for further study and research. Whilst the study has identified new information from a small sample of schools, it is important to consider how these findings translate across a range of school settings. Therefore it is *recommended* that researchers use the Improvement Response Typology to code larger samples of improvement responses to understand and consider its effectiveness across different writing samples and further feedback examples.

Likewise, investigating whether the designated response session framework represents the informal structure being used by pupils across the writing curriculum in other schools would be beneficial. It is suggested that research considers whether the formal introduction of this structure impacts on pupil skill/strategy use and development. For example, the conducting of experiments to compare the skill/strategy use within a formal taught/modelled structure as part of the designated response session and current classroom practice.

This study identifies a range of skills/strategies pupils used during the designated response session. It is suggested that further research considers whether similar or different skills/strategies are used by pupils during the designated response session; this should incorporate the involvement of the pupil in identifying and clarifying the use of these to ensure accuracy and validity. Using semi-structured interviews, pupils could be encouraged to identify the skills/strategies they used or by using the checklist; this could also mitigate the limitations highlighted earlier. Future research could then focus on testing whether some skills/strategies are most beneficial when developing different types of improvement responses or standardizing the use of strategies. An example would be pupils selecting a set number of skills/strategies they believe they will use during the designated response session, based on feedback they have been given and the type of response required.

The next section (10.11) will draw together the chapter into a final summary.

10.11 Chapter Summary

The findings of this study have identified several important implications for future practice. Firstly, it has enhanced understanding as to how pupils use the designated response session and the different ways in which pupils act on feedback. This builds on previous research that has been highly focused on pupil perceptions as to how they believe they would respond. It situates pupil actions at the centre of the study in line with the “new paradigm” (Carless, 2015; Nash & Winstone, 2017) by enabling the processes pupils undertake during the designated response session to begin to be uncovered. Whilst the study builds on existing skills/process feedback, writing and self-regulation research, it situates the knowledge within a specific context not identified through other research.

This study highlights that the ‘power’ of the improvement response needs to be recognised alongside the recognised ‘power’ of feedback (Hattie & Timperley, 2007). How, why and in what ways a pupil decides and develops their improvement responses have been shown to (at times) have a greater impact (e.g. *Beyond* the expected level examples) than the initial feedback message. Self-regulation, motivation, self-efficacy etc are all key factors in how and why a pupil may or may not respond but without the necessary tools and equipment these are not enough to navigate or support pupils. Therefore teachers and pupils need to be more aware of, identify, teach, model and be able to select from a range of skills/strategies to support the development of the improvement response in using these with automaticity; considering the how and why rather than just the what.

This study considers and positions challenge with both teachers and pupils. Whilst the feedback can provide challenging tasks or create challenging opportunities, improvement responses can also foster challenge as driven by the pupil and observed through the *Beyond* the expected level responses. The resources can begin to help teachers and pupils to understand the shared rather than ‘fixed’ power that can be driven by both the teacher and the pupil. This is particularly important for **Below** and **Above Expected** pupils who experienced, in different ways and for different reasons, more restricted improvement responses.

In alignment with the “new paradigm” (Carless, 2015; Nash & Winstone, 2017) focusing on feedback processes and the role and actions of the pupil, it is imperative that teachers and pupils are adequately supported to engage in effective dialogues, understand their roles and have flexibility to consider the best ways to interact and respond. Whilst this study shows the complexity and range of factors that can affect and impact on how pupils respond, it also identifies key areas that teachers and pupils can begin to explicitly develop and engage with together. Moving forward, this is vital in developing a common language and understandings between educators and pupils, not just on feedback but on pupil actions and responses throughout the whole feedback process and cycle. This study provides tools to start those conversations and to give agency to pupils in taking greater control in how and why they choose to respond, which teachers can both support and invest in.

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Appendix 1 Ofsted Inspection Handbook and Evaluation Schedule Grade Descriptors for the Quality of Teaching focusing on marking and feedback

	Outstanding	Good
2012	Consistently high quality marking and constructive feedback from teachers ensures that pupils make rapid gains (p.35).	Pupils know how well they have done and what they need to do to improve (p.35)
2013	Consistently high quality marking and constructive feedback from teachers ensures that pupils make rapid gains (p.39).	Teachers assess pupils' learning and progress regularly and accurately at all key stages, including in the Early Years Foundation Stage. They ensure that pupils know how well they have done and what they need to do to improve (p.39)
2014	Consistently high quality marking and constructive feedback from teachers ensure that pupils make rapid gains. (p.40)	Teachers assess pupils' learning and progress regularly and accurately at all key stages, including in the Early Years Foundation Stage. They ensure that pupils know how well they have done and what they need to do to improve. (p.40)
2015	Consistently high quality marking and constructive feedback from teachers ensure that pupils make significant and sustained gains in their learning (p.61)	Teachers assess pupils' learning and progress regularly and accurately at all key stages. They ensure that pupils know how well they have done and what they need to do to improve. (p.61)
2016	Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively (p.48) Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve (p.48)	Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve (p.48/49)
2017	Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively (p.52) Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve (p.52)	Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve (p.53)

Appendix 2 Pilot Study Evaluation Report

1. Introduction

The rationale for the pilot study was to trial the identified methods and materials (typologies, think-aloud protocol, semi-structured interviews) to consider whether they would adequately support the answering of the research questions focused on:

1. different types of written feedback that primary school pupils are receiving;
2. different skills/strategies used by primary school pupils to improve and change their writing;
3. different types of written improvement responses produced by pupils;
4. perceptions and expectations of teachers and pupils about the feedback and improvement responses.

1.1 Context

To support the research design one primary school was selected to take part in the pilot study. The school comprised of four mixed-age classes from Foundation stage through to Y6. However the pilot study focused purely on the Y5 pupils as part of a mixed Y5/6 class taught by one teacher. The pilot study was undertaken in the second-half of the summer term (June/July 2018). One day per week was spent on site for a duration of four weeks resulting in approximately eighteen hours of coding, observing and interviewing.

2. Method

2.1 Participants

The Y5/6 teacher and eleven Y5 pupils from the class were granted consent to be part of the pilot study. The sample consisted of three pupils (27%) considered to be Below Expected, five pupils (45%) At Expected and a further three pupils (27%) At Expected +, although one of these pupils was recognised as Above Expected. No pupils were considered to have an identified Special Educational Need.

Three pupils were involved in the think-alouds; the sample consisted of two girls and one boy. These pupils represented the three different pupil groups (Below Expected, At Expected and Expected+) in line with the school tracking system.

2.2 Procedure schedule of pilot study research

The following different research methods were undertaken over the four-week pilot study:

Table 1: Overview of procedure schedule from weeks 1-4

Research Tool	Week 1	Week 2	Week 3	Week 4
Coding written teacher feedback	All books (chosen piece of work from previous half-term)	Think-aloud pupils (x3) plus 1 other pupil book coded as consent just provided	Think-aloud pupils (x3)	All books (last piece of written work)
Think-alouds	3 pupils – model example	x3 pupils	x3 pupils	-
Coding written pupil improvement responses	All books	Think-aloud pupils (+1 pupil)	Think-aloud pupils	All other pupil books
Pupil interviews (semi-structured)	-	Think-aloud pupils (plus other identified pupils)	Think-aloud pupils (plus one other pupil)	-
Teacher interviews (semi-structured)	Preliminary interview	-	-	Interview about specific improvement responses

2.3 Typologies focusing on teacher written feedback

All teacher feedback comments on pieces of English writing were coded using two different typologies:

- Tunstall and Gipps typology (1996) later added to by Hargreaves, McCallum and Gipps (2000)
- Brown and Glover (2006) typology

Teacher feedback comments were coded (as much as possible) on site. In total, three pieces of writing for think-aloud pupils and two pieces for all other pupils were coded over a four-week time frame. To ensure that the coding was consistent and accurate, photocopies were taken so that an independent coder was able to moderate and verify the judgements by coding a sample (10%) of feedback. This activity provided a vital opportunity to compare the codes that had been assigned, discuss any differences and to develop a consistent approach over time.

2.4 Think-aloud sessions

Three pupils were involved in three think-aloud sessions over the four-week period. The first session was for the researcher to model the think-aloud process using an unrelated activity and for the pupils to then 'have a go' (Appendix 6a). This first session enabled the researcher to consider pupils' understanding, reassure them and also consider the effectiveness of what was being asked. Afterwards, the researcher and pupils discussed the process and clarified any misconceptions.

The researcher used a newly devised checklist to begin to identify the skills/strategies being used by pupils (see appendix 6b). This was aligned with the structure of the writing model (Flower and Hayes, 1981) focusing on Planning, Organising, Responding and Evaluating (see appendix 6c). However, throughout the think-aloud process and the transcription of each session, additional skills/strategies were also noted and then added to the checklist.

2.5 Typology for improvement responses

A typology of pupil written improvement responses was designed by the researcher for use in the pilot study (Appendix 4). This framework comprised of information and research findings collated during the literature review as well as the researcher's own knowledge and experience both teaching and as a consultant. The pilot study enabled the researcher to consider the effectiveness of the typology; focusing on the type of data collated in relation to the written teacher feedback coding and think-aloud skills/strategies.

2.6 Teacher semi-structured interviews

One-to-one interviews were conducted with the Y5/6 class teacher as part of the first and final visit; these were pre-arranged to ensure a mutually suitable and convenient time

was organised. Twenty to twenty-five minutes was allocated for each session. The questions for the initial interview were devised in advance of the meeting but were not shared with the teacher. Supplementary probing questions were also considered to ascertain more from the teacher if further detail or clarification was required. The second interview was focused on actual pieces of pupil writing and the teacher's perceptions, thoughts and use of feedback within these.

2.7 Pupil semi-structured interviews

After the coding of teacher feedback and pupil improvement responses from week one, five pupils were selected based on their improvement responses to discuss what and how they had responded. Questions were specifically developed in response to the individual coding and the written improvement response outcome. Each interview lasted no longer than fifteen minutes; each provided pupils with the opportunity to add any additional thoughts or ask any questions they had.

For the three pupils undertaking the think-aloud sessions, different questions were devised in advance to ask before and after the think-aloud process. Questions reflected the skills/strategies being used as well as pupil perceptions, challenge and the improvement response outcome.

3. Evaluation of the pilot study

3.1 Evaluation of organisation and timings

The pilot study provided sufficient information and data to adequately investigate and begin to draw upon key themes within each of the four questions. The four visits rendered a lot of data in a short space of time due to the very focused and organised nature of each visit. The researcher felt the proposed nine-month research allocation could provide data repetition which could hinder the analysis process. Therefore a revised research study time of six months was identified with regular reviews undertaken to ensure that data remained relevant. However if the researcher felt saturation point was reached at any point before the end of the six months then the research would be ended sooner.

Due to timing of the pilot study (end of the summer term), the visits were scheduled weekly rather than fortnightly as planned. However as part of the pilot study evaluation,

the researcher and teacher agreed that fortnightly visits would be preferable and more beneficial for all participants concerned.

3.2 Evaluation of feedback typologies

Whilst each typology did provide an overview of the different types of feedback observed, neither reflected a true representation of feedback within the current primary school classroom. For example, the Brown and Glover (2006) classification included codes that were not relevant e.g. future study/assessment tasks. Therefore, the researcher identified the following amendments:

- corrections would be more relevant and perhaps better placed as an individual category/code rather than being subsumed under the task category;
- provide examples for each code to ensure understanding and promote consistency
- remove some headings
- add more motivational and de-motivational examples and codes
- include category depth 3 for motivational and de-motivational categories
- remove further learning category and add reflective comments category

The researcher will look to amend this typology in line with the pilot study recommendations.

The Tunstall and Gipps (1996) typology further developed by Hargreaves, McCallum and Gipps (2000) provided a framework in which to examine different types of feedback, but again did not truly extend to the modern-day classroom. The number and meaning behind the different feedback comments meant these could be placed in more than one category. The use of this typology for verbal and written feedback meant that it was more difficult to 'construct the way forward' through written feedback than verbally. Hargreaves, McCallum and Gipps (2000) recognised the strategies for D2 as "getting children to suggest ways they can improve" yet designated response sessions are about doing and acting on the feedback rather than suggesting or providing intentions.

To summarise, neither typology represented a perfect fit. However, the researcher has decided to adapt and use the Brown and Glover typology (2006) to reflect teacher feedback on writing at KS2. The main reasons for this decision included:

- one code can be assigned per feedback comment;
- the depth category can be considered and analysed;
- examples can be assigned for each code;
- greater analysis of feedback can be undertaken which can then be triangulated.

The research study should incorporate a range of writing genres and text types as it was noted that the final piece of writing (newspaper report), had a higher focus on error/misconception comments than fictional writing. In total, this accounted for 66% of errors/misconceptions (Brown and Glover typology) seen across the two pieces of writing. Therefore the researcher should consider any variations in marking between fiction/non-fiction writing to ensure that results are representative across most (if not all) pieces of writing.

3.3 Evaluation of think-aloud sessions

The think-aloud sessions appeared not to have hindered the improvement response outcomes e.g. pupils did not appear to produce responses that were different to what they usually wrote. Improvement response outcomes ranged from being *Beyond* the expected level (1 pupil), to *Low* (2 pupils) and the rest *Inline* with the expected level. When pupils were asked by their teacher to evaluate the think-aloud sessions, comments ranged from it being “very fun and enjoyable” to the “work with Ms Crellin was very useful” and finally “it was fun to do the think-aloud on my work because it made my work better and it was good to say what you are thinking aloud”. These comments demonstrate that the process was not a hindrance or a distraction, but a useful and enjoyable experience noted by all pupils of all abilities.

3.4 Evaluation of improvement response typology

The classification of pupils’ written responses appeared to accurately reflect and represent the improvement responses and changes made by pupils. However it would be useful for the researcher to clarify the deeper level/different context criteria to distinguish it further from the similar level/same context. A couple of additional bullet points reflecting the types of corrections noted within punctuation and grammar also need to be incorporated.

The researcher may also consider drawing upon some of the examples seen to ‘flesh out’ the criteria and clarify the types of improvement responses within each category. However it is important to point out that the inter-rater involved in moderating the codes felt that the improvement response typology was much easier and straightforward to use and apply than the teacher feedback typologies.

3.5 Evaluation of semi-structured interviews

The semi-structured interviews produced a lot of data. Only one interview ran over the predicted time; this was the first teacher interview. In short, this was due to additional information regarding verbal feedback that the teacher wanted to discuss and share. The researcher identified that whilst some of the information that was collated was interesting, it was not always relevant to the study focus of the research. The researcher will use only one generic ‘starter’ question about feedback to try and ease the teacher and pupils into the interview situation, but the researcher will not analyse or theme this information if it is not relevant.

Whilst transcribing the first set of think-aloud semi-structured interviews, it became apparent that pupils were not being given enough time to think and respond to the question. Listening back to the recording, there were a few points where the pupil began to answer as the question was being asked again by the researcher. As a result of this realisation, the researcher provided more time for pupils to respond and also considered body language/how pupils responded to other questions etc. These indicators helped to guide as to how much time was required before asking a follow-up question or prompting. In the following interviews, far fewer incidences of the pupil and researcher speaking at the same time or follow-up questions being needed to be asked were noted. The researcher also felt that these changes produced a more relaxing and productive discussion.

3.6 Further considerations

The evaluations received by pupils in the form of written and verbal comments were very useful. These provided the researcher with the knowledge and confidence that pupils were happy to engage in the pilot study. Evaluations will be built into the final study to gather pupil views and thoughts throughout the process.

The pilot study provided an initial insight into how pupils used and acted upon written feedback. The final research study should provide triangulated analysis and a comparison of the whole feedback cycle; with a particular emphasis on the pupil role and the improvement responses they produce.

Appendix 3: Adapted Brown and Glover Typology (2006) Corrections, Task and Skills

	Comments about corrections (C)	Comments about the task (T) focus i.e. knowledge and understanding e.g. <i>what?</i>	Comments that help a student to develop appropriate skills (S) e.g. <i>how?</i>
	Ce – incorrect spellings, use of punctuation or grammar e.g. tenses, commas	To – omission of relevant material (missing punctuation/grammar or key aspects of content missing e.g. content specific features such as bullet points) Ti – irrelevant material included (content incorporated that is inappropriate e.g. events/characters/specific points not linked to purpose of writing) Ttc – teacher clarification of a point (additional info provided by the teacher to explain a point not seen to be clearly understood through writing e.g. example given, additional information to aid understanding, same point(s) reiterated) Tsc – pupil clarification of a point requested by teacher (additional information requested by the teacher to reflect knowledge and understanding of the pupil)	Sc – communication (structure and organisation of the writing e.g. sequencing and paragraphing etc – developing the overall framework/ structure of writing) Se – English usage (use of language for effectiveness to describe and add clarity e.g. atmosphere/tension/ description appropriate to the genre of writing i.e. journalistic writing – developing language to best effect) Sd – diagrams or graphs Sp – presentation (legibility and overall neatness/layout of work to read clearly and support the overall look of the writing)
LEVEL 1 Acknowledge a weakness (acknowledge a performance gap exists) No corrective advice given just identified (e.g. ‘ <i>wrong number significant figures</i> ’; <i>a spelling mistake</i> ; <i>an omission mark signalled</i>)	Ce – spelling, wrong tense, incorrect punctuation e.g. <i>coded/underlined/circled, double check your punctuation, repetition of conjunctions</i>	To – missing punctuation/grammar/words etc acknowledged e.g. <i>go through writing and add full stops, add some speech to your story</i> Ti – irrelevant material acknowledged Ttc – clarification of a point given e.g. <i>when listing choose three items to list</i> Tsc – additional info requested by teacher e.g. <i>add a modal verb to writing</i>	Sc – structure and organisation of writing e.g. <i>you need a conclusion</i> Se – use of language for effectiveness e.g. <i>consider vocabulary carefully</i> Sd – diagrams/graphs Sp – presentation of work e.g. <i>difficult to read, letter formation, underlining of work</i>
LEVEL 2 Provide correction i.e. information needed to close the gap Weakness acknowledged and corrective advice provided or directed to other sources (e.g. ‘ <i>2 significant figures, not 3</i> ’; ‘ <i>you should have discussed x and y</i> ’; <i>correct spelling/punctuation offered</i>). Feedback can also direct a student to other sources where the ‘answer’/corrective advice can be found.	Ce - spelling, wrong tense, incorrect punctuation identified with advice given e.g. <i>when writing a newspaper report, you should write in third person</i>	To – missing punctuation, grammar and content acknowledged or added to text e.g. <i>include direct speech between the two main characters, rather than just listing events give more details about what happened</i> Ti - irrelevant material acknowledged with advice given to change Ttc - clarification of a point given with advice e.g. <i>when listing choose three items to list and use a colon to introduce the list</i> Tsc – additional info requested by teacher with support/examples e.g. <i>add a modal verb using can/might/could etc to writing</i>	Sc – structure and organisation of writing e.g. <i>reorganise your paragraphs, so they have a logical order</i> Se – use of language for effectiveness e.g. <i>include more description of the creepy house to build tension and atmosphere or use a different verb to show panic</i> Sd – diagrams/graphs e.g. <i>explain and refer to the diagram or graph in your writing or label the diagram/graph more clearly</i> Sp – presentation of work e.g. <i>ascenders need to be taller and be closer to the top of the line</i>
LEVEL 3 Explain why the pupil’s response is inappropriate/why the correction is a preferred response i.e. enable the student to use the information to close the gap Reason why a pupil’s answer is inappropriate or why preferred answer is appropriate (e.g. ‘ <i>2 significant figures, not 3 because...</i> ’; ‘ <i>you should have discussed x and y because...</i> ’) Teacher may ask pupil to speak to them first.	Ce – spelling, wrong tense, incorrect punctuation identified, and an explanation given e.g. <i>go through and punctuate your speech correctly using the five rules commas to separate, speech marks to open and close etc to support the organisation of the text in the story and help the reader</i>	To – missing punctuation, grammar and content acknowledged with explanation to improve e.g. <i>rather than just listing events, give details to explain them to interest the reader using the following questions what the was the weather like? How did the children feel? What happened during each event?</i> Ti - irrelevant material acknowledged - explanation as to why this is not appropriate, and advice given to change Ttc - <i>instructions use imperative verbs that order the reader to carry out specific actions. Check the verbs you have used to consider whether these are commanding and edit.</i> Tsc – <i>Add a modal verb(s) to your writing to show the level of possibility of the character entering the haunted house.</i>	Sc – structure and organisation of writing e.g. <i>you have a clear intro and ending, but the middle section moves quickly from one event to another which makes the story difficult to follow</i> Se – use of language for effectiveness e.g. <i>slow down the action, explain every part of the character’s reaction to build tension – shock, horror, realisation – what was it about xxx that she liked?</i> Sd – diagrams or graphs e.g. <i>discuss how the diagram/graph supports the point you are making to strengthen your explanation</i> Sp – presentation of work e.g. <i>descenders need to be more clearly defined below the line as they slow down the flow of the writing in working out what the word is</i>

Adapted Brown and Glover (2006) Motivational/De-motivational

	Comments providing a qualitative judgement of a pupil's performance that are motivational (M)	Comments providing a qualitative judgement of a pupil's performance that may de-motivate (DM)	
	<p>Mp – praise for achievement (comments on knowledge, skills, writing content and structure linked to criteria e.g. <i>You have chosen some excellent journalistic vocabulary. Good use of passive voice. Good choice of modal verbs. Well organised writing</i>)</p> <p>Me – encouragement about effort (comments on perseverance, resilience, speed, length, concentration about the overall performance e.g. <i>You've tried really hard with your writing. You've shown determination to finish the story as well as it began.</i>)</p> <p>Mg – general non-specific praise (generic comments which are non-specific and don't refer to anything in particular e.g. <i>Good work. Well done. Great job.</i>)</p> <p>Mh – highlighting of content but no written comment</p>	<p>DMn – negative words/phrases e.g. 'you should not/never' (<i>This is not a very detailed report. You should not include I or we. You should not use personal pronouns such as we or our</i>)</p> <p>DMj – judgement of a pupil's performance/effort is personal and negative e.g. careless (<i>Present your work neatly – you must use a sharper pencil</i>)</p> <p>DMq – question or comment given used alongside a positive comment which may demotivate or neutralise the impact (e.g. <i>Much better sentence structure. What happened to paragraphs though?</i>)</p>	
LEVEL 1 Acknowledgement (Indication that something is praiseworthy)	<p>Mp - comments on knowledge, skills, writing content and structure linked to criteria e.g. <i>Good use of vocabulary. Well-chosen modal verbs. Clearly organised writing.</i></p> <p>Me – comments on perseverance, resilience, speed, length, concentration about the overall performance e.g. <i>You've shown a lot of determination, Great effort, You've tried really hard – well done, Good length to your writing, Much better etc</i></p> <p>Mg – general non-specific praise e.g. <i>Good, Well done, Interesting, Great job</i></p> <p>Mh – highlighting of content with no written comments</p>	<p>DMn – negative words/phrases e.g. <i>This is not a detailed description. You should not include I or we. You should not write in the first person. You should not use more than three adjectives.</i></p> <p>DMj – judgement of a pupil's performance/effort is personal and negative e.g. <i>Present your work neatly. You need to apply more effort into your work. There isn't enough written work here.</i></p> <p>DMq – positive comment and question/comment which may neutralise effect e.g. <i>relative clause – take care with spelling</i></p>	LEVEL 1 Acknowledgement (Indication given)
LEVEL 2 Amplification (Amplification relating to the praise)	<p>Mp - comments on knowledge, skills, writing content and structure linked to criteria e.g. <i>Good description of character and setting, Well thought through plot, Interesting sentence structure choice, You have used and punctuated speech well etc</i></p> <p>Me – comments on perseverance, resilience, speed, length, concentration about the overall performance e.g. <i>Good effort to include all of the success criteria, You've worked quickly to produce a good start to the story, Well done in persevering to make the character sound more realistic</i></p> <p>Mg – general non-specific praise e.g. <i>Well done, this really is excellent work. Wow, what great writing you've produced today. This is really interesting writing – keep up the great work!</i></p>	<p>DMn – negative words/phrases e.g. <i>This writing is not detailed enough – you need to include more descriptive vocabulary.</i></p> <p>DMj – judgement of a pupil's performance is personal and negative e.g. <i>Present your work more neatly by using a sharper pencil. You need to write more – plan the next stage of your writing. How could you use your time more effectively for each section?</i></p> <p>DMq - positive comment and question/comment which may neutralise effect e.g. <i>Great use of speech but make sure you accurately use the rules of speech to punctuate correctly.</i></p>	LEVEL 2 Amplification (Amplification which could demotivate)
LEVEL 3 Explanation (Explanation of why the element of the work being praised is good)	<p>Mp - comments on knowledge, skills, writing content and structure linked to criteria e.g. <i>This is a well thought through plot which really keeps the reader on their toes! You've varied the sentence structures throughout the writing to create excellent tension. You've maintained the flow of the story through the effective use of dialogue between the main characters. You have used good linking words to create cohesion.</i></p> <p>Me – comments on perseverance, resilience, speed, length, concentration about the overall performance e.g. <i>You've worked really hard which shows in the quality of your writing – I was hooked! An amazing effort to include all of the success criteria to create a very interesting story. Well done for persevering in your choice of effective vocabulary - it really makes a difference to the quality.</i></p> <p>Mg – general non-specific praise e.g. <i>Well done, this is really excellent work – it reads very well. This is very interesting writing which I really loved reading.</i></p>	<p>DMn – negative words/phrases e.g. <i>This writing is not detailed enough because it lacks description and interest. You need to think about what the character looks like and describe the image rather than rush through to get to the end.</i></p> <p>DMj – judgement of a pupil's performance is personal and negative e.g. <i>You need to work harder to develop your writing by prioritising next steps – think about what you need to add to your writing – how can you make it more interesting for the reader?</i></p> <p>DMq - positive comment and question/comment which may neutralise effect e.g. <i>Good use of speech to engage the reader by showing different aspects of each personality but make sure the rest of your story has the same level of detail and interest. Think about the build up in tension not only through</i></p>	LEVEL 3 Explanation (Explanation of why the element of the work is being pointed out which could demotivate).

		speech but also different sentence structures, the actions of the characters, the atmosphere etc.	
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Reflective Comments

Comments that actively encourage **self-reflection/application of learning/links with prior learning (R) e.g. how and why?**

Rd – dialogue with pupil encouraged (pupils encouraged to reflect and identify improvements through questioning/general prompting rather than being directed/told e.g. how could you improve your work? what strategies/skills could help you to?)

Rf – future learning/work referred to (pupils encouraged to consider links with future learning – knowledge and/or skills)

Rp – prior learning/work referred to (pupils directed to consider links with prior learning and apply – knowledge and/or skills)

Rr – resource materials or specific strategies referred to (using a dictionary/thesaurus/ prompts/previous work to refer to/others' examples or work etc)

Re – self-evaluation of own writing to develop reasoning (why did you make that mistake? why did you include ? in what ways did the strategies/skills you used help you? how would you use these in future?)

Rd – pupils encouraged to reflect and identify improvements through questioning/ general prompting e.g. *How could you improve your work? What would make this section better?*

Rf – links with future learning e.g. *How could you use this skill in non-fiction writing? How could you use this effective dialogue between two historical characters – what would they say to each other?*

Rp – links with prior learning/work e.g. *How could you use the descriptive writing from xxx to develop your setting in this writing? How could the speech work from last week be used to learn more about the characters attitudes?*

Rr – indication of resources to support writing e.g. *use a thesaurus to select the most appropriate word to show the character's pain. Check the spelling of this word using a dictionary. Refer to the speech rules from (date) to edit your speech. Use the exemplar in the classroom to vary your sentence structure to progress the narrative.*

Re – developing self-evaluation/critical skills e.g. *Why did you make that mistake? How could you change that? Would this read better if xxx was included/changed? What would you think of your writing as the reader?*

Comments:

Brown, E., & Glover, C., 2006, p.84, Table 6.2

Appendix 4: Typology of Pupils' Written Improvement Responses

Action

Progress

Surface Features

Evaluative

	Presentation	Corrections/mistakes/omissions (grammar/punctuation /spellings)	Similar Level/Same Context e.g. 'more of the same or similar'	Deeper Level/Different Context e.g. 'different'
<p>Directed</p> <p>(Explicitly indicated e.g. through underlining, highlighting, identifying specifically what aspect/section to focus on and possibly how to achieve this)</p>	<ul style="list-style-type: none"> Pupil rewrites identified words directed by the teacher. Focus on legibility/presentation Pupil rewrites sections or whole work - no content changes as requested by the teacher. Focus on legibility/presentation 	<ul style="list-style-type: none"> Pupil corrects mistake(s) directly highlighted by teacher <i>e.g. dot, underline, circle, cross, symbol, 'sp' etc to identify exact change needed</i> Pupil copies identified correction made by teacher as requested <i>e.g. rewrites spelling correctly</i> Pupil corrects/adds missing grammar and/or punctuation where indicated <i>e.g. dot, underline, circle, cross - adding commas to a list, adding missing full stops as directed</i> Pupil changes repeated use of word as highlighted by the teacher <i>e.g. across becomes getting to, over the river etc</i> 	<ul style="list-style-type: none"> Pupil adds to/changes content/features of identified section as directed by the teacher to broadly develop writing within original context/similar level content <i>e.g. expanding on a sentence "Nothing," I replied moving into a different room</i> Pupil answers specific question(s) asked by teacher to develop an aspect of writing <i>e.g. straightforward predictable responses given to questions asked such as: How does Joe react to seeing the main character? Joe looked shocked to see the main character after so long. His face could not hide his surprise</i> Pupil adds to/develops vocabulary within same context as directed <i>e.g. teacher circles 'John is nice' changed to John's kindness shone through ...</i> Pupil adds to/separates content/ideas as directed to provide clarity and cohesion <i>e.g. separating a paragraph identified by teacher into two distinct parts and making them link</i> Pupil adds specific concepts/skills/writing devices as directed by the teacher <i>e.g. expanded noun phrase to provide extra information/support the development of writing e.g. The small, aggressive dog was chasing its tail</i> Pupil completes extension task/activity focusing on the same concept/skills to reinforce learning understanding <i>e.g. using expanded nouns in different sentences</i> 	<ul style="list-style-type: none"> Pupil creates/develops/simplifies writing to produce different effects using a range of selected stylistic features as directed by teacher such as using carefully selected writing techniques <i>e.g. short sentences - Suddenly, The beast exhaled a deafening groan. xxx stared in bewilderment. Her sword was clean. She had felt no contact.</i> Pupil considers specific question(s) generated by teacher to develop/evaluate writing for effectiveness <i>e.g. How could xxx, knowing the reasons behind their unacceptable behaviour, encourage the main character to react with more sensitivity?</i> Pupil produces considered/insightful explanation(s) or reasoning based on question(s) highlighted by the teacher <i>e.g. I used these facts and figures to have an impact on the reader to make them take notice. I included these specific quotes because they ...</i> Pupil develops writing based on an effective choice of a range of vocabulary as directed by the teacher <i>e.g. demonstrating individual personality/character traits - His gregarious nature ensured he had a constant flock of followers who wallowed in his generosity.</i> Pupil adapts/compares the style of the writing/stance/voice to engage the audience as directed by the teacher <i>e.g. formal to informal, 1st to 3^d person, another viewpoint etc</i> Pupil demonstrates/develops in-depth understanding/skills through the completion of an extension task directed by the teacher <i>e.g. developing aspect of writing produced within another context such as the introduction for a scientific explanatory text</i>
<p>Scaffolded</p> <p>(Support provided e.g. models/ examples/correct answers/)</p>	<ul style="list-style-type: none"> Pupil practises handwriting examples provided by the teacher Pupil rewrites words based on model/ 	<ul style="list-style-type: none"> Pupil practises correct spellings given by teacher <i>e.g. practising writing given spellings several times in margin/bottom of page/spelling journal</i> Pupil identifies correct answer/spelling/grammar/punctuation from selection provided by the teacher 	<ul style="list-style-type: none"> Pupil practises a concept/skill to add to writing using the example/model/checklist given by the teacher within a similar level context <i>e.g. pupil practises adding into the writing a rhetorical question(s) using example(s) given</i> Pupil answers specific questions providing guidance to help develop the writing <i>e.g. What was the weather like: calm, stormy, humid? How did the participants feel? The sun warmed up the nervous runners as they waited etc</i> 	<ul style="list-style-type: none"> Pupil creates/develops/simplifies writing to produce different effects using a range of selected stylistic features from suggestions/examples provided <i>e.g. flashbacks to fill in background information or create suspense - As the door slammed ...</i> Pupil considers specific question(s) by teacher providing guidance to develop/evaluate effectiveness within writing <i>e.g. How could your knowledge of/persuasive writing example from last term be used in the dialogue between these characters to persuade ...?</i>

<p>range of questions asked to aid changes/improvements)</p>	<p>examples given with a focus on legibility/presentation</p>	<ul style="list-style-type: none"> • Pupil makes correction/adds missing grammar/punctuation using model/example to support e.g. spelling rule or examples of words with a similar spelling pattern • Pupil uses explanation/answer given by teacher to correct mistakes etc • Pupil uses suggestions/guidance given to access relevant external resources e.g. use the spelling rule i before e to find circled word in the dictionary 	<ul style="list-style-type: none"> • Pupil adds to/changes content/ideas based on choices/explanation given by teacher e.g. choosing a range of vocabulary given and adding it into the writing • Pupil uses external resources suggested by teacher to support writing e.g. looking up clauses in a dictionary and using example given to develop own in writing • Pupil adds to/improves work with adult support e.g. pupil given an oral explanation prior to the response or supported with oral prompts at various points through the response • Pupil completes extension task/activity focusing on the same/concept skills using the model(s)/examples provided e.g. adding similes to sentences given by the teacher with an example(s) to support 	<ul style="list-style-type: none"> • Pupil explains and justifies the processes and reasoning behind thinking and writing decisions made through considered explanations using specific questions/examples/resources for support e.g. Why did you choose the word gregarious to describe the character at this point? I checked the definition in the dictionary, but I had also heard it being used in another story by ... and had added it to my vocab bank • Pupil considers and develops on ideas/vocabulary from external resources (e.g. piece of fiction writing) to further promote writing/ thinking e.g. using a previous piece of writing as an example to model into own writing • Pupil chooses and combines ideas from a range of appropriate external resources to support the development of writing e.g. Like the author ... I have used ... to engage the reader. I could develop my writing further using a similar technique to ... as this will ... • Pupil adapts/compares the style of the writing/stance/voice to engage audience through examples/support provided e.g. formal to informal, 1st to 3rd person, another viewpoint etc • Pupil demonstrates/develops deeper level thinking/writing within a different context using models/examples provided to implement in future writing e.g. developing a specific aspect of writing produced within another context considering the processes e.g. intro for scientific explanation with prompts to support
<p>Independent (Some guidance may be provided as to what needs improving/ changing but with an element of choice or key decisions to be made by pupil as to how to make improvements/ changes)</p>	<ul style="list-style-type: none"> • Pupil identifies and rewrites identified words with some guidance from the teacher e.g. indicated in margin. Focus on legibility/presentation • Pupil identifies and rewrites sections or whole work - 	<ul style="list-style-type: none"> • Pupil corrects mistakes indicated by teacher within a line or paragraph e.g. spelling error indicated with an asterisk in margin for pupil to find and correct spelling mistake within that line/paragraph • Pupil re-writes and/or changes sentence/section attending to mistake(s) as indicated in margin or highlighted as a comment e.g. incorrect homophone use: they're, there, their • Pupil finds and adds/improves within a paragraph/identified section of writing punctuation and/or grammar elements e.g. adding commas to fronted adverbials, adding commas in a list 	<ul style="list-style-type: none"> • Pupil adds to/changes content/features of writing within original context/similar level content with some guidance by the teacher but chooses how to develop this and where using a specific strategy/approach such as <i>including more description to build tension in the story e.g. Past the shadows, a dark figure approached with her bow and arrow still aloft. "What did I do?" she asked herself quivering ...</i> • Pupil answers general questions/addresses comments made by teacher to develop writing e.g. What could you use here to develop your argument? Pupil identifies and includes more emotive language and strengthens their concluding paragraph • Pupil explains and clarifies answers/writing to show understanding e.g. Pupil writes <i>The monster chased Josh.</i> Rewrites to <i>Josh was chased by the monster.</i> Following explanation provided: <i>The passive verb is was chased. The subject is Josh who receives the action of the verb - was chased is in the passive voice</i> 	<ul style="list-style-type: none"> • Pupil creates/develops/simplifies writing to produce different effects using a range of selected stylistic features with some guidance e.g. Creating an ominous feeling using dialogue ... <i>Kate (Elena's mother) looked concerned. "Yes, you may ..." she started before pausing and glancing around quickly. Looking more worried, she continued more quickly "but you must be careful of what may be lurking in there. It could be dangerous," she whispered with urgency and concern as she remembered what had happened many years earlier ...</i> • Pupil considers general question(s) generated by teacher to develop/ evaluate and consider processes for effectiveness greater depth and detail for effectiveness e.g. In what ways ...? • Pupil explains and justifies the processes and reasoning behind thinking and writing decisions made through considered explanations with some guidance e.g. <i>The monster chased Josh. Josh was chased by the monster. The use of the passive verb in this sentence places an emphasis on ... which is important because I wanted the audience to focus on this at this point in the story ... I will use passive verbs in future writing such as ... to ... because ...</i> • Pupil develops and evaluates effective choices of a range of vocabulary to progress key aspects of writing with some independence in how and

	<p>no content changes - as guided by the teacher. Focus on legibility/presentation</p>	<ul style="list-style-type: none"> • Pupil identifies and changes repeated use of words with some guidance e.g. comment about changing the repeated use of said - pupil to find in work and change independently 	<ul style="list-style-type: none"> • Pupil adds to/separates content/ideas to provide clarity and cohesion e.g. pupil finds and decides how/where to separate a paragraph and what else to include to make both link/flow within the new context • Pupil adds to/develops vocabulary within similar context and little guidance from the teacher e.g. describes the caravan in more detail using the senses ... • Pupil completes extension task/activity focusing on the same concept/skills to reinforce learning/understanding e.g. pupil identifies specific features/technical vocabulary within a piece of given text and checks whether same features used in own writing and/or producing a checklist and examples for future writing 	<p>where to do this ... e.g. considering simplistic vs elaborative vocabulary for effective description and why choices made</p> <ul style="list-style-type: none"> • Pupil considers and develops skill/understanding within a different context/from a different perspective e.g. formal to informal, 1st to 3rd person, another viewpoint • Pupil demonstrates/develops in-depth understanding/skills through completion of extension task independently e.g. pupil to complete and consider different ways to use task/activity focus in future writing -
<p>Self-improvement (Identification of and decisions/ choices made by pupil through general dialogue/self-reflection as to what, how and where improvements/ changes should be made)</p>	<ul style="list-style-type: none"> • Pupil self-identifies and rewrites words. • Pupil self-identifies and rewrites sections or whole work - no content changes. Focus on legibility/presentation 	<ul style="list-style-type: none"> • Pupil identifies own errors and makes own correctional changes within writing e.g. spellings, punctuation, grammar etc • Pupil corrects mistakes based on reflective questions asked by the teacher e.g. What could you use to strengthen the flow of the writing? • Pupil independently identifies and adds missing words/ grammar/ punctuation • Pupil identifies and changes repeated use of words 	<ul style="list-style-type: none"> • Pupil rereads writing and identifies own/additional changes to make e.g. This isn't as clear as I thought so I've changed it to ... • Pupil revises aspects of writing using general questions asked by teacher encouraging self-reflection and own identification of improvements at a similar level e.g. How would you improve ...? Does this description reflect your intentions? Does your writing engage the reader? How do you know? etc • Pupil identifies themselves what they need to improve/develop/add into their writing linked to the learning objective/success criteria e.g. adding another example or another element – I'm going to use an expanded noun phrase for description • Pupil self-identifies more effective use of different punctuation/vocabulary to develop writing e.g. I need a better word for muttered such as mumbled • Pupil asks own questions of their writing to consider for clarification with the teacher or to consider themselves e.g. What can I change in this paragraph to make the dialogue more hurried and show the tension they're feeling? 	<ul style="list-style-type: none"> • Pupil reflects on/evaluates the effectiveness of their writing and assesses the potential use of specific aspects of learning/skills/processes/stylistic features to create/develop/simplify writing as required e.g. I've added another/different ... to the writing to demonstrate ... which will create empathy from the reader towards the main character etc • Pupil identifies what they need to improve and evaluates/revises changes using open questions asked by teacher encouraging self-reflection e.g. Would it have greater impact on the reader if ...? How could you elaborate on ... to support ...? What do you think your audience would think/suggest developing further? How would you anticipate the audience's reaction to ...? How could you ...? • Pupil examines own writing against feedback/success criteria/other writing to create further improvements required e.g. identifying and including new content/specific features and/or developing/changing what has already been written for effectiveness etc • Pupil considers and justifies the processes and reasoning behind thinking and writing decisions made through considered explanations e.g. responding to the teacher feedback given to justify reasoning/decisions made and clarify etc • Pupil produces own questions based on their writing to discuss with the teacher/class for advice or to examine themselves e.g. Would including ... at this point help you as a reader to understand ...? What image does this description create in your mind? Why? What I was wanting to create was ... so I need to ... • Pupil evaluates the need to practise further a specific aspect of writing/skill/process to develop understanding/writing e.g. finding and then applying other examples to writing using external resources, other pieces of writing, talking to peers etc

Response Level Expectations

	None	Low	Inline	Beyond
Characteristics at Response Level	<ul style="list-style-type: none"> • Pupil refuses to respond • Pupil can't read/doesn't understand feedback • Pupil runs out of time to give a response • No response given or seen 	<ul style="list-style-type: none"> • Pupil responds incorrectly • Pupil responds inappropriately • Response at lower level than that of the original work 	<ul style="list-style-type: none"> • Pupil response in line with the feedback given and pupil responds appropriately • Pupil response is correct • Pupil response is at similar level as other elements of the original writing 	<ul style="list-style-type: none"> • Pupil response provides more content/detail/reasoning than requested or indicated by the feedback • Pupil response indicates individual choices/decisions made • Pupil response at a higher level than the original work

Appendix 5 Inter-Rater Reliability Report

1.1 Overview inter-rater reliability pilot moderation sessions (May 2019)

The researcher met with the inter-rater to pilot a moderating system. At this point, the researcher had undertaken six visits in each school over a four-month period. The researcher selected 10% of writing (13 pieces) to be considered from visits 1-5 from a total of 125 scripts. It was decided that the writing from visit 6 would not be included as part of this session but would be included in the official inter-rater session alongside the writing from visits 7 and 8.

The inter-rater already had some awareness of the coding systems from a mini-moderation session as part of the Pilot Study. However, additional time was spent explaining the coding systems for the feedback and pupil improvement responses highlighting any changes. The inter-rater and researcher felt it would be useful to code and discuss the first piece of writing together before considering and discussing the other scripts separately.

1.2 Teacher Feedback Coding

For each piece of writing, the researcher had coded the teacher feedback with a code consisting of two parts. For example, each code had a feedback type e.g. error/misconception (Ce) and then a level (e.g. 1-3). This meant that the level of consistency could be calculated either as one whole feedback coding unit e.g. Ce2 (errors/misconceptions at level 2) or by calculating each individual part separately e.g. Ce and level 2. Therefore, the researcher wanted to consider and trial which approach would produce the most accurate level of agreement.

After the coding had been agreed between the inter-rater and researcher, seven coded differences were identified. On further analysis, it became clear from the seven coded differences that there was only one difference in each of the coding parts between the inter-rater and the researcher e.g. the type of feedback (Ce) or the level (1-3) but not both. Therefore, calculating the accuracy as the whole feedback unit being incorrect did not reflect the level of accuracy as, in most cases, only 50% of the whole unit was incorrect. This is important when considering that over the 13 scripts coded by the inter-rater, 115 codes had been assigned and, therefore, each part equated to 230 codes in total. The researcher was aware that over the eight planned visits, the final inter-rater reliability

session would be considering 10% of approximately 200 scripts. Therefore, the researcher decided that in the final inter-rater session, each individual part of the code would be used to calculate the reliability level to be as accurate as possible.

1.3 Pupil Improvement Response Coding

The researcher and the inter-rater considered the pupil improvement response coding for the same 13 pieces of writing. The same procedure was followed as with the teacher feedback coding; time was spent considering and coding a piece together prior to the inter-rater coding the writing independently.

The researcher was aware that each pupil improvement response code consisted of three separate parts: type of improvement (e.g. Presentation, Corrections, Similar level/context and Higher level/context), type of support (Direct, Independent, Scaffolded, Self-improvement) and then a response level (None, Below, Expected and Above). As with the teacher feedback coding, the researcher wanted to trial whether these three different parts should be considered as one whole improvement response code unit or three individual parts to calculate an accurate agreement level.

In total, 61 pupil improvement response codes (whole units) were assigned to 13 pieces of writing. Eight coding differences were noted between the researcher and the inter-rater. However, again, the majority of these coding differences reflected just one part of the code being different rather than two or more parts of the whole code. Therefore, the researcher concluded that in the final inter-rater reliability session, the three parts of each code would be calculated separately rather than as one whole unit. Thus, following a similar approach to that for the teacher feedback code reliability calculation.

The researcher and inter-rater reached 100% final agreement levels for the teacher feedback coding and the pupil improvement response coding across 13 pieces of writing.

2. Overview inter-rater reliability session (November 2019)

The researcher and inter-rater met in November 2019 to formally moderate 10% of all 195 scripts from visits 2-8. Since the session in May, the researcher had independently checked all the scripts to ensure they were in-line with the agreed moderated codes and to ensure that visits 6-8 were consistently coded with visits 1-5. The researcher had made

notes alongside some of the assigned codes to discuss with the inter-rater at the moderating session. In total, there were 20 scripts that had been identified in this way by the researcher and, therefore, it was decided that all of these scripts would be included rather than randomly selecting other pieces of writing.

The researcher was aware that this decision could affect and impact on the overall agreement percentage; as the level of uncertainty was greater it meant that the agreement level could be lower. However, it was felt to be more important that these 'trickier' codes were agreed to ensure greater confidence and accuracy overall.

The researcher felt that, as they were considering 20 scripts in total, it would be beneficial to just focus on pupil improvement response codes for this visit. Previously, the teacher feedback and pupil improvement responses were coded in one session which was both time consuming and intense. Therefore, another date was arranged in January to moderate the teacher feedback codes.

2.1 Pupil Improvement Response Coding

The researcher and inter-rater briefly discussed the coding framework before proceeding to code the pupil improvement responses together for one piece of writing. The inter-rater then coded the pupil improvement responses independently for a further 19 pieces. A discussion took place after each piece of writing to consider any differences and agree the final assigned code(s). The researcher kept a written record of the inter-rater responses and assigned codes.

As has been highlighted, each pupil improvement response code consisted of three separate parts: type of improvement (e.g. Presentation, Corrections, Similar level/context and Higher level/context), type of support (Direct, Independent, Scaffolded, Self-improvement) and then a response level (None, Below, Expected and Above). As a result of the pilot moderation session in May, the inter-rater and researcher considered each part separately to calculate the overall agreement level.

Table 1 highlights that over the 20 pieces of writing coded, 192 separate pupil improvement response codes were assigned. In total, only 19 differences were recorded by

the inter-rater and researcher resulting in 90% agreement. However, overall, 100% agreement levels were reached after discussion.

Table 1

Overview of Inter-rater Reliability for Pupil Improvement Response Codes (Each Code Recognised as Three Parts)

	Pupil Improvement Response Coding
No. of scripts coded	20
No. of differing codes assigned by inter-rater	19
No. of codes assigned in total	192
Percentage Agreement	90%
Total Agreement	100%

2.2 Considerations

Whilst the researcher and the inter-rater acknowledged the potential bias of the discussions that ensued following the coding of each script, it was felt that these discussions were vital to ensure a greater accuracy and understanding of the coding from both the researcher and the inter-rater. As a result, the researcher was able to reflect more accurately on the codes that had been initially assigned and whether these were still the correct codes during the inter-rater reliability session. For example, in one case, the researcher acknowledged a mistake that had been made in their own coding. This was recorded and included in the final total of differing codes assigned, as this was highlighted as part of the session, even though this was acknowledged by the researcher rather than the inter-rater.

The researcher also realised, whilst looking at the pupil improvement responses that a presentation self-improvement code had been missed. As this was realised prior to the inter-rater identifying this, the researcher included this code to the sheet and did not record it as a difference.

In total, 47% of the coding differences were due to two pupil improvement responses that had been missed and not coded by the researcher. However, the inter-rater correctly noticed and coded these which resulted in six separate parts being added. The other coding difference was due to the researcher coding a response twice by mistake which resulted in

three separate parts being identified as different and incorrect. Each of these coding differences were as a result of researcher error rather than accuracy of coding application. Table 2 identifies the distribution of these coding differences in more detail.

Table 2

Frequency of Inter-rater and research coding differences for pupil improvement responses

	Type of response (Presentation, Corrections, Level (similar or higher)	Type of guidance (Direct, Scaffold, Independent, S-I)	Output level (None Below, Expect, Above)
Number	3	8	8
Percentage	16%	42%	42%

Most of the coding differences were noted as the type of guidance given (42%) and the output level (42%). It is important to note that the two pupil improvement responses that were missed by the researcher and the one that was incorrectly noted twice are each represented as three separate codes within type of response, type of guidance and output level. Taking this into consideration, only five other guidance and output levels were coded differently by the researcher and inter-rater.

Four of the type of guidance coding differences were due to the researcher believing that the parenthesis example in the checklist did not provide enough information for it to be classed as scaffolded. No example of how to use the punctuation was given, instead just the commas, brackets and dashes were shown. However, the inter-rater felt that this should be classed as a scaffolded reminder as it had been a helpful prompt for her. Therefore, it was agreed that this should be recognised as scaffolded and resulted in five improvement response codes being changed to reflect this scaffolded support.

2.3 Final steps

After the inter-rater reliability session, the researcher reflected on the 19 coding differences and revised all 195 pieces of writing to ensure that the agreed codes were reflected across all writing. This was particularly important in terms of the agreed scaffolded code for parenthesis to maintain consistency and accuracy across all pieces of writing.

3.1 Overview inter-rater reliability session (March 2020)

The researcher and inter-rater had agreed to meet on 31st March to undertake a final inter-rater reliability session focusing on 10% of teacher feedback on pupil writing across visits 1-8. However, due to the Covid-19 pandemic and restrictions placed on social distancing and travel, it was impossible for this meeting to take place as planned. Therefore, the results from the initial reliability piloting session have been used involving 10% of 125 scripts (visits 1-5). As the agreement rate between the inter-rater and researcher were already high, a confident and accurate picture of the coding can be assured. Especially as the researcher moderated any judgements that differed with the inter-rater across the 125 scripts and continued to consistently apply the same codes over the remaining pieces of writing in visits 6-8.

3.2 Teacher Feedback Coding

The researcher and inter-rater had briefly discussed the coding framework before proceeding to code the teacher feedback together for one piece of writing. The inter-rater then coded the teacher feedback independently for a further 12 pieces. A discussion took place after each piece of writing to consider any differences and agree the final assigned code(s). The researcher kept a written record of the inter-rater responses and assigned codes.

As has been highlighted, each teacher feedback code consists of two separate parts: type of feedback given (e.g. Content, Skills, Motivation, Reflection), and the level of support. Each part was calculated separately to produce the overall agreement level.

Table 3 highlights that over the 13 pieces of writing coded, 115 teacher codes were assigned attributing to 230 parts (e.g. type of feedback and level). In total, only 7 differences were recorded by the inter-rater and researcher resulting in 97% agreement. However, overall, 100% agreement levels were reached after discussion.

Table 3

Overview of Inter-Rater Reliability for Pupil Improvement Response Codes (Each Code Recognised as Three Parts)

	Teacher Feedback Coding
No. of scripts coded	13
No. of differing codes assigned by inter-rater	7
No. of two-part codes assigned in total	230
Percentage Agreement	97%
Total Agreement	100%

All the coding differences were due to the type of code (first part) assigned rather than the level. The main differences were due to whether the feedback was focusing on the Content or the Skills columns. Once this had been decided it was easy to attribute the correct code within these two categories.

3.2 Final steps

After the inter-rater piloting reliability session, the researcher reflected on the 7 coding differences and revised all 115 pieces of writing to ensure that the agreed codes were reflected across all writing. The researcher then ensured that this consistency was maintained through the coding of visit 6-8.

Appendix 6a Think-aloud Examples, Prompts and Protocols

It has been suggested by Hu and Gao (2017) that training “helps participants get familiar with think-aloud tasks” (p. 186) which supports the think-aloud validity. Training includes demonstration and practice opportunities. Research indicates that it is better for the participants to have opportunities to see and practice think-alouds on material that is different to what is going to be asked and that everyone uses the same examples.

Example of conversation with pupils involved in think-alouds

Have you heard of and do you know what a think-aloud is?

Basically, it is someone talking aloud what they are thinking, asking questions and explaining why they have chosen to do what they are doing. We often do this quietly in our head but we’re going to have a go today talking aloud what we are thinking through a couple of activities. I’m sure you might have heard your teacher or an adult talking aloud and modelling what they are thinking and why they are doing something e.g. maths problem, putting together a bookcase or television stand etc.

I’m going to start by demonstrating an example of what this might sound and look like based on an activity. This is a fun activity just to have a go. I am going to draw and annotate a character from **Beyond the Deepwoods (The Edge Chronicles) by Paul Stewart and Chris Riddell**. I am going to ‘think aloud’ what I am thinking as I read the description and the decisions I am making as I go through this. This is not about my art skills and how good I am at drawing but about how I understand and read the text to visualise the character.

The researcher reads the below text and, whilst thinking aloud draws the character.

The character glanced over his clipboard and looked Twig up and down. “Looks too tall,” he said, and went back to his paperwork.

Twig stared at the character. Tall and upright, he looked magnificent with his tricorne hat and tooled leather shield, his parawings and waxed side-whiskers. His coat was patched in places but with its ruffs, tassles, golden buttons and braid, none the less splendid for that. Each of the numerous objects that hung from special hooks seemed to shout of adventure. Twig wondered what marvels the character had seen through his telescope and what distant places his compass had led him to.

That is an example of what I mean by thinking aloud. Could you see and understand what I was thinking. For example, the knowledge of tri meaning three for a three-cornered hat and deciding to use a dictionary for parawings. What else did you notice that I did? For example, highlighting the sections I had completed, rereading to check that I had included everything, identifying that some aspects were challenging to draw etc.

Do you have any questions or thoughts about what I have just been thinking and what I have been doing? This is just a fun activity – it is not about how good or poor my drawing is. It is about what I understand, am thinking and how I show this.

Do you understand how it works? Do you feel happy to have ago at thinking aloud on a different activity? Remember to tell me what you are thinking.

The activity is the same, but it is from the first paragraph of The Iron Man by Ted Hughes. I'm going to ask you to talk out loud so that I can hear and begin to understand what you are thinking. Are you happy to have a go at this?

The Iron Man came to the top of the cliff. How far had he walked? Nobody knows. Where did he come from? Nobody knows. How was he made? Nobody knows. Taller than a house, the Iron Man stood at the top of the cliff, on the very brink, in the darkness. The wind sang through his iron fingers. His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left. His iron ears turned, this way, that way. He was hearing the sea. His eyes, like headlamps, glowed white, then red, then infrared, searching the sea. Never before had the Iron Man seen the sea.

Pupil: RS

School: A B

Time Start:

Time Finish:

Appendix 6b Think-aloud Schedule

Last time that we met you had a go at a think-aloud using the feedback that you'd been given by your teacher. Can you remember what a think-aloud is?

It is someone talking aloud what they are thinking as they are thinking it. We often do this quietly in our head but with the think-aloud we say out loud what we are thinking to share our thoughts on what we are doing and why.

This week we're going to have a go at another think aloud using exactly the same process as last time. I'm interested in what you're thinking so, it is really important for you to talk aloud everything that you're thinking as you are deciding on and doing your improvements.

To begin with though, I would like you to look at your book and read what the teacher has written because I would like to ask you just a few questions about this. Is that okay?

Questions:

1. Can you tell me what you think about the written feedback and the response challenge that the teacher has given you?
2. Do you understand all of the feedback that you've been given? Is this what you thought the teacher would write? Why do you think that?
3. Have you been given feedback about before? If so, why do you think you've been given this feedback again?
4. How do you think the feedback and response challenge will improve your writing?
5. How are you going to use the feedback?
6. Is there anything that the teacher hasn't mentioned in their feedback about your work that you think needs to be improved/changed? What is that? Why?
7. Do you think that the feedback and the response challenge you've been given are challenging? Why do you/why don't you think that? Can you give an example or type of feedback or response challenge that you would find challenging?

Challenge means something that perhaps needs more effort and thinking in order to do or complete something successfully.

Thank you for your answers. Now that you have read the feedback, I'd like you to do what you would normally do when you've been given feedback and asked to respond to it in class. The only difference is that I would like you to talk aloud what you're thinking as you are thinking it.

I'd like you to talk throughout so just act like you're alone in the room thinking and speaking out loud to yourself. What's important is that that you just keep talking aloud what you are thinking as you are thinking it. I am going to be listening to what you are thinking, and I may ask you *What are you thinking now? Or tell me what you're thinking if you stop thinking aloud.*

Like last time I won't be able to answer any questions about your work or explain what the teacher has written during the think-aloud as I am looking to see and hear what you think. This isn't a test and if you're stuck or you're not sure then that's absolutely fine. Just say and we can stop. Do you have any questions?

So tell me what you're thinking.

Planning for the response prior to any improvements. Pupil begins thinking about the feedback they have been given – what do they do? (straight after reading the feedback)

Observation	Record
Decides which piece of feedback to start with e.g. I'll start with the first point	
Reflects on what is being asked e.g. what feedback says/means	
Tries to clarify the feedback e.g. asks researcher questions/asks self questions e.g. Does this mean I need to xxx?	
Re-reads the teacher feedback	
Re-reads initial work	
Reflects on how and where to start e.g. which piece of feedback to begin with and how to respond etc	
Identifies strategies/approaches/resources to use to support improvements e.g. I'm going to have to think of different vocabulary and use a thesaurus to help	
Makes links with/uses prior knowledge to consider/plan their improvements	
Considers more than one way to make improvements	
Recalls previous work/learning/feedback to support improvements prior to responding	
Identifies they do not understand what the feedback is asking /improvements they need to make – unsure how to proceed	
Identifies other improvements that also need to be made	
No planning as moves straight into the writing improvements/ response	
No planning and no improvements made	

Notes: (Comments on the level of difficulty of the feedback?)

Organisation/Content

Observation	Record
Responds to teacher feedback in order it has been written	
Responds to teacher feedback in different order	
Chooses to respond to corrections/incorrect answers first e.g. identified in margin or underlined etc	
Responds to specific content level/skills related feedback first	
Doesn't respond to all feedback e.g. not all corrections or RT comments	
Responds to all feedback	
Re-reads feedback for each improvement response required	

Decides how to organise improvements/responses e.g. I might put a star and do it at the bottom. No, I'll do it on this page etc	
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How do pupils respond? Monitoring what they are doing

Observation	Record
Orally rehearses their writing as part of the writing process	
Rehearses responses in written format using paper/whiteboard etc	
Asks themselves questions about what they are doing and how they are doing something to check the improvements they are making e.g. If I put a comma there it should separate that section of the sentence?	
Ask themselves questions to try and work out how to make improvements and clarify thinking e.g. So, how could I change that to a negative question?	
Uses previous writing/model/examples to support with improvements e.g. I need a negative question, so I'll read the examples given to help	
Recall of prior knowledge to support with improvements e.g. I know that to create tension I could use shorter sentences	
Considers and decides where/how to write the improvement response e.g. so I think I need to add a full stop here as the sentence is too long when I read it	
Locates places for changes/improvements to be made on page e.g. I'm skimming/scanning to find the place or I need to add xxx here and here?	
Uses reasoning to make decisions e.g. I might write it as a list, but use brackets to separate and add more information as this will be more interesting	
Identifies and uses a strategy when stuck e.g. I'm trying to think of another conjunction, so I'll look at other examples in my writing	
Changes approach/strategy being used whilst making improvements e.g. That's not going to work so I need to think of a different way to ...	
Uses external resources to support e.g. dictionary, thesaurus, text book etc	Appropriate selection?
Re-reads just the section where improvements have been made	
Re-reads words/sentences/section prior to and after the improvement section has been made to check it makes sense	
Compares improved writing with original writing e.g. I'm going to read through this and then read through that to see if it's better	

Checks to see if anything needs changing/adding/missed e.g. part of the feedback during improvements	
Edits and changes improvement response as part of writing e.g. The first sentence works, but I still need to improve the second part	
Praises self for doing something or improvements made e.g. Yes, I did the ending. Good.	
Identifies improvements make sense	
Makes negative comments about responses/changes	
Identifies and improves other aspects of writing not identified in the feedback e.g. I can see that I also need to improve ... as it could be better	
Display of perseverance in making improvements – problem solving/thinking to be able to resolve any difficulties they encounter	
Asks questions/makes comments – reassurance/double checking	
Considers how others might have responded e.g. I wonder if anyone else used this approach or what might xxx have done?	
Writes written response straight into book (no other strategies used prior to writing)	
Leaves an improvement response incomplete e.g. can't finish, not able to change, wants to clarify/ask teacher about feedback point etc	
Refuses/decides doesn't want to make improvements/changes	

Notes: (Comments on the level of difficulty of the improvements?)

What do pupils do once they have responded to all of the feedback? Evaluating their response

Observation	Record
Re-reads response(s) to evaluate against the feedback e.g. checks everything	
Checks the feedback against the improvement response(s) e.g. makes sure they have been completed	
Identifies further improvements/changes that could be made and makes them	
Identifies further improvements/changes that could be made, however, decides not to make them	
Edits and changes improvement responses further e.g. I might now cross out 'one' and do the most competitive sport was long jump	
Makes an evaluative judgement about the written response/improvements e.g. pleased with that, sounds good, teacher should like that etc	
Checks written improvements against LO/SC	

Considers whether they would do the same/different next time e.g. the brackets didn't work as well as I thought so I would just add the description as sentences next time	
Finishes response with no checking or further thought e.g. Done! Finished!	
Compares initial work with the improvement response(s) e.g. I think the new description	

Notes:

Comments on the level of difficulty of the improvements?

Have you finished responding/improving your work?

That's great, thank you. Well done for talking aloud what you were thinking. How did you find that?

I'd just like to ask you about your response challenge and the improvements/changes that you've made.

Questions to pupils about their written responses once completed/finished:

1. At the beginning of the session you thought the feedback you'd been given was Did you find that as you were responding to the challenge and making your improvements that it was like you thought? Why/why not? (Can you give an example or type of feedback or response challenge that you would find challenging?)
2. What do you think about your improvements and the response challenge work that you've just completed?
3. Are the improvements and the responses that you've written better than you expected, what you expected or not as good as you expected? Why?
4. If you were asked to respond to the feedback and make the improvements/changes again, is there anything you would do differently? What would you do? Why is that? Would you improve any other aspects or parts of your work?
5. What do you think your teacher will think about what you've written for the response challenge and the improvements you've made? Do you think the response challenge and the improvements will be what they expected, better than they expected or not as good as they expected? Why?

Is there anything you would like to ask or tell me about the feedback improvements that you've just been doing?

Any considerations/thoughts for researcher:

Appendix 6c Think-aloud Skills/Strategies Analysis Sheet

Below	At Expected	Above
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Planning for response prior to improvements. Pupil begins thinking about the feedback they have been given – what do they do?

Observation	Pupil 1	Pupil 2	Pupil 3	Pupil 4	Pupil 5	Pupil 6	Pupil 7	Pupil 8	Pupil 9	Pupil 10
1. Decides which piece of feedback to start with e.g. I'll start with the first point										
2. Reflects on what is being asked e.g. what feedback says/means, identifies which bit is being referred to										
Tries to clarify the feedback e.g. asks researcher questions/asks self questions e.g. Does this mean I need to xxx? (Not used)										
3. Re-reads the teacher feedback										
4. Re-reads initial work										
5. Reflects on how and where to start e.g. which piece of feedback to begin with and how to respond etc										
6. Identifies/considers strategies/approaches/resources to use to support improvements e.g. I'm going to have to think of different vocabulary and use a thesaurus to help, I'll use my checklist										
7. Begins to identify where changes/improvements to be made on page e.g. I'm skimming/scanning to find the place or I need to add xxx here and here?										
8. Makes links with/uses prior knowledge to consider/plan their improvements										
Considers more than one way to make improvements (Not used)										
Recalls previous work/learning/feedback to support improvements prior to responding (Not used)										
Identifies they do not understand what the feedback is asking – unsure how to proceed (Not Used)										
9. Reflects on feedback/corrections identified and using in future writing										
10. Identifies other improvements that also need to be made										
11. No planning as moves straight into the writing improvements/ response										

Organisation/Content

Observation										
1. Responds to teacher feedback in order it has been written										
2. Responds to teacher feedback in different order										

3. Chooses to respond to corrections/incorrect answers first e.g. identified in margin or underlined etc										
4. Responds to specific content level/skills related feedback first										
5. Doesn't respond to all feedback e.g. not all corrections or RT comments										
6. Responds to all feedback										
7. Re-reads feedback for each improvement response required										
8. Decides how to organise improvements/responses e.g. I might put a star and do it at the bottom. No, I'll do it on this page etc										
9. Identifies difficulty or issue when writing response e.g. writing position or place in book when writing										
10. Corrects/improves own identified errors first										
11. Identifies a place for improvements but decides it doesn't work or changes mind										

How do pupils respond? Monitoring what they are doing

Observation										
1. Orally rehearses their writing as part of the writing process										
Rehearses responses in written format using paper/whiteboard etc (Not Used)										
2. Asks themselves questions about what they are doing and how they are doing something to check the improvements they are making e.g. If I put a comma there it should separate that section of the sentence?										
3. Ask themselves questions to try and work out how to make improvements/clarify thinking. How could I change that to a negative question? What would xxx say?										
4. Uses previous writing/model/examples to support with improvements e.g. I need a negative question, so I'll read the examples given to help										
5. Recall of prior knowledge to support with improvements e.g. I know that to create tension I could use shorter sentences										
6. Recall of prior knowledge to support with corrections										

7. Considers and decides where/how to write the improvement response e.g. so I think I need to add a full stop here as the sentence is too long when I read it. I think xxx wants to know ...										
8. Looks for place(s) within writing to put improvement response										
9. Uses reasoning to make decisions e.g. I might write it as a list, but use brackets to separate and add more information as this will be more interesting										
10. Identifies and uses a strategy when stuck e.g. I'm trying to think of another conjunction, so I'll look at other examples in my writing										
11. Identifies another strategy/approach for improvements if they don't work, can't make changes e.g. I'll leave that word and move on or if that doesn't work, I'll ...										
12. Changes approach/strategy being used whilst making improvements e.g. That's not working so I need to think of a different way to ...										
13. Uses external resources to support e.g. dictionary, thesaurus, text book etc										
14. Re-reads just the section where improvements have been made										
15. Re-reads words/sentences/section prior to and after the improvement section has been made to check it makes sense										
Compares improved writing with original writing e.g. I'm going to read through this and then read through that to see if it's better (Not Used)										
16. Checks to see if anything else needs changing/adding/missed e.g. part of the feedback during improvements										
17. Edits and changes improvement response as part of writing e.g. The first sentence works, but I still need to improve the second part										
18. Edits and changes corrections during response e.g. corrects and then recorrects/changes										
19. Identifies and improves other aspects of writing not identified in the feedback e.g. I can see that I also need to improve ... as it could be better, I'm going to extend myself and see if I can add a ...										
20. Decides to add the same type of improvement again e.g. I think I might add another relative clause										
21. Identifies whether improvements make sense/are right/confident in										
22. Display of perseverance in making improvements – problem solving/thinking to be able to resolve any difficulties they encounter										
23. Considers how might use positive feedback in future writing										

24. Asks questions/makes comments – reassurance/double checking										
Considers how others might have responded e.g. I wonder if anyone else used this approach or what might xxx have done? (Not Used)										
Writes written response straight into book (no other strategies used prior to writing) (Not Used)										
25. Leaves an improvement response incomplete e.g. can't finish, not able to change, wants to clarify/ask teacher about feedback point etc										
Refuses/decides doesn't want to make improvements/changes (Not Used)										
26. Reflects on why they have made the mistakes identified by teacher										
27. Re-reads writing to support with making improvements/changes										
28. Goes back to spelling or part of feedback to try again										
29. Considers what the feedback means and is asking										
30. Applies feedback for another point into response e.g. applying full stops to new response										
31. Edits/corrects self-improvement										

What are pupil's perceptions about their performance/effort?

1. Praises self for doing something or improvements made e.g. Yes, I did the ending. Good. It's definitely improved it.										
2. Makes negative comments about responses/changes										
3. Makes negative comments about other things e.g. That doesn't make sense at all! I'm not good at using a dictionary. I'm not very good with spelling. I'm maybe a bad speller.										
4. Identifies teacher may like response/improvement(s) being made										
5. Identifies response taking more effort/time/thinking than expected										
6. Comments on amount of spellings/feedback given										

What do pupils do once they have responded to all of the feedback? Evaluating their response

Observation										
1. Re-reads response(s) to evaluate against the feedback e.g. checks everything										

2. Checks the feedback against the improvement response(s) e.g. makes sure they have been completed										
3. Identifies further improvements/changes that could be made and makes them										
4. Identifies further improvements/changes that could be made, however, decides not to make them										
5. Edits and changes improvement responses further e.g. I might now cross out 'one' and do the most competitive sport was long jump										
6. Makes an evaluative judgement about the written response/ improvements e.g. pleased with that, sounds good, teacher should like that etc										
Checks writing against LO/SC/checklist (Not Used)										
Considers whether they would do the same/different next time e.g. the brackets didn't work as well as I thought so I would just add the description as sentences next time (Not Used)										
7. Finishes response with no checking or further thought e.g. Done! Finished!										
Compares initial work with the improvement response(s) e.g. I think the new description (Not Used)										
8. Reflects on how could use positive or improvement feedback in next piece of work										
9. Checks writing – further improvements/what has already been written										

Time taken for response:										
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Appendix 7 Considerations/Potential Bias – Weekly Overview (Weeks 1-2)

	Week 1		Week 2	
	Issue/Reason	Possible Impact/Bias	Issue/Reason	Possible Impact/Bias
Semi-structured Interviews	<p>Researcher ‘hmming’ a lot in interview.</p> <p>Reasons:</p> <ul style="list-style-type: none"> Relaxing participants Encourage them to talk and to develop answers Develop a rapport 	<p>Participants could have thought I was agreeing with them and thus influence their thoughts.</p> <p>Although, this was not apparent in the transcriptions.</p>		
Next time?	Researcher to be aware of this and limit own responses			
Think-alouds	<p>Researcher perhaps explained thinking too detailed e.g. I don’t know what a tricorn hat so I’m going to use the dictionary. It doesn’t say but it does say triangle and tricycle and I know that these mean three so I think that a tricorn hat would be a three-sided/three-corned hat etc.</p>	<p>Pupils explaining their thinking perhaps more than they would. The model could show more detailed thinking and use of strategies than they would do normally e.g. using a dictionary etc.</p> <p>However, this modelled the expectations and the process of talking aloud the thinking throughout the task. Pupils seemed to have a good grasp when asked about what a think-aloud was of explaining it clearly.</p> <p>Update</p>	<p>A couple of pupils added a further unspecified improvement using success criteria checklist or decided to add a further improvement or respond to improvements differently.</p> <p>A couple of pupils when asked ‘what are you thinking’ explained what they did. However, lack of eye contact and ‘what are you thinking now’ helped to change this.</p> <p>Pupil mentioned other thoughts were in head but didn’t say these e.g. what having for tea.</p> <p>Some pupils indicated they had finished but then either continued, were still looking/talking about work, didn’t give any contact or final statement e.g. I’ve finished etc. The researcher left a pause which resulted in some children further responding.</p>	<p>Pupils included another improvement due to my presence etc. One pupil suggested this was because they felt I would say if it was not right. Clarified my position about not helping etc. Another pupil responded differently to improvements e.g. using a dictionary normally wouldn’t. Monitor this overtime – does this continually happen?</p> <p>Thinking was retrospective about what done not what thinking. Ask ‘what are you thinking now?’ Clarify what want from pupils in next intro to think-alouds.</p> <p>Pupil selectively deciding what to say as they are thinking. Keep encouraging pupil to talk aloud their thinking (any thinking).</p> <p>Potentially this led to further improvements being made. However, if the think-aloud had been stopped then pupils could have been stopped prematurely. Pilot study showed that a pause would show the final decision of the pupil. Keep monitoring the pause and</p>

		This did not show any significant impact on think-alouds the following week. All pupils had to be prompted to think aloud at various points.	Don't ask pupils so 'how are you going to start? What are you going to do?' etc.	build up pupil profiles to understand mannerisms/eye contact/body language etc to indicate finished etc. Just let pupils start responding, so that it doesn't impact on how they start or what they say e.g. telling me what they are going to do rather than what they're thinking/doing.
Next time?			Check whether same pupils add an additional response or respond to differently to what they usually describe etc. Reiterate looking to hear what pupils are thinking as they are thinking – add this to intro Continue to consider the pause and whether pupils have finished (monitor this) Update think-aloud coding sheet with any further strategies noted/identified.	
Think Aloud Interviews			Question was included about 'How are you going to respond to the feedback?' Question was insightful as it could be used as a comparison between what intended and what was actually done/used. However, also part of the planning response potentially. Does this impact on think-aloud planning section? The think-alouds during the morning session were longer than the afternoon session due to time constraints beyond the researcher's control. A couple of pupils struggled with some of the questions – didn't answer what was being asked. Ensure some pupils have enough thinking time to respond. Spoke over a couple of pupils at the same time they were adding something.	The question could lead them into thinking about what they are going to do prior to responding and influence actions/responses. However, responses show that this was not always adhered to. Follow-up questions to really explore pupil responses to the questions were time limited. This restricted the understanding and insight more than would have been liked. Even after rewording the question or asking in another way. A couple of pupils still struggled to grasp what was being asked. Think about the question wording for the next visit – more clarity and preciseness Give a slightly extended pause for some pupils to add additional content/thoughts. Pay attention to pupil consider pupil profile to make judgement.

Next time?			<p>Monitor the question about what they are going to do. Check against actual actions. Ensure plenty of time to ask in-depth and probing questions about their thoughts. Questions to probe more from RSA21, RSA14 and RSB2 and RSB3 next time. Questions to be clarified for RSB1 to ensure clarity of understanding. Check that questions are still fit for purpose for next think aloud – write new prompt sheet. Don't ask as many probing questions o RSB4 next time.</p>	
Coding	<p>The intended piece (as agreed with the teachers) had not been responded to and could not be used. The researcher used an earlier piece from last term.</p>	<p>The writing selected was from October. Possibly should have selected a later piece, but the researcher was looking for a piece that had been responded to by most pupils.</p>	<p>Latest piece of work was used. However, one pupil was poorly the previous week and had not completed the writing. Therefore, this pupil used the previous work to respond to in the think aloud.</p> <p>This piece, whilst still fiction, could be marked differently to the others included in the sample.</p>	<p>Pupil was responding to a piece from three weeks ago – longer timeframe than the other pupils which could bias the improvements/outcomes in having to remember and also the strategies used e.g. rereading.</p> <p>Coding could show a considerable difference to that of the other pieces – need to be aware of this and highlight if the case.</p>
Next time?			<p>Try to ensure that all work used is the same. If not, consider the potential differences and implications on analysis.</p> <p>Write an overview for each piece of work checking how it was written e.g. cold write, part of a build-up, length, type of scaffolding etc – consider any differences over time between pieces and schools</p> <p>Ask for a copy of the marking policy e.g. expectations of school etc</p> <p>Update typology with any additional identified codes.</p>	

Appendix 8a Semi-Structured Teacher Interview Schedule (First Interview)

1. I am interested to know more about your feedback practice and about the range of feedback that you give to pupils in your class.
(What does feedback in a book look like overtime?)
2. How do you decide what type of feedback to give to pupils?
(What are your thought processes as you sit and read the work as to the type of feedback you will give?)
(Are there any factors that may influence your decision? What are these?)
How does the feedback cater for pupils of different abilities?)
3. Do you incorporate a level of challenge or difficulty into your feedback for pupils to respond to? *(If yes - could you share an example where you have done this? How did pupils respond to this? Was it successful? How do you know?)*
(If no – are there any reasons why you don't incorporate a level of challenge or difficulty in your feedback for pupils to respond to?)
What is your understanding of the term "challenge"?
4. Can you describe the different ways in which pupils in your class respond and improve their work?
(Can you describe some of the skills or strategies that pupils use when responding to the feedback?)
5. What would you consider to be an effective or pleasing response from a pupil to your written feedback?
(What are your expectations?)
6. Do you feel that the responses that pupils in your class produce generally meet your expectations?
(Are the responses generally what you were anticipating and hoping for?)
(Yes – if so, in what ways do they meet your expectations?)
(What if they don't meet your expectations? Could you share an example where this has been the case?)
7. Have you had a response recently where it has exceeded your expectation? If so, in what ways and how did it exceed your expectation? What do you think is the reason or reasons for the pupil responding better than you expected?
8. Is there anything else you would like to say about feedback that I haven't asked you?
9. Is there anything that you would like to ask me?

Appendix 8b Semi-Structured Pupil Interview Schedule

1. Can you tell me more about the piece of writing you did on XXXX? How was it introduced by the teacher? How long did you have? What was expected?
2. I can see the teacher has given you some positive feedback and also a response challenge. What do you think about the feedback the teacher has given you? Did you expect this feedback?
3. Why do you think you were given the feedback XXXX? How do you think using or including a XXXX in a sentence will improve your writing?
4. How did you use the feedback from the teacher to make your improvements and do the response challenge?

Before I ask the next question, I'd like to ask you what you think challenge or challenging means? ***Challenge means something that perhaps needs more effort and thinking in order to do or complete something successfully.***

5. Did you find the feedback task challenging? Why/why not? Can you give an example or type of feedback or response challenge that would you have found challenging?
6. What do you think about your improvements and response challenge work? Is the response that you've written better than you expected, what you expected or not as good as you expected? Why?
7. What do you think your teacher will think about what you've written for the response challenge and the improvements you've made? Do you think the response will be what they expected, better than they expected or not as good as they expected? Why?
8. If you were asked to respond again to the feedback is there anything you would do differently? Would you improve any other aspects or parts of your work?
9. Is there anything you would like to tell me or ask me about the teacher feedback or the response work?

Appendix 8c Semi-Structured Teacher Interview Schedule (Visit 4)

1. I wondered if you could explain how and why you'd given this particular feedback and improvement response/corrections to this pupil?
2. What did you think about the changes and the improvements that the pupil had made?
3. Is this how you were expecting the pupil to respond to the feedback?
4. Do you think the feedback and the improvement tasks and the corrections that you've given provided challenge for the pupil?
5. What has the pupil response shown or told you?
6. Did the improvement response meet your expectations or was it below or above?
7. Is there anything that you'd like to add or comment on about the feedback or the pupil response for this particular pupil?

Appendix 9 Pupil Evaluation Comments (Visit 4)

What do you think about the think-aloud work that you've been doing with Miss Crellin?

Sample of School A Responses

- It was good at the beginning because she showed us what a think-aloud is and what you have to do in it. It was good because I did one too after she showed me. Sometimes when you say it aloud it helps you remember what you are going to put in your work.
- I think the think-alouds are really fun and it's nice for someone else other than xxx (class teacher) to read them. It's also nice because you get to say what you are thinking.
- It is really good and is helping me in all my writing. She gives me all the tools I need so I don't have to move. It helps working with Miss Crellin.
- Helps concentrate and helps understand more when speaking aloud.
- I think the think-aloud is really good but a challenge because you can think about other things like games, what you had for tea etc.

Sample of School B Responses

- It is really fun and I learnt I don't always need to think in my head.
- It is an interesting experience which I have never done before.
- It's been okay but hard because I'm used to thinking to myself.
- It's been very interesting and it felt a bit different to normal because we had to actually say what we were thinking.

Are you enjoying the research work with Miss Crellin?

Sample of School A Responses

- Yes, it is fun, enjoyable and gives me time to improve my work. I always hope she comes because she's so joyful.
- Yes, I am enjoying the research work with Miss Crellin because she always has everything we need and asks us if we need any questions answering before beginning.
- Yes, I am enjoying the research work with Miss Crellin.
- Yes, I'm enjoying my work with Miss Crellin because it's someone different to listen to my extended writing.
- It's nice to be in a quiet space, helps me understand when speaking out loud. Makes me think how I can add my response challenge in my next piece of writing.
- Yes, it's fun because you get to go in a quiet room where you can just do your work. It's just the same as in the classroom except better because there isn't everyone being noisy. She doesn't say anything and just lets you talk but sometimes she says 'what are you thinking?' Sometimes I don't like the questions like the expected questions.

Sample of School B Responses

- I enjoyed working with you and it's nice knowing someone else.
- Kind of.
- Yes, very much!

Is there anything else you would like to say or comment on about the work with Miss Crellin?

Sample of School A Responses

- The work I am doing with Miss Crellin is very enjoyable and whenever she says "Imagine yourself in a room on your own" I do. It's very inspiring.

- This is a really exciting experience.
- Miss Crellin is kind and polite which helps a lot.
- A bit hard answering the questions at the end.
- Sometimes I don't really know what to say when she asks me questions.

Sample of School B Responses

- Thank you for coming.
- I enjoy doing it.

Appendix 10 - Skills Checklist Example for Pupils

Planning - Are you:

- Re-reading your writing to understand why the feedback has been given, what you need to do and why?
- Identifying strategies and/or resources to help you produce your improvement response?
- Skimming/scanning for places where the improvement response(s) can be added?
- Considering other improvements that you would like to make and thinking about why these need to be made?

Organising - Are you:

- Thinking about how best to organise the improvement response so that it is clear to the reader where it fits within the writing?
- Prioritising which improvement response to start with?
- Re-reading the feedback and/or the writing to make sure the improvement response will work?

Responding - Are you:

- Orally rehearsing your improvement response prior to writing?
- Asking yourself questions about what you are writing: is that the best word to use?
- Able to identify and use another strategy if you are stuck?
- Using previous learning to help you develop your improvement response e.g. to create tension I can use shorter sentences
- Re-reading the writing with the improvement response to check it makes sense?

Evaluating - Are you:

- Editing and changing the improvement response?
- Identifying other changes that need to be made to your writing?
- Evaluating your improvement response e.g. what do you think? Does it work within the context of the writing? How can you use this in future writing?
- Thinking about whether there is anything you would have done differently? What would you have done differently and why? How can you learn from this?

Highlight which skills/strategies you have used during this designated response session. Are there any others that you used (not listed) that really helped you today?

Appendix 11 Headteacher Study Information Letter

Dear Sir/Madam,

My name is Sarah Crellin and I am a PhD student in the Dept of Education, University of York.

I am carrying out a research project exploring pupil responses to written feedback. As you are aware, teachers regularly provide children with written feedback about their work and children have opportunities to respond to this during class time. This study will consider children's perceptions of feedback, how they develop and improve their work in response to the teacher's feedback, teacher/pupil perceptions of the work as well as the writing produced as part of the response.

The research would involve children (ranging in ability) in Year 5 and the teacher of each class involved. I am proposing a research study over a six-month period which would involve work in your school for approximately one day every fortnight.

To understand and interpret the written responses that pupils have made, I will consider the teacher feedback and the improvements/developments made by pupils in their exercise books as part of the usual classroom routine. This work will not require my presence or involvement. However, once pupils have finished I will code the teacher feedback, as well as the written work produced by each child. This work will be conducted away from the class and will not involve any children or the class teacher. However, it will be necessary for photocopies of some of the pupils' written responses to be taken as there will not be enough time in the day for me to code these on site. A sample of photocopies will be shared with a member of staff from the University of York so that the coding I have undertaken can be validated before being securely and safely destroyed.

As part of the next visit, some pupils, based upon the coded analysis outcomes, will be asked follow-up questions as part of a short semi-structured interview (approx. 10-15minutes). This will particularly focus on the improvements/developments that the pupil has made in response to the teacher feedback and their perceptions.

In consultation with yourself and the class teachers, I will work with up to six children on a one-to-one basis asking them to undertake a think-aloud session. The pupils will work with me to have a brief discussion about their perception of the feedback they have received. They will then be asked to respond to the feedback (e.g. develop/expand their work, make improvements etc) through a think-aloud session. This will enable pupils to voice aloud their thoughts and the strategies/approaches being considered when acting upon the teacher feedback. I will then conduct a semi-structured interview with each pupil immediately after the think-aloud about what they have written and their perceptions of the improvements/developed work they have produced.

Pupils will be withdrawn from the classroom for the one-to-one think-aloud work and all semi-structured interviews will be carried out individually by the researcher. All research work will be audio recorded so that the children's responses can be transcribed and analysed fully.

I will send letters home to parents/carers of all Year 5 children asking them to opt-in to the study if they would like their child to take part. I will not see any child whose parents/carers have not elected to opt-in. I have a current and approved DBS check and will share this document with the school before undertaking any research work.

In addition to working with pupils, I would like to include the Y5 teachers of the classes at your school. This will involve semi-structured interviews at specific points through the research project about their perceptions and thoughts regarding the pupil responses/written outcomes, as well as questions about the feedback they have provided. I will send a letter to each teacher requesting their permission to take part in the research interviews and to give permission for me to undertake a coded analysis of their feedback in the books. Any interviews will be arranged in advance with the teachers to ensure that it is at a suitable and convenient time. Interviews will be for approximately 20 minutes with one during the project and one towards the end.

I will visit the school to disseminate the research findings to staff once the data has been analysed.

Anonymity

I would like to assure you that identifiable information and data from the research will be converted into an anonymous format. Teachers and pupils will be identified by code number and not name. The school identity will also be anonymised. Data will be stored in locked filing cabinets, University approved storage drive and/or on a password protected computer. Any identifying data will be stored separately, will only be accessible to the researcher and will be destroyed once it has been anonymised and analysis has been completed.

As the research study will consider how pupils of different abilities respond to written feedback and the written outcome, it will be necessary for me to know attainment information.

The anonymised data will be stored indefinitely and may be used in presentations, for further research or for teaching purposes but your school, the teachers and the pupils in your school will not be identifiable. If you would rather the data was not used in this way please **do not** sign the consent form.

Parents/carers are free to withdraw their child from the study at any time up to two weeks after the final data collection by contacting me directly either by email XXXX or completing an attached withdrawal form and giving this to the Y5 teacher to inform and give to the researcher. You are also free to withdraw your school and individual children from the research study anytime up to two weeks after the final data collection by contacting me directly XXXX. After this point, identifiable data will be destroyed, and it will be impossible to identify individual pupils or schools for withdrawal.

Please note: If I gather information that raises concerns about a child's safety or the safety of others, or about other concerns as perceived by me, then I may pass on this information to another person.

This research study has received ethical approval from the Dept of Education Ethics Committee. I hope that you will agree to your school taking part in this study. If you have any questions about the research study that you would like to ask before giving consent, please feel free to contact Sarah Crellin (XXXX) or the Chair of the Education Ethics committee (XXXX).

If you are happy to take part in the project, please complete the form below and return it to me by email.

Thank you for taking the time to read this information,

Yours sincerely,

Sarah Crellin

Research Study Consent Form

Exploring pupil perceptions and responses to feedback in primary schools.

If you are happy for your school to take part in the research study, please complete and sign this form.

Name of School: _____			
Contact Person: _____		Position in school: _____	
Address: _____			
Tel: _____		Email: _____	
Preferred way of being contacted:	<input type="checkbox"/> Post	<input type="checkbox"/> Telephone	<input type="checkbox"/> Email

I have read and understood the information provided to me about the research study and I have had the opportunity to ask questions about this.

I give my permission for _____ to take part.

(Name of school)

Please tick each box:

- I have read and understood the information explaining the above research study and I have been informed about the aims and procedures involved in this research.
- I understand that all identifiable information collected as part of this research study will be kept confidential unless any information raises concern of a child's safety, in which case the researcher may need to pass on this information.
- I understand that some written feedback and responses will be photocopied and shared with a member of staff from the University of York as part of the coding validation process.
- I understand that school names, teacher's names and children's names will be replaced with a letter-number-code and will not be identifiable to anyone other than the researcher.
- I understand that data will be stored in a locked filing cabinet, University approved storage drive and on a password protected computer and only Sarah Crellin will have access to the identifiable data.
- I understand that the anonymised data may be used in presentations, for further research or for teaching purposes but schools and children will not be identifiable.
- I understand that parents/carers are free to withdraw their child from the project at any time up to two weeks after the final data collection and that teachers can withdraw at any point up to two weeks after the final data collection.
- I understand that I have the right to withdraw any child at any time throughout the research proceedings and also to terminate the school's involvement completely should I believe this to be necessary, up to two weeks after the final data collection.

Date

Signature (Head teacher)

Print name (Head teacher)

Appendix 12 Parents/Carers Information Letter

Dear Parent/Carer,

My name is Sarah Crellin and I am currently a PhD student in the Department of Education, University of York.

I am currently carrying out research that involves pupils responding to written feedback. As you will be aware, teachers regularly provide children with feedback about their work and children have opportunities to respond to this during class time. This research study will consider children's perceptions of feedback, how they develop and improve their work in response to the teacher's feedback, teacher/pupil perceptions of the work as well as the writing produced as part of the response.

What would this mean for my child and me?

I will be considering the written feedback that teachers give to pupils across the class as well as the written responses (e.g. improvements/developed work) that pupils produce during class response time. This will be in-line with the school's usual classroom practice and will not involve myself. Once pupils have finished, I will then code the teacher feedback as well as the written outcome from each child involved in the study. This work will be conducted away from the class and will not involve any pupils or the teacher. As part of the next visit, a sample of children may be asked follow-up questions as part of a short semi-structured interview (approx. 10-15 minutes). This will particularly focus on the improvement/developments that the pupil has made in response to the teacher feedback and their perceptions. The interview will be conducted on a one-to-one basis in a space identified by the school.

I will work with up to six children on a one-to-one basis asking them to undertake an additional think-aloud session. The children will have a brief discussion with me about their perception of the feedback they have received. They will then be asked to respond to the feedback (e.g. develop/expand their work, make improvements etc) through a think-aloud session. This will enable children to voice aloud their thoughts and the strategies/approaches being considered when acting upon the teacher feedback. I will then conduct a semi-structured interview with each pupil immediately after the think-aloud about what they have written and their perceptions of the improvements/developed work they have produced. I will spend some time with children prior to undertaking a think-aloud explaining and demonstrating what this is and making sure they feel comfortable with the process.

The exercise books will always remain on school property and will be readily available for teachers and pupils to use as part of the day-to-day routine. All research work will be audio recorded so that pupil responses and answers can be analysed, in full, at a later date by myself. It will be necessary for photocopies of some of the pupil written responses to be taken as there will not be enough time in the day for me to code these on site. A sample of photocopies will be shared with a member of staff from the University of York so that the coding I have undertaken can be validated before being securely and safely destroyed.

The research study will be carried out over a period of six months. I will visit the school approximately one day a fortnight. The research will start week beginning XXXX and will have concluded by the end of the summer term.

Anonymity

I would like to assure you that identifiable information and data from the research study will be converted into an anonymous format. The data that your child provides will be stored using code names and not your child's name. Data will be stored in locked filing cabinets, University approved storage drive and/or on a password protected computer. Any identifying data will be stored separately and will only be accessible to the researcher. Identifying data will be destroyed as soon as it has been anonymised and analysis has been completed.

Using the data

Identifiable data will be coded as soon as possible after each data collection point and then destroyed. Anonymised data will be kept and stored securely on a computer. The data that I have converted in anonymous format may be used in different ways during and after this time. Please indicate on the consent form attached with a if you are happy for this anonymous data to be used in the ways listed.

As the research study will consider how pupils of different abilities respond to written feedback and the written outcome, it will be necessary for me to know attainment information.

You and your child are free to withdraw from the study at any time before data collection begins (XXXX) and anytime during data collection by contacting me directly either by email XXXX or completing an attached withdrawal form and giving this to the Y5 teacher to inform and give to the researcher. You are also free to withdraw your child from the project up to two weeks after the final data collection. At this point, any remaining identifying data will be destroyed, and it will be impossible to identify individual children for withdrawal. I would also like to make you aware that your child can decline to answer any particular questions that they are asked as part of the research.

Please note: If I gather information that raises concerns about a child's safety or the safety of others, or about other concerns as perceived by me, then I may pass on this information to another person.

I hope that you will agree for your child to take part in my research study which has received ethical approval from the Dept of Education Ethics Committee. If you have any questions about the project that you would like to ask before giving consent or after the data collection, please feel free to contact me via email (XXXX) or the Chair of Ethics Committee via email (XXXX).

If you are happy for your child to participate in the study, please complete the form attached and hand it to the teacher by XXXX. Your child will only be involved in this research if you give written consent to opt-in by completing and signing the attached consent form. There will be no detrimental effects for your child if you decide not to provide consent or if you wish for your child to be withdrawn from the research study.

Please keep this information sheet for your own records.
Thank you for taking the time to read this information.

Yours sincerely,

Consent Form (Research Study)

Please tick the boxes if you are happy for your child to take part in this research study and that you provide consent for.

I give consent for my child to take part in this research study.

I confirm that I have read and understood the information given to me about the above named research study and understand the ways in which my child could be involved (think-alouds, interviews, researcher coding written responses in books).

I understand that the purpose of the research is to consider children's perceptions of feedback and how pupils respond to written feedback.

I understand that data will be stored securely on a password-protected computer and only Sarah Crellin will have access to any identifiable data. I understand that my identity and my child's identity will be protected by use of a code.

I understand that data will be anonymised and give my consent for it to be used...

• In publications that are mainly read by university academics.

• In presentations that are mainly read and attended by university academics.

• In publications that are mainly read by the public.

• In presentations that are mainly read by the public.

• Freely available online.

I agree to the interview and think-aloud research being audio recorded.

I understand that anonymised data will be retained.

I understand that anonymised data could be used for future analysis or other purposes by the researcher.

I understand that I can withdraw my child at any point during data collection and up to two weeks after the final data is collected.

I understand that some written feedback and responses will be photocopied and shared with a member of staff from the University of York as part of the coding validation process.

Child's Name: _____ Date: _____

Parent's/Carer's Name: _____ Parent's/Carer's Signature: _____

Consent Withdrawal (Research Study)

If you would like to withdraw your child at any point in the research study, up to two weeks after the final data collection, then please email me (Sarah Crellin) XXXX. Equally, if you would prefer, you can complete the following form instead and give this to the Y5 teacher who will inform and pass this on to me.

Name of child: _____

Name of school: _____

Date: _____

We/I would like to withdraw our/my child from the research study and for all data to be removed and destroyed securely from the project.

Name of parents/carers: _____

Signature of parents/carers: _____

To be completed by the school on receipt of the withdrawal form

Date received: _____

Signature of teacher: _____

Appendix 13 Teacher Study Information Letter

Dear Sir/Madam,

My name is Sarah Crellin and I am a PhD student in the Department of Education, University of York.

I am carrying out a research project exploring pupil responses to written feedback. As you are aware, teachers regularly provide children with feedback about their work and children have opportunities to respond to this during class time. This study will consider children's perceptions of feedback, how they develop and improve their work in response to the teacher's feedback, teacher/pupil perceptions of the work as well as the writing produced as part of the response.

The research would involve children (ranging in ability) in Year 5 and also yourself as the Y5 teacher of one of these classes. I am proposing a research study over a period of six months (starting week beginning XXXX) which would involve work in your school for approximately a day every fortnight.

I will be considering the written feedback that you give to children as well as the written responses (e.g. improvements/developed work) that the pupils produce during class response time. This will be in-line with your usual classroom practice and will not involve myself. Once pupils have finished, I will code the teacher feedback as well as the written outcome from each child involved in the study. This work will be conducted away from the class and will not involve any children or the teacher. As part of the next visit, some pupils, based upon the coded analysis outcomes, will be asked follow-up questions as part of a short semi-structured interview (approx. 10-15minutes). This will particularly focus on the improvement/developments that the pupil has made in response to the teacher feedback and their perceptions.

In consultation with yourself and the Headteacher, I will work with three children per class on a one-to-one basis asking them to undertake an additional think-aloud session. The pupils will be asked about their perception of the feedback they have received. They will then be asked to respond to the feedback (e.g. develop/expand their work, make improvements etc) through a think-aloud session. This will enable pupils to voice aloud their thoughts and the strategies/approaches being considered when acting upon the teacher feedback. I will then conduct a semi-structured interview with each pupil immediately after the think-aloud about what they have written and their perceptions of the improvements/developed work they have produced.

I am writing to ask permission for your involvement in this research in the following ways:

- To undertake occasional short interviews with myself (audio recorded) about the feedback that you have given to pupils and the pupil responses that have been produced;
- To allow me to undertake a coded analysis of the feedback that you have given to pupils through the course of the research.

I would like to assure you that I will not be conducting semi-structured interviews with yourself each time that I visit the school. These will be periodic interviews (approximately five for 20 minutes) over the course of the research study and will be arranged in advance at a time suitable to yourself. An opportunity to comment on the written record of the event will be available, if

you would like to consider this, although this record will be based on perceptions and responses at a fixed point in time.

Any feedback and written work will be analysed in books by myself and will require no time commitment from yourself. The books will always remain on school property and will be readily available for you and the children to use as part of your day-to-day routine. I will need to take some photocopies of the feedback and pupil responses so that my coding can be validated by a member of staff from the University of York. It will also be necessary for me to photocopy some responses/feedback for me to continue with the coding at another point due to time constraints.

As the research study will consider how pupils of different abilities respond to written feedback and the written outcome, it will be necessary for me to know attainment information.

I will visit the school to disseminate the research findings to staff once the data has been analysed.

Anonymity

I would like to assure you that identifiable information and data from the research will be converted into an anonymous format. Teachers and pupils will be identified by code number and not name. Data will be stored in a locked filing cabinet, University approved storage drive and/or on a password protected computer. Any identifying data will be stored separately, will only be accessible to the researcher and will be destroyed once it has been anonymised and analysis has been completed. You are free to withdraw from the study at any time until two weeks after the final data collection by contacting me directly by email XXXX.

Anonymised data will be stored indefinitely and may be used in presentations, for further research or for teaching purposes but your involvement will not be identified. Please indicate on the consent form attached with a if you are happy for this anonymous data to be used in the ways listed.

Please note: If I gather information that raises concerns about a child's safety or the safety of others, or about other concerns as perceived by me, then I may pass on this information to another person.

This project has received ethical approval from the Dept of Education Ethics Committee. I hope that you will agree to taking part in this study. If you have any questions about the research study that you would like to ask before giving consent, please feel free to contact Sarah Crellin (XXXX) or the Chair of the Education Ethics committee ([XXXX](#)).

If you are happy to take part in the project, please complete the form below and return it to me by email or give it to me when I next visit the school.

Yours faithfully,

Sarah Crellin

Consent Form (Research Study)

Please tick the relevant boxes that you consent for and understand if you are happy to take part in this research.

I confirm that I have read and understood the information given to me about the above named research study and I understand my involvement (interviews and feedback coded analysis).

I understand that the main purpose of the research is to consider children's perceptions of feedback and how pupils respond to written feedback.

I understand that data will be stored securely on a password-protected computer and only Sarah Crellin will have access to any identifiable data. I understand that my identity will be protected by use of a code.

I understand that all identifiable data will be anonymised and give my consent for it to be used...

• In publications that are mainly read by university academics.

• In presentations that are mainly read by university academics.

• In publications that are mainly read by the public.

• In presentations that are mainly read by the public.

• Freely available online.

I agree to the interview being audio recorded.

I understand that anonymised data will be retained.

I understand that anonymised data could be used for future analysis or other purposes by the researcher.

I understand that I can withdraw at any point during data collection and up to two weeks after the final data is collected.

I understand that some written feedback and responses will be photocopied and, in some cases, shared with a member of the University of York staff to validate the researchers coding.

Teacher's Name: _____ Teacher's Signature: _____ Date: _____

Glossary

Above Expected	A pupil judged to be attaining higher than the national expected standard for that year group.
At Expected	A pupil judged to be attaining at the national expected level for that year group.
Below Expected	A pupil judged to be attaining below the national expected standard for that year group.
Book Scrutiny	A monitoring activity involving a close look at pupils' writing books to consider the feedback and pupil improvement response.
Cold Write	A piece of writing that a pupil undertakes independently without any support or scaffolding. This may or may not be under test conditions.
Designated Response Session	A short time allocated session in which pupils respond to the written teacher feedback they receive. This is often a standalone session undertaken weekly or fortnightly.
Green or Purple Pen	Colour of the pen used to produce the written improvement response to distinguish it from the rest of the text.
Hot Write	A piece of writing that a pupil writes which has either recently been taught and is fresh in the pupil's mind or some support/assistance has been given e.g. writing checklist, prompts, picture etc.

Improvement Response	A short quick response a pupil writes either as a result of teacher feedback or from the pupil's own monitoring procedures. It is expected the response will improve the writing in some way.
Learning Objective	A short statement setting out what children should have learned by the end of a lesson or, in some cases, a series of lessons.
Plenary	Final part of a lesson which is often focused on identifying and summarising what has been learned.
Quality Mark	A type of marking that is more thorough and detailed for a specific piece of writing.
Response Challenge	Specific task given to pupils to undertake as part of their feedback.
Success Criteria	A series of criteria in which learning can be assessed against to identify whether a learning objective or goal has been met.
Think Aloud	Research tool that involves pupils saying out loud what they are thinking as they are undertaking a specified activity.
Triple Marking	The teacher has already provided feedback on the writing for the pupil. Once the pupil responds to the feedback through an improvement response, the teacher returns to this and marks it/provides feedback again.

Abbreviations

AfL	Assessment for Learning
ARG	Assessment Reform Group
DCSF	Department for Children, Skills and Families
DfE	Department for Education
DfE	Department for Education and Employment
DfES	Department for Education and Skills
EEF	Education Endowment Foundation
EFL	English as a Foreign Language
ESL	English as a Second Language
KS	Key Stage
LA	Local Authority
LO	Learning Objective
NC	National Curriculum
NLS	National Literacy Strategy
SC	Success Criteria
WCF	Written Corrective Feedback
Y	Year
ZPD	Zone of Proximal Development

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