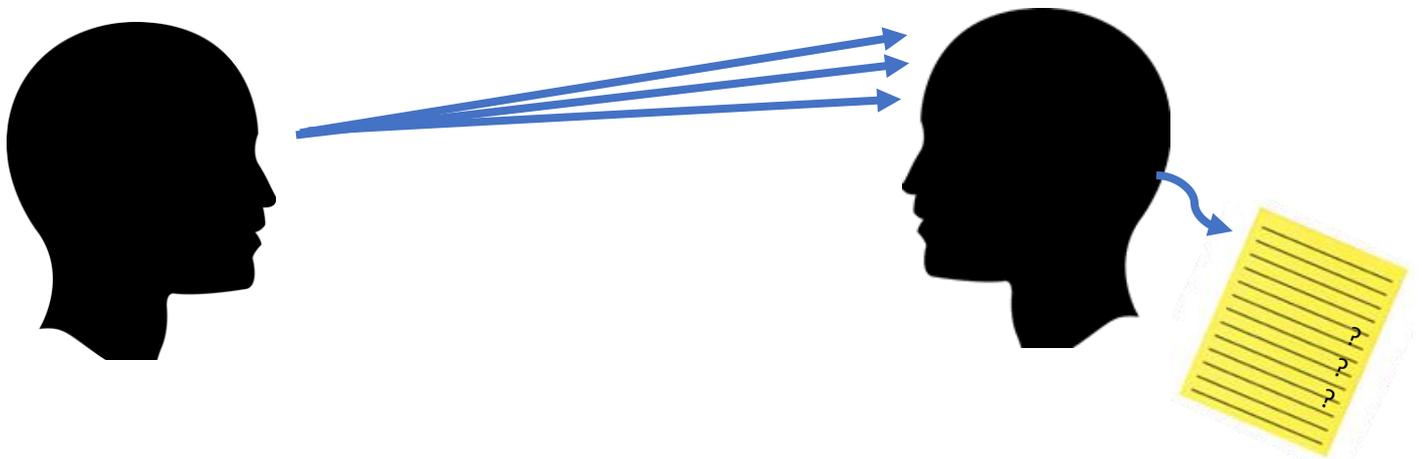




ETF-SUNCETT MA Short Course Programme  
2018-2019



# Lost in Translation: An investigation into the cycle of feedback to develop thinking skills and improve performance



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## **ABSTRACT**

*This research explores the correlation between teacher feedback and how students use it to develop their awareness of their own learning so that learning moves forward. Teachers often comment when marking work that feedback has either not been read or misunderstood, as the new piece of work does not show any signs that the student has taken onboard advice previously given. The challenge in this research is to find ways to address this so that feedback is seen, understood and used by students as an opportunity to improve their performance. The aim of the research was to develop some strategies, which engage the students in thinking about the feedback, and asking themselves some key questions before submitting their next piece of work. The participants in this research were level three, post 16 students who had encountered a variety of feedback throughout their educational experience. When asked about their attitude to feedback, the most crucial aspect was the grade awarded. Research suggests that providing students with a grade diminishes their engagement with the written feedback, thus reducing their interest in thinking and learning. The methodology used was not to grade work when first submitted, but to provide feedback that the student could use effectively to make improvements. The case studies used in this research show that whilst removing of grades initially caused anxiety, over time students began to authentically reflect on their performance and used this to develop their own strategies to improve their work. The analysis of the case studies reveals the value of the interventions used in this small-scale research project and how the students made effective use of feedback so that it was not 'Lost in translation.'*

## **INTRODUCTION**

The spark for this research was the Sutton Trust, Education Training Foundation Teaching and Learning Toolkit (2018) which identified metacognition and feedback as the most powerful tools a teacher has, with research suggesting that they can have significant positive impact on student progress at low cost.

Initial reading centred on introducing teachers to metacognitive skills they could use in their classrooms, so that they can actively involve students in planning, monitoring and evaluating their own learning. The aim being that this would become a natural process for the student, thus developing both their knowledge of how they learn and strategies to regulate and control their learning. In a busy Further Education (FE) College delivering a variety of vocational subjects, teachers are using various metacognitive approaches in their teaching, be it through posing questions or outlining their thinking to students. The extent to which these strategies are used vary considerably both in quantity and quality as noted in lesson observations. Finding a common theme to focus the research on was a challenge. However, the one thing all teachers do on a regular basis is to provide feedback on performance, both orally, written, 'in the moment' and post lesson. Providing effective feedback that causes thinking and prompts the learner to engage in the cognitive processes of planning, monitoring and evaluating can be difficult and time consuming. As already mentioned, teachers are often disappointed by a new piece of work submitted as there is no indication that the student has read or understood the feedback they have been given. Developing approaches that would engage students in thinking about their learning through high quality feedback became the focus of this research project.

## **LITERATURE REVIEW**

Wiliam (2018, p. 124, 125) gives several arguments as to why feedback is frequently misinterpreted or not read by a learner by looking at a range of credible research studies. One of which was Ruth Butler's (1988) investigation into the effectiveness of different types of feedback with 12-year olds. She found that there were significant differences in the impact on performance depending on the type of feedback given. In the four classes where written feedback only was given, the students on average scored 30% higher in a second test.

Whereas in the four classes where only a grade was given and the four classes where grades and written comments were given, performance decreased in the second test. Surprisingly the class receiving both grades and comments performed the worst. According to William (2018, p. 125), this indicates that the time spent by the teacher writing careful diagnostic feedback was wasted because the students focused only on the grade. Hattie and Clarke (2018, p. 135) support this in their analysis of Butler's research suggesting that including a grade with the comments caused confusion for the students. Butler found that students when asked about how they felt about the grade and accompanying positive comments thought that the teacher was just 'being kind' and that only their grade was the true reflection of their ability.

In their report *Inside the Black Box: Raising Standards Through Classroom Assessment*, Black and William (1998) found that there is extensive research supporting the view that there are issues with assessment in classrooms. They noted, "The giving of marks and the grading function are overemphasized, while the giving of useful advice and the learning function are underemphasized." (Black and William, 1998, p. 4). Grades are commonly used on feedback sheets within the FE environment and these studies help to explain why students appear not to engage with the written comments and why grades limit metacognitive processes.

Alfie Kohn puts forward powerful and passionate arguments for not grading students work. He gives several reasons, based on research, why grades are counterproductive stating that "grades tend to reduce students' interest in learning itself, reduce students' preference for challenging tasks and reduce the quality of students thinking." (Kohn 1999). Grades, Kohn argues, promote only superficial thinking and when they become the sole focus of students' attention, they tend to classify themselves by the grades they achieve. This is detrimental regardless of whether they consider themselves to an 'A' grade or 'F' grade student, because students see their grade as a reflection of their ability. By defining themselves by a grade, students are unwittingly telling themselves that their intelligence and ability is fixed which closes the door to learning as they have no interest in how to improve. Dweck (2006, p. 18) describes this as having a fixed mind-set: On one hand the 'A' grade student who is constantly told they are naturally gifted and talented, may avoid challenging unfamiliar situations for fear of failure. On the other hand, the 'F' grade student may feel permanently inferior and therefore incapable of higher achievement: "So in a fixed mindset, both positive and negative

labels can mess with your mind” (Dweck 2006, p. 75). It therefore can be argued that grades illicit a negative emotional response in students that hinders moving learning forward and that high quality, constructive feedback has more value in improving student performance.

An additional issue with grades is the competition that it promotes between students. From observed classroom experience, immediately an assignment is returned to students they will be asking each other what grade they got. This will invoke different emotional responses, mostly negative. Trying to sway students away from the grade to reading the evaluative comments, becomes a pointless task as all they are interested in is how well they have done compared to their peers. The only measure they have of this is the grade. Kohn (2011, p. 75) suggests that “Competition is perhaps the single most toxic ingredient to be found in a classroom” as the focus is on performance rather than learning. The extrinsic drive this creates to outdo peers means success is measured on how many people they have beaten rather than what they have learnt. Black and Wiliam (1998) pick up on this point, stating that the practice of promoting competition impacts negatively on students’ view of themselves as they do not see themselves as having the capability to improve. In their report they state that

Approaches are used in which pupils are compared with one another, the purpose of which seems to them to be competition rather than personal improvement; in consequence assessment feedback teaches low-achieving pupils that they lack ‘ability’ causing them to come to believe that they are not able to learn. (Black and Wiliam, 1998).

Feedback should provide the bridge between the students’ current level of learning to the desired level of learning. The research looked at so far believes that grading does not assist this process. Therefore, moving away from grades and replacing it with high quality constructive feedback appears to be a more effective solution. However, providing such feedback can be difficult. Walker’s (2013, pp. 104 – 112) investigation into the helpfulness and usability of written feedback found common themes emerging in students responses to written feedback. She recommended that that comments should be motivational, give explanation on how to improve specific content and advice on generic skills development. Hattie and Clarke (2019, p. 169) state, “that the power of feedback depends on the receiving

skills of the learner as much as the feedback messages provided by the giver”; messages within feedback need to be clear and focus on how the student can improve. The level of advice will vary from student to student, but by using a scaffolding approach, feedback can be differentiated according to individual needs. For example, simply telling a student that they need to be more evaluative in their summaries will not be useful if they do not know how to evaluate. Including an example or signposting them to reading or definition of command verbs will tell the student what they need to improve and how to go about it. Coffield 2009, p. 10) provides a useful analogy of the teaching and learning partnership by suggesting that the tutor and student are partners on a tandem bike, with the teacher sitting at the front leading, but both need to pedal in time to move the bike forward. Over time, the tutor relinquishes control and the student takes over the lead. This is how effective feedback works, the teacher will initially lead by providing detailed guidance with small increments that challenges their thinking, which is reciprocated by the student being willing to do a bit more work. As the student grows in confidence and develops their own strategies for improving their performance, the feedback is adjusted, handing over more and more responsibility until they are completely independent self-regulated learners. The journey will not always be smooth. As Hattie and Clarke (2019) point out there is a need for flexibility; the teacher will need to adjust their strategies if they are not having the impact they expected, this might mean taking the lead while new strategies are being implemented and tested by the student.

## **Methodology**

The students selected for this research were 11, first year level three students in the control group and 11 level three second year students in the non-control group. The combination of qualitative methods used can be seen in the grid below. Data was collected over a six-month period. During this time, students submitted summative assessments, results of which were analysed for this research project. The methods used were based on taking a reflective cyclic approach based on Lewin’s reflection cycle of planning, acting, observing, and reflecting (1946, quoted in McNiff 2016, p. 56) Kemmis’s spiral model (1988 quoted in McNiff 2016, p. 63) which extends Lewin’s model to include re-planning was useful in considering adaptations to the interventions as the research progressed.

Site	Participants	Research method
Aylesbury campus	1 manager 4 tutors	Discussion to establish students apparent lack of motivation to submit work beyond a pass grade and/or use feedback to upgrade work. ALPS data for the curriculum area is poor and a SWOT analysis was used to prompt thinking on why students are not achieving predicted or stretch grades. (SWOT analysis appendix 1)
Aylesbury campus	11 students	Structured group discussion to find out about student's attitudes to feedback. Questions were asked about their prior experiences of feedback, how they felt about the feedback they'd received and what they would like to see on feedback (appendix 2).
Aylesbury campus	2 students	Case study – The two students were selected because they presented very different approaches to their assignment work and provided an insight into different responses to tutor feedback.
Aylesbury campus	2 students	One to one Interview with the two case study students to discuss the impact of the interventions on their assignment work (appendix 3).
Aylesbury campus	11 students	Throughout the intervention period regular discussions took place with students to review feedback and address any concerns or issues they might have. Two reflective tools were used to prompt discussion (appendix 4 and 5). These facilitated tutor reflection on the interventions being used and enabled adaptations to be made as necessary.

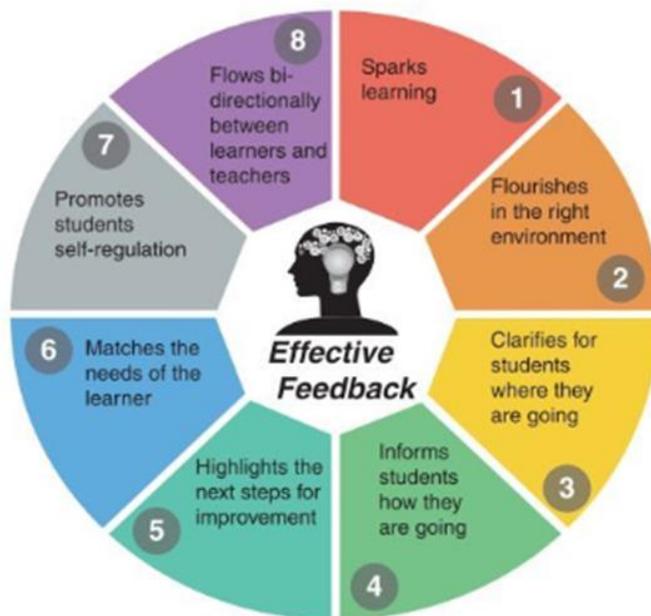
## INTERVENTIONS

Removing grades is controversial, particularly in an education system that has been defining students' ability by grade from a young age for many decades. Therefore, in considering methodology and interventions for the research it was crucial to look at how students are assessed and how a balance could be found between replacing grading with constructive feedback that would be used and acted upon. A common way in which students are assessed in college is through assignments that are broken down into manageable smaller pieces of work. For each piece of work, students can submit twice. Once to be marked and graded and a second opportunity either to pass if it was not deemed sufficient to do so first time or to improve their grade. It follows that learning is still taking place between the first and second

submission, but the incentive to improve the work is lost if the student is happy to settle with the grade they've achieved, even though there is room for improvement. The first step was to discuss with the students the types of feedback they had received in the past and how they felt about it (appendix 2). In the control group grades were removed from feedback on first submission and comments only given. In the non-control group marking continued in the way they were familiar with; grade given together with comments. Removing the grade from the feedback proved to be challenging. Although this had been explained to students and their permission gained it wasn't until it became a reality that they fully understood the implications. Their reactions mirrored those of Kohn's (1999) high school students who on their first day were told that they would not be graded for anything they did during the term. Instead he gave feedback in comments or in conversation. He was aware that this would cause anxiety, so he offered to anyone who absolutely needed to know their grade to meet with him so that they could work it out together. He found that the number of students requesting this decreased over the days, as students focus shifted from the grade to what they were learning.

Removal of the grade was the first step which led onto considering how feedback could be constructed in a way that would be meaningful and useful to the student. The graphic below cited in Hattie and Clarke (2019, pg .6) from 'Coaching Teachers in the Power of Feedback', a resource used in a research project in Australia (Brooks, 2017), summarises the feedback cycle.

### 8 STEPS TOWARD FEEDBACK FOR LEARNING



This shows that there are many facets to providing high quality feedback and it was this cycle that influenced the development of written feedback that the students were given in place of the grade and short one line comments they were familiar with. Appendix 4 contains examples of written feedback given to students.

### ETHICAL CONSIDERATIONS

Ethically, consideration had to be given to student's reactions to the new feedback format. This raised questions of whether or not their performance would be harmed or disadvantaged because of not being given a grade. Ethical Guidelines for Education Research published by BERA (2018. p.19) make it clear that:

Researchers have a responsibility to think through their duty of care in order to recognise potential risks and to prepare for and be in a position to minimise and manage any distress or discomfort that may arise.

To address concerns one to one meetings took place with students to look through the written feedback together and to make a plan as to how they could use this effectively in their next piece of work. A proforma (appendix 4) was designed to encourage students to think

about the feedback so that this could form the basis of the discussion. Before resubmitting their work, a second proforma (appendix 5) was used as a check to make sure the students were fully satisfied with the new piece of work they were submitting. Students were informed that they had the right to withdraw their consent at any time without reason and those that agreed to take part in the case studies provided written consent to their photographs and interview being published. One thing that impacted the research was the refusal of one student to be involved as a case study. Had I been able to use her case study, it would have potentially given another dimension to the research, particularly in relation to Kohn's (2011) statement about the toxicity of competition created by grades. Consent was gained from the organisation initially by obtaining the permission of the Senior Lead for Teaching, Learning and Assessment. The curriculum manager responsible for the group of students in both the control and non-control group was kept informed and reviewed regularly the quality of the feedback students were receiving and the impact this was having.

#### **DATA ANALYSIS/KEY FINDINGS**

The impact can be seen in the analysis of data (appendix 7 and 8). In the control group there was an improvement in grades of 54.5% (6 students) between the first and last piece of work, although there were fluctuations. Conversely, in the non-control group, only two students improved their grade (18%) and surprisingly three students did worse in their second piece of work. Whilst the quantitative data provides a comparison between the two groups and mirrors the findings of Butler's research (1984 quoted in William 2018), it is the case studies that provide an in-depth picture into what happened.

### CASE STUDY 1

L joined college straight from school having achieved 5 GCSE's at grade 4. Her first piece of work was of poor quality and showed that she had struggled to understand the criteria. She was given detailed feedback, but her second submission did not show any signs of improvement. It was. In conversation, L said that she just wanted know what she had got, she did not like the comments on her work as this just highlighted where she had got it wrong. This resulted in L becoming despondent. It was only with encouragement that she began to read the feedback and see that it was not negative and that she could use it effectively to make improvements. For example; she had not been making use of prompts such as *"You could include an example of what you have done in the nursery setting in this criterion."* With positive encouragement, L began to make good use of the proforma that asked her to think and reflect on the feedback, leading to improvements in her work. She said that she found the feedback *"helpful"* and *"motivating"* and that not being given a grade *"made me read and take notice of the feedback."*

### CASE STUDY 2

J is in her second year at college having previously studied art and design. She came to college from school disappointed with her GCSE results, which were mostly D's apart from English and maths, which she passed at grade 5 and 4 respectively.

J's initial pieces of work demonstrated that her basic knowledge was good, but it was falling short of the level of analysis and critical evaluation expected. We discussed together, how she might improve her work, but she had low expectations of herself, stating that she would be happy just to pass. Over time J's work improved and showed significant improvement in content, structure and depth. She said that not having a grade prompted her to read the feedback; *"It made me work harder. If I'd known, I'd received a C on first submission I wouldn't have pushed myself for a higher grade."*

Although, quite different, the case studies, demonstrate that once the students focus was shifted away from the grade, they were able to engage with and make effective use of the feedback. In the case of L, she needed much more direction in seeing the feedback as a tool to help her improve, as she had built up a barrier that viewed all feedback as negative. This is supported by Hattie and Clarke (2019, p. 5) who highlight that the power of feedback depends on how it is received and acted upon and that this point is crucial. L could not see a way forward as all she saw was lots of writing on her work which was telling her 'You've got this wrong.' This miscommunication is common; the teacher thinks they are being helpful and are therefore surprised when the student does not react positively. In L's case it was important to acknowledge how she felt about the feedback, before a way forward could be found. This relied on both parties being willing to adapt. The teacher needed to re-consider how to give feedback and L needed to be willing to engage with the feedback to see it as an aid for improving her work. Hattie and Clarke (2019, p. 5) state that;

“students are taught to receive, interpret and use the feedback provided is probably much more important than focusing on how much feedback is provided by the teacher, as feedback given but not heard is of little use.”

Changing the way in which feedback was given to L by reducing the amount of written comments on her work and providing a more detailed summary on one piece of paper, demonstrated to her that her concerns had been listened to and acted upon, thus building up trust.

In the case of J, she had developed a mindset that her ability was fixed at a particular level and that no amount of feedback would make any difference to what she was capable of. Dweck (2006) describes this as having a fixed mindset which can have the effect of limiting a person's perceptions of their ability. Hattie and Clarke pick up on this point, stating,

Without a mindset that permits a healthy discussion of errors and mistakes and high self-efficacy, students are unlikely to challenge themselves or see error as exciting (2019, pg. 12).

By removing the grade from J's first assignment submission, she no longer had something on which to pin her ability. This was quite liberating as well as challenging. Suddenly there was an expectation for her to work that bit harder to submit an improved piece of work rather

than settle for the lowest grade. She surprised herself, by achieving final grades that she had thought were beyond her capability.

Black & Wiliam (1998) and Kohn (1999) all express concerns about grading work, presenting arguments as to why this is limiting to students thinking, engagement with learning and challenging tasks. The data analysis demonstrates that the removal of grades in the control group did have an impact, which was lacking in the non-control group, whose grades, with the exception of two students, showed no sign of improvement. The relationship between teaching and learning is, however, complex and as the case studies show, simply removing grades alone is not sufficient. Other dynamics in the student teacher relationship are in play; the quality of the feedback and the way in which it is received both being crucial. As acknowledged earlier in this report, constructing high quality feedback can be difficult and time-consuming. However, get it right and the benefits outweigh any negatives. Referring back to Coffield's (2009) analogy of teaching and learning as being similar to the relationship when riding a tandem bike, it doesn't always have to be the teacher at the front taking the lead; by taking a scaffolding approach, the teacher develops knowledge as to when the student is capable of taking the lead themselves, thus building students confidence to take control of their learning and reducing the amount of work the teacher needs to do.

## **CONCLUSION AND RECOMMENDATIONS**

In conclusion, this report has raised some concerns in the way that feedback is not only given but received by the learner. There is overwhelming evidence suggesting grading and scoring have more detrimental effects than positive, particularly in relation to developing thinking skills. This research project is small-scale and whilst the interventions seemingly support the view of grades limiting learning there are many other factors that must be considered, such as the students previous experiences and mindset. Alongside this there are Government, College and awarding body policies that impact on the content and structure of feedback which would make it difficult to make a radical cultural shift in the way feedback is given to students. Additionally, we cannot ignore the fact that in the English education system students learn to define themselves by grades from a young age. It is, therefore, extremely

risky for teachers to move away from this form of assessment. The teacher needs to be brave, because when faced with resistance from students and/or colleagues/managers within their organisation it is easier to slip back to old methods through fear of causing harm or damaging relationships. A compromise, if a grade absolutely must be given could be separating the grade from the feedback. One thing that is evident is that feedback is only useful if it includes three essential elements; firstly, the success criteria is clear, secondly how much progress has been made and lastly what is needed to make improvements. It must be acknowledged that the tools used in this project are not fully refined but can be used as a starting point in conversation with other practitioners, managers, and directors to effect change. Recommendations are to continue the project with the same group of students as they move into year two which would need their voluntary cooperation. To widen the project to the new year one cohort and across curriculum areas with the agreement of college directors, curriculum managers and course leaders. The views of external verifiers from awarding bodies may also need to be consulted prior to implementation to ensure that their rules are not being compromised. There is value in continuing the project as the research evidence is there that shows that grading is damaging. When replaced with effective feedback it can raise performance and avoid the time spent by teachers on feedback from being 'Lost in Translation.'

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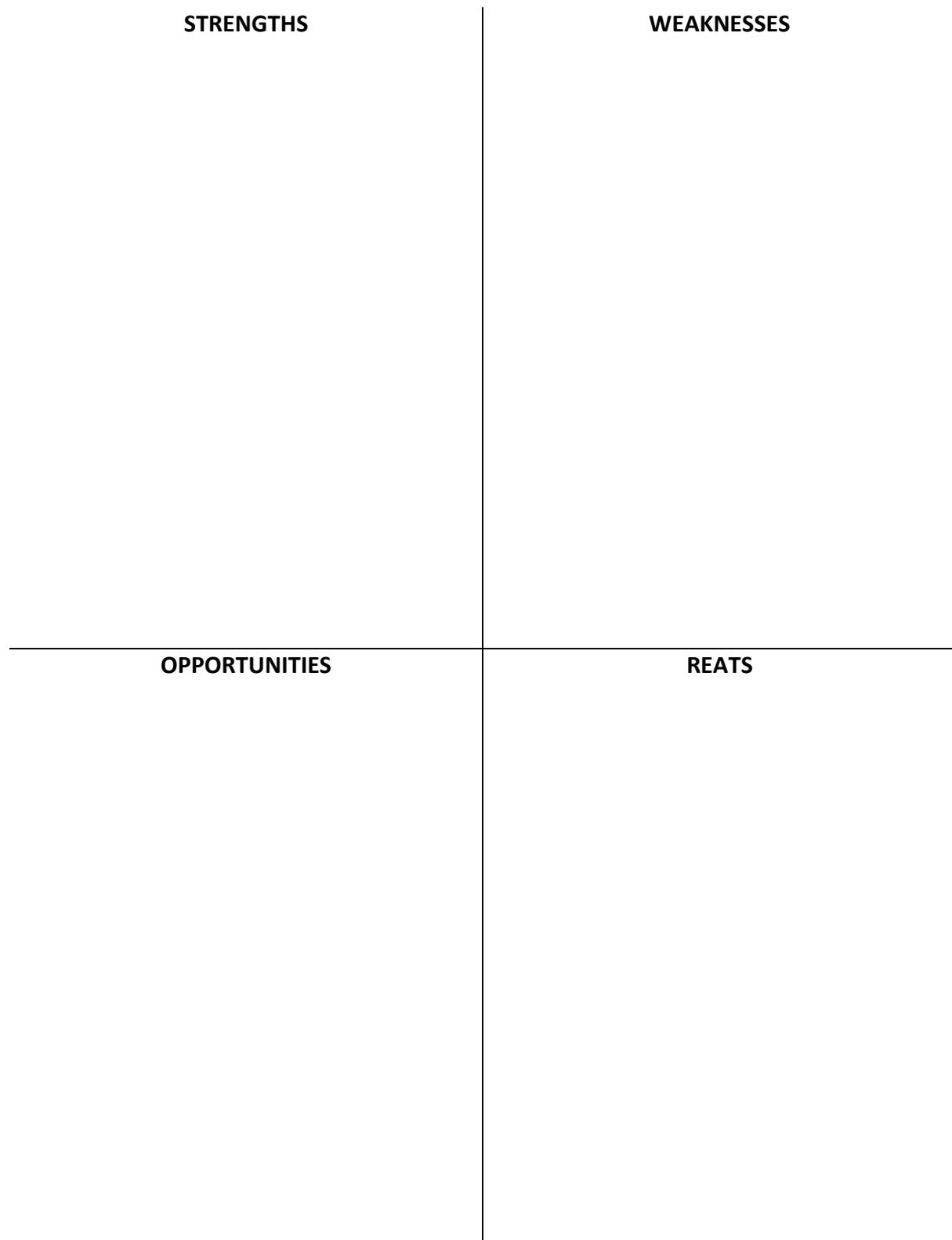
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**Appendix 1: SWOT analysis**





**Appendix 3 – One to one student interview**

1. How did you feel about the grade being removed from your feedback?
2. How helpful did you find the written feedback comments?
3. How useful did you find the two reflective tools?
4. What improvements could be made to feedback in the future?

**Appendix 4: Reflective questions to be completed by the student when starting a new piece of work.**

How is this similar to previous assignment tasks?

What grade do I want to achieve?

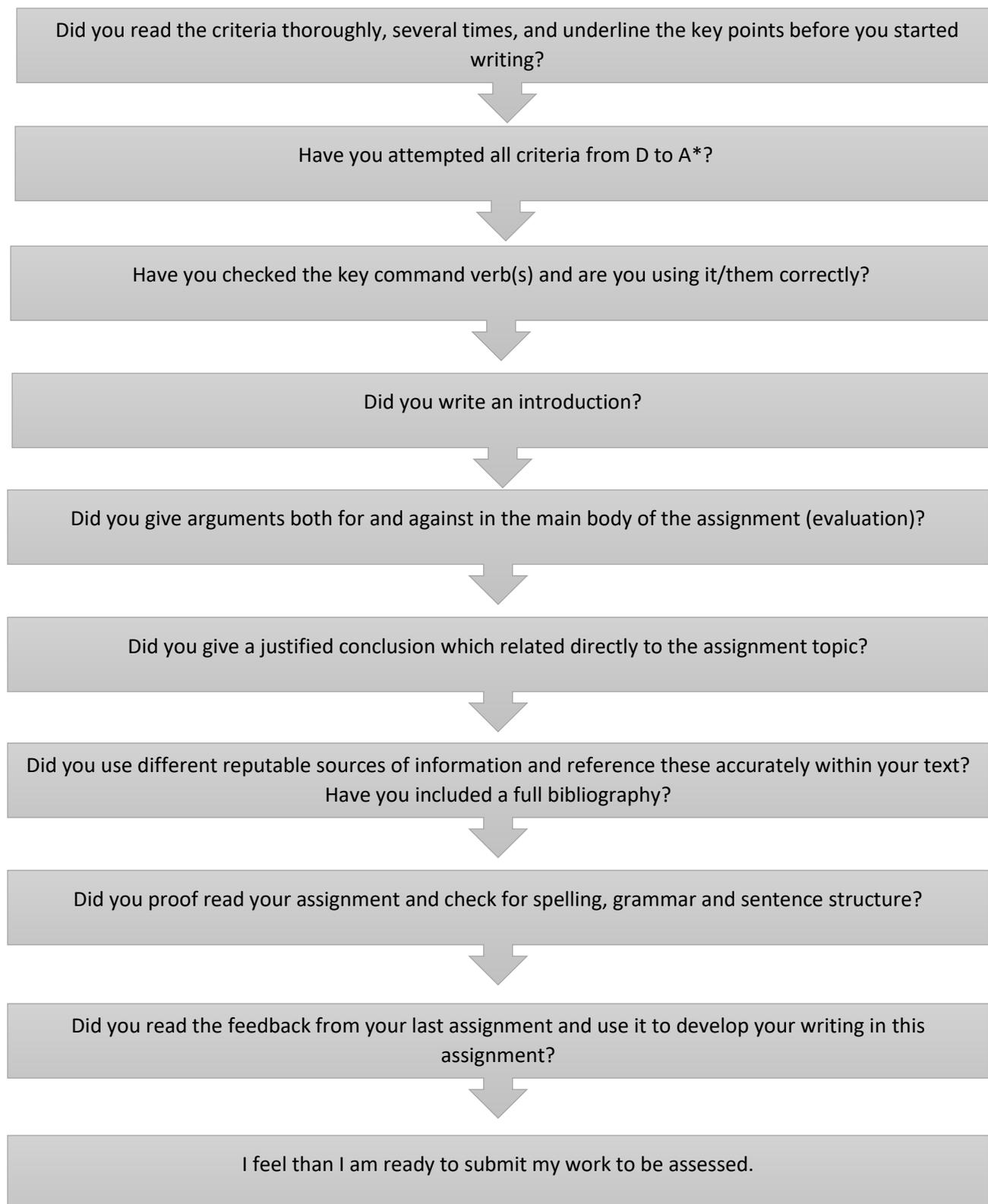
What should I do first?

How will feedback from my last assignment help with this assignment (use the table below).  
List specific examples.

FEEDBACK FROM PAST ASSIGNMENTS	WHAT I NEED TO DO IN THIS ASSIGNMENT

**Appendix 5 – Reflective questions to be completed by the student before submitting their assignment.**

**Please self-assess your assignment before submission. If you answer NO to any of these questions, then your work is not ready to be submitted for assessment.**



## Appendix 6 –tutor feedback to student on performance on assignment tasks

### Unit Submission Form

#### Level 3 Award in Childcare and Education, Technical Level 3 Certificate and Diploma in Childcare and Education (Early Years Educator)

You must complete this form and attach it to your assessment on submission. The unit assessment will not be accepted without this form.

#### Learner

Name:

PIN:

Site/Centre no.

#### Learner declaration

##### Unit 7 – Observation, assessment and planning

I declare that this is my own work and I understand that any grades are provisional until internal quality assurance has taken place.

Learner Signature:

Date:

#### Comments: Refer to Assessment of learning

Well done [REDACTED], you have demonstrated that you have a very good understanding of observation, assessment and planning. I can see in this piece of work how your writing skills have developed over the year, particularly in relation to using supporting evidence to extend the points you have made. This shows that you have effectively used feedback from previous assignments. Please build on this in your resubmission as you have the potential to achieve a high grade.

To develop your work further, it would be good to see you including more examples of how the observation, assessment and planning cycle is put into practice – draw on your own experiences from placement. Please also refer to the EYFS as this is the framework used in early years settings and therefore informs practice for the EYP. Your referencing has developed in this assignment and again this is something you can build on in your resubmission. Have a look at the observation booklet I gave you as this has some recommended reading and as already mentioned you will need to make reference to the EYFS.

Your observations are well presented and a factual account of what you have seen; this shows that you are able to look at a child objectively, which facilitates making an accurate judgement about their level of development. I look forward to reading the rest in your resubmission. It is good to see you using different observation methods and I will talk to about how you can use these to support your work for C4.

#### Signatures

## Unit Submission Form

### Level 3 Award in Childcare and Education, Technical Level 3 Certificate and Diploma in Childcare and Education (Early Years Educator)

You must complete this form and attach it to your assessment on submission. The unit assessment will not be accepted without this form.

#### Learner

Name:

PIN:

Site/Centre no.

#### Learner declaration

##### Unit 5 – Play and Learning

I declare that this is my own work and I understand that any grades are provisional until internal quality assurance has taken place.

Learner Signature:

Date:

#### Comments: Refer to Assessment of learning

. This is an excellent piece of work [REDACTED]; you clearly worked hard on this and with some improvements you have the potential to achieve a high grade.

Your work is well presented and demonstrates that you have a good understanding of the importance of play and how this supports various aspects of learning and development. I particularly like the way you are comparing and contrasting theory and philosophy as this demonstrates that you are exploring subjects from different perspectives and using this to inform your opinions. Build on this in your resubmission by supporting this with examples from practice (see advice below). Have a read through the notes I have made on your assignment. Please ask if you need further clarification.

To develop your work further, I would like to see you including examples of practice from both the settings you have attended as this will demonstrate that you understand the value of play across the age range, not just 4-5 year olds in a school environment. You have included many relevant quotes but these should not form the main body and should always be linked to practice to demonstrate that you can apply what you have read.

#### Signatures

**Appendix 7: Control group data analysis**

Alpha	Numeric
<b>A*</b>	<b>5</b>
<b>A</b>	<b>4</b>
<b>B</b>	<b>3</b>
<b>C</b>	<b>2</b>
<b>D</b>	<b>1</b>

Figure 1

	Assignment Grades by Student 2018/19				Sum by Student
	Assignment 1	Assignment 2	Assignment 3	Assignment 4	
Student 1	2	4	5	4	15
Student 2	2	3	1	1	7
Student 3	1	2	1	1	5
Student 4	4	5	5	5	19
Student 5	2	2	3	4	11
Student 6	1	2	2	2	7
Student 7	1	1	1	1	4
Student 8	1	1	1	1	4
Student 9	1	2	2	2	7
Student 10	3	2	2	4	11
Student 11	1	1	1	1	4
Assignment	19	25	24	26	

Figure 2

Grades were given a numerical value (figure 1). Figure 2 shows the grades achieved by each student over four assignments within the six-month period, which translates into the charts below (Figure 3 and 4).

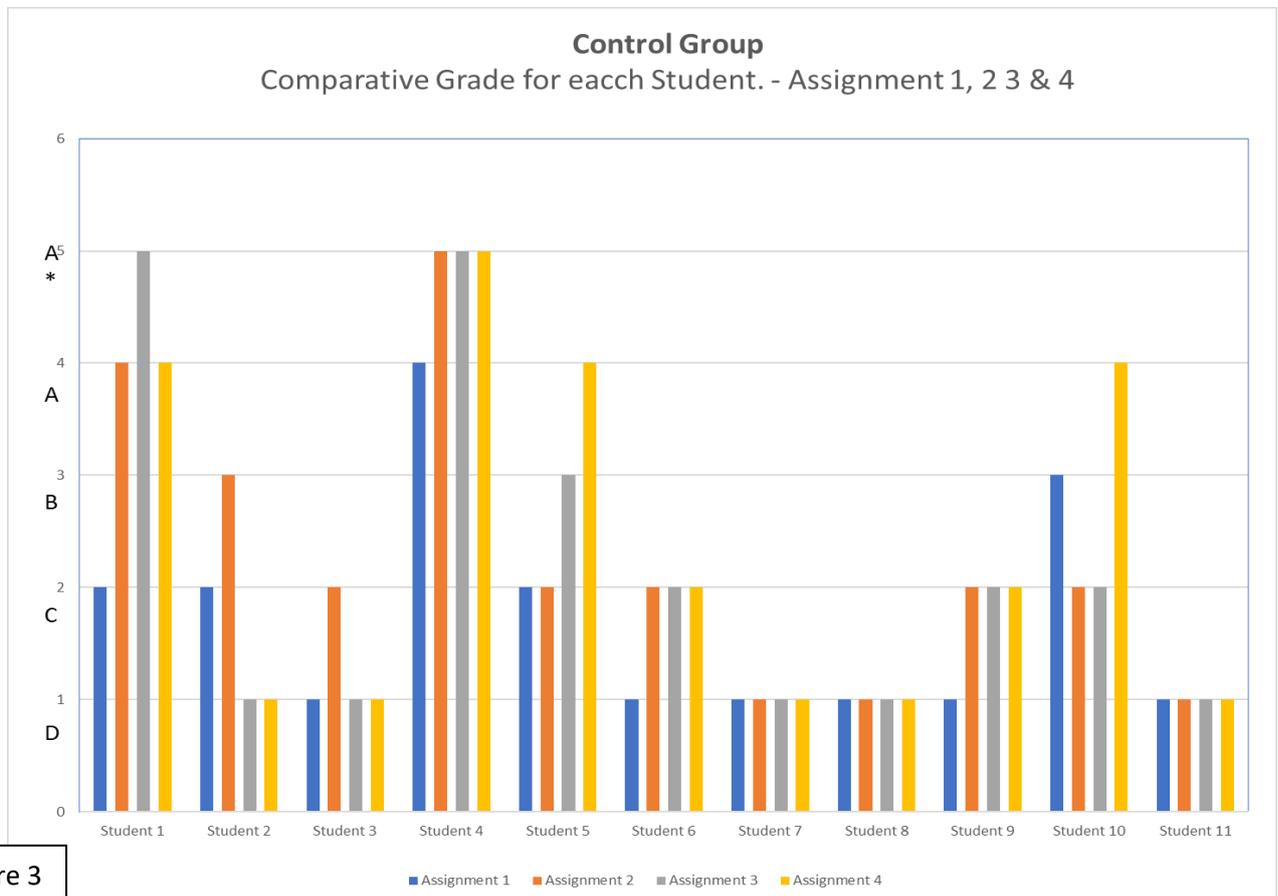


Figure 3

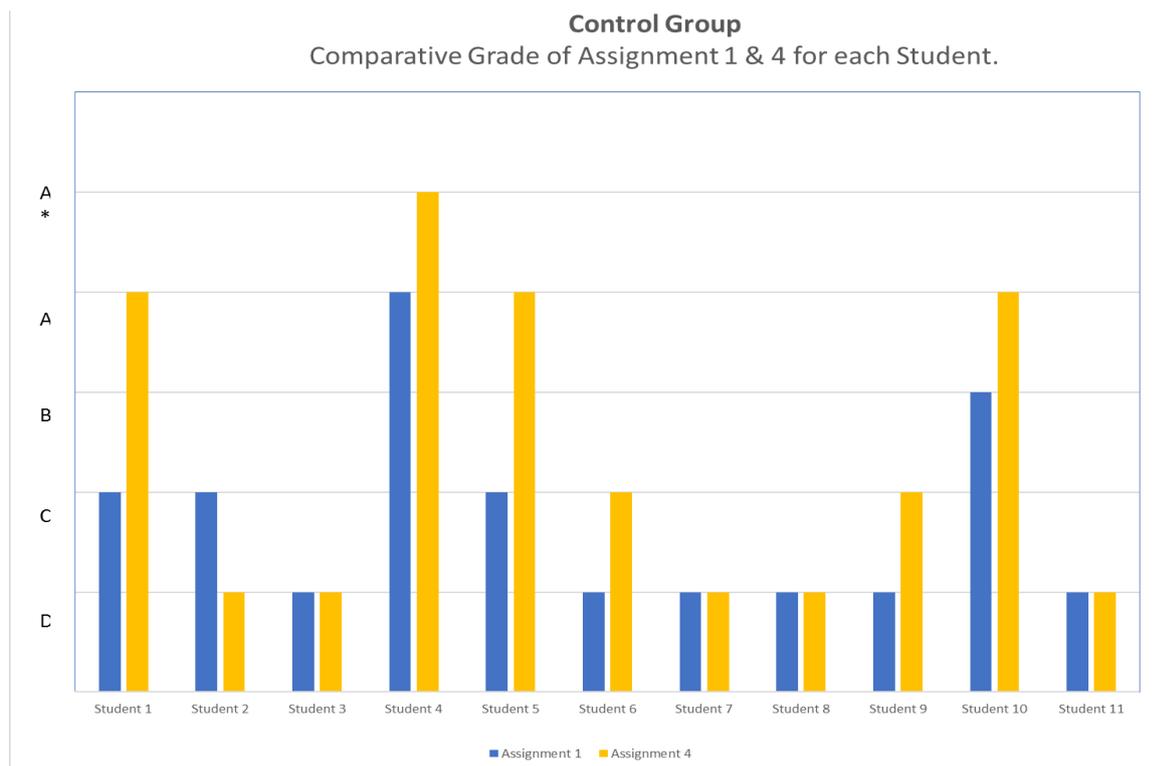


Figure 4

The total scores for the 11 participants, during the intervention period showed improvements in grades for six students (54.5%). Four (36.4%) remained static; no improvement between first and final assignment, and one student (9.1%) grade decreased from first to final piece of work.

Overall scores increased by seven points (figure 5) from assignment one to assignment four indicating an improvement in student performance across the intervention period.

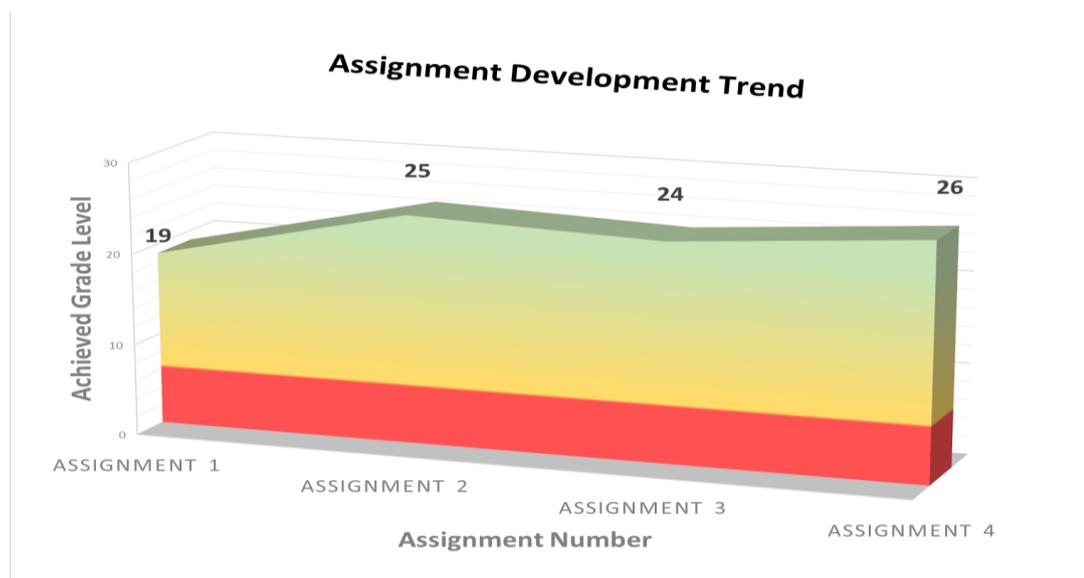


Figure 5

### Appendix 8 – Non-control group data analysis

During the intervention period, the non-control group submitted two assignments for assessment.

Assignment Grades by Student 2018/19						
	Assignment 1	Assignment 2				Sum by Student
Student 1	2	1				3
Student 2	1	1				2
Student 3	1	1				2
Student 4	1	1				2
Student 5	1	2				3
Student 6	1	1				2
Student 7	1	1				2
Student 8	5	4				9
Student 9	1	2				3
Student 10	2	1				3
Student 11	1	1				2
Assignment	17	16	0	0		

Figure 6

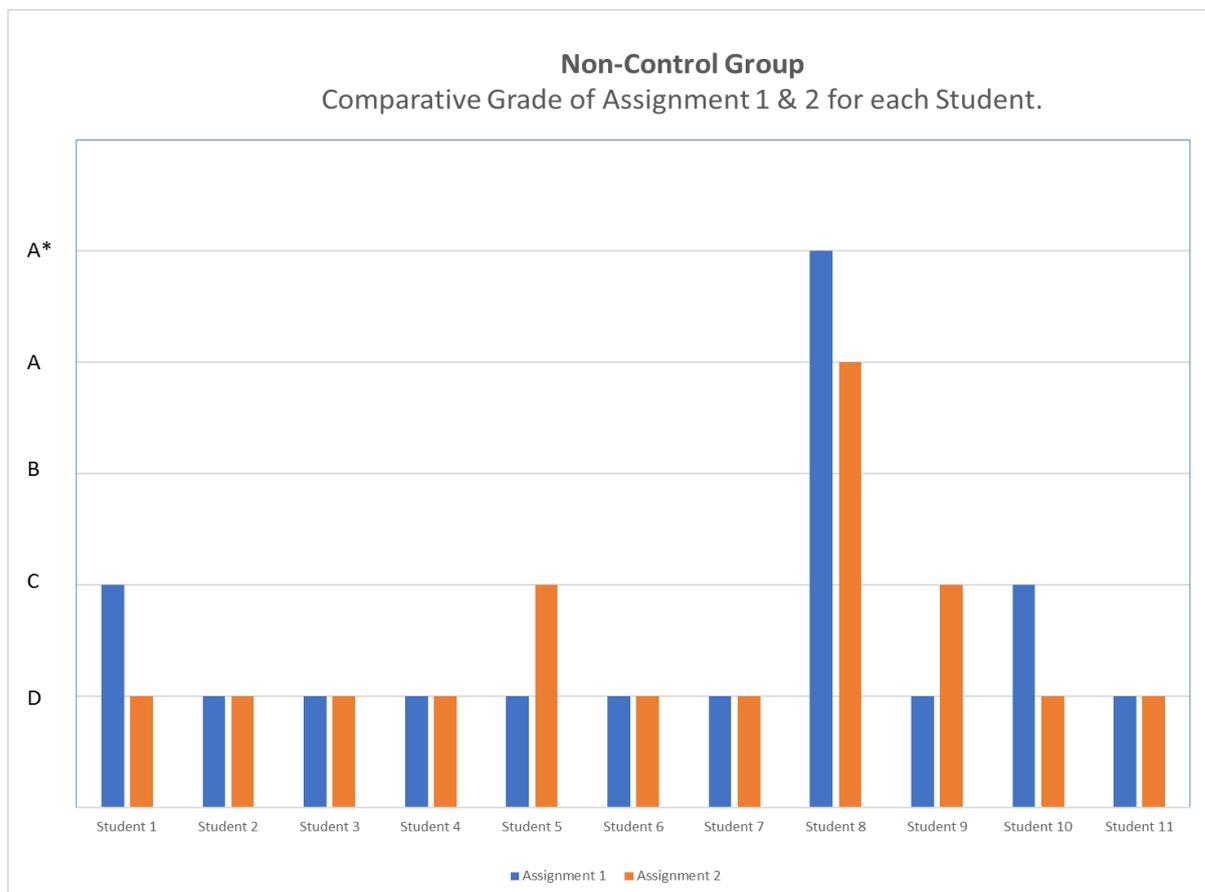


Figure 7

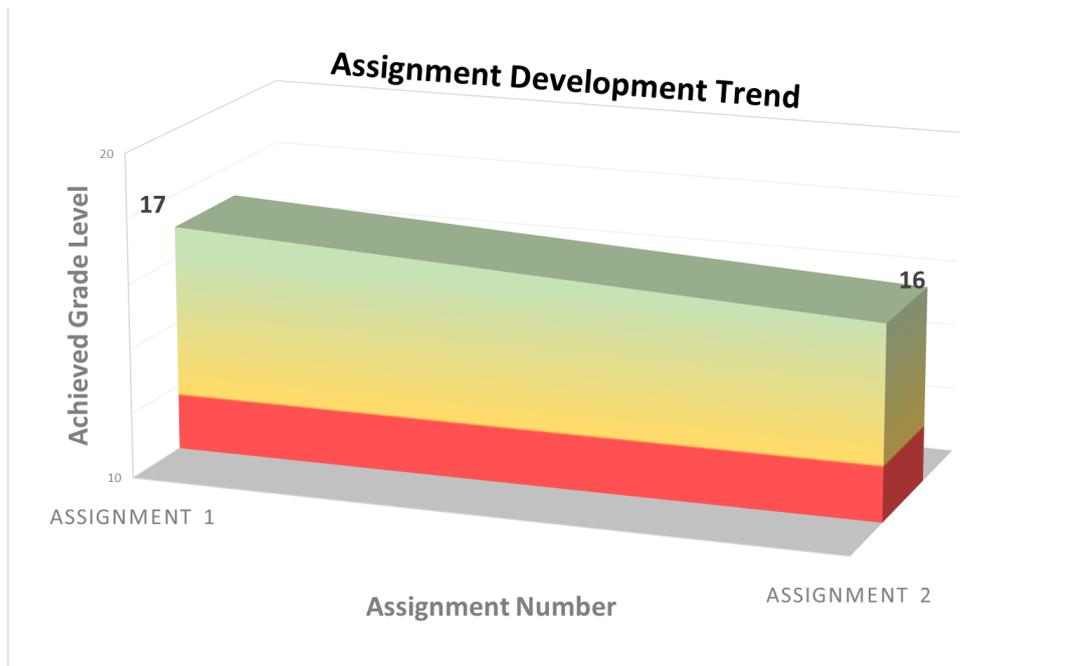


Figure 8

In contrast in the non-control group, where work submitted for assessment was graded on first submission alongside evaluative comments, the trends show that the majority (54.5%) of student's grades remained static between first and second assignment. Two (18.2%) achieved a higher grade, whilst three students (27.3%) grade decreased. This translates into an overall decrease of one point (figure 8) indicating a slight decrease in student performance.