## **V5:** Interview Schedule: **class teachers**

* Participant has completed Likert scale of changes to assessment practice
* Participant has access to a paper copy of the TAPS pyramid and a pen for annotation

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| X | **Contextual information** |
| X1  X2  X3  X4  X5 | Male Female  How long have you worked in primary teaching?  How long have you worked at this school?  What is your background in science?  In general, how do you feel about teaching primary science? |
| A | **Understanding of the TAPS pyramid** |
| A1  A2  A3 | Have you seen this before? [show copy of TAPS pyramid]  If not: *it has been used by your science subject lead to evaluate and improve the way that progress in primary science is assessed.*  In your view, what is it for? *PROMPT: it is based on a model for using formative assessment data towards a summative judgment of progress…*  How have you used it? [Invite participant to annotate copy if they wish].  *PROMPT: as far as you are concerned, how does it work?* |
| B | **Changes to assessment practice in primary science** |
| B1b  B2b  B3 | [use Likert scale which the participant has completed].  *It looks as though you have made changes to how you ….. in the past year.*  Is there anything else you now do differently in primary science assessment, but which does not appear in that list?  What prompted you to make those changes to how you assess in primary science?  *PROMPT: were you obliged to or did you do it out of personal / professional curiosity?* |
| C | **Opportunities for discussion in learning: provision and nature** |
| C1  C2  C3  C4  C5  C6 | *I’m going to read out a list of different activities for learning how to change practice in primary science assessment. I’d like you to say yes or no to each one, depending on whether you engaged in them.*  LIST:  Staff meetings: all teachers  Staff meetings: some teachers, e.g.: key stage or specific year groups  Meetings on a topic requested by a teacher / group of teachers  Being mentored  Team teaching  Observations  Peer support between you and another teacher  Ad hoc support, e.g.: chatting in the corridor or staff room  Are there any activities missing from that list which you engaged in?  [Refer to list given in response to D1]  *I’m going to ask you now to think about how often you engaged in these activities, with whom, and what they were like.*  Roughly how often did you [cite activity]? *PROMPT: ad hoc basis, once a week / term*  With whom? *PROMPT: all teaching staff; any teacher; specific colleague*  What was the typical duration of the activity?  *PROMPT: five minutes; two hours…*  What was the communication like? *PROMPT*: *I’d like you to think of it in terms of linear – you were told what to do; interactive - you were told what to do but you could ask questions and discuss; or transactional - you came to each other with questions and worked out how to proceed.* |
| D | **Limits to the provision of discursive learning opportunities** |
| D1  D2  D3 | Were there any activities which you would have liked to engage in, but were unable to do so?  *PROMPT: remind of the whole list again*  How do you think participating in [activity] would have helped?  What, in your view, made it difficult for the school to provide those activities? |
| E | **Evaluation of discursive learning opportunities** |
| E1  E2  E3 | Of all the activities we have discussed, which do you think was the most valuable to you in terms of changing your assessment practice, and why?  Which was the least valuable, and why?  How do you feel about the value / usefulness of the other activities? *PROMPT: remind of them* |
| **F** | **Knowledge transfer mechanisms** |
| F1  F2  F3 | Who do you go to with day-to-day questions about assessment in primary science?  *PROMPT: this can be a person, reference document, website….*  Who do you go to with questions about new or innovative approaches to assessment in primary science?  *PROMPT: this can be a person, reference document, website….*  What else helps or hinders your professional learning at this school?  *PROMPT: by professional learning I mean, the learning that you do to help you improve how you teach* |
| G | **Closing** |
| G1 | Is there anything else that you would like to say about the opportunities you have had to discuss how you use assessment in primary science? |

**Reflective notes:**

Familiarity of participant with the TAPS pyramid in diagrammatic form?

Use of terminology from the TAPS pyramid by the participant?

Demeanour of the participant:

Ease of understanding questions:

Other: