**INTERVIEW**

**Attendees**

Interviewer NF

Teacher E

Learning Support Assistant E LSA E

Headteacher E HT E

NF Hi. Hi. I'm just turning on the recording things. I hope you're okay with that. I was just explaining to Teacher E I need to send you through some consent things.

Teacher E (Inaudible 00:07) if I did or not and you might need to fill in the consent form after the fact, but that's fine.

NF But it's fine. If you are happy with that, then I'm happy with that. Are you okay for recording and things?

LSA E Yes. Yeah.

Teacher E Yes. Yeah.

NF Yeah. Yeah. Okay. Okay. Let's put those on. Okay. Lovely. So, if you can just say your name and your role just for the transcriber in the interview, that'd be great.

Teacher E So, my name is Teacher E. I am the deputy head teacher and also have responsibility for EAL children in the school and their education.

NF Lovely.

LSA E My name's LSA E. I'm an LSA in class. I am Teacher E's deputy with regard to EAL, really. Her right-hand woman.

NF Fabulous. So, I'm aware that the questions came through and Teacher E's been off and things like that. So, LSA E, I was just explaining to Teacher E, if there's anything you can't answer or whatever, then don't worry. It's meant to be a conversation anyway and we can always kind of exchange information by email if we need to later. Do you need any more explanation about the project and who I am? Is that helpful to have a bit of context?

LSA E Yes. Yeah.

NF How is this woman talking to?

Teacher E We just say yes to everything generally and then it's like, (inaudible 01:18)?

NF No. No. Who is she? So, as I said, my name's NF. I'm a professor of education at Reading and my research background is all about children with EAL and basically, I work with teachers on looking at different ways in which we can get better at teaching them. Over the last five years in particular, I've focused very much on teaching that involves a major focus on oracy or Talk Rich Teaching as I've been calling it in my projects. I've worked alongside Hampshire EMTAS for years now. Although I am an academic at Reading, I live in Winchester and did my PhD when I was working there, again with EMTAS years ago. So, we've worked together closely for years, and we've got funding to kind of think together about my research, their practical expertise, and trying to create a new set of resources, materials that schools can use that are about trying to promote more oracy for the EAL learners.

The benefit being that it doesn't just benefit EAL learners, it benefits everybody. But we can talk more about that kind of project towards the end of the interview. The reason I'm doing these interviews is to try and find out more about the schools in Hampshire, what works for you and so on. What successes and challenges you've had and then a couple of questions about how you've worked with EMTAS in the past. So, I'll just fire away if that's okay and just feel free to answer as and when. Okay. So, the first one is, it's really interesting for me to know about the numbers of children you have at School E and the range of languages amongst children?

Teacher E So we have an increasing number of children with, sorry, I'm just going to get my file because I can tell you exactly the...

NF Sorry, I should have said numbers of children with EAL or indeed Gypsy, Roma, Travellers.

Teacher E (Inaudible 03:14) numbers of children with EAL.

LSA E Yeah. We have been busy.

Teacher E Up to this year we have had a one or two children with loads and loads of different languages. So, I think at one point we were up to like 27 different languages. I think at the moment it's under 20, but in the high teens, but we've had a real influx of children from Hong Kong recently. We do now have a predominant language, which is the first time we've ever had more than two children really with the same language. We might have had three before.

LSA E Yeah. I think Russian was one in the past, isn't it? Russia was one.

Teacher E So that's quite different for us. So, we had little cliques of three or four children as it worked out in certain classes who speak Cantonese in class to each other, which is something we've never experienced before. We've never had children speaking their own language to another child in class (inaudible 04:06). I'll very quickly add up. 1, 2, 3, 5, 6, 7, 8, 9, 10, 11. Thirty-eight children who we identified are the second language in their home.

NF Okay. And what's your total roll of children?

Teacher E 259? 258. 258.

NF Okay. So, we are looking at around a little bit more than 10% basically? Yep. Okay.

Teacher E Yeah.

NF Okay. And that's grown as you said, in terms of this numbers of Cantonese speaking children basically?

Teacher E Absolutely. Yeah.

NF Great. Great.

Teacher E We do have a little bit of, it's not an issue, but a discrepancy sometimes where parents don't say that they have a second language in the home. Because the child has grown up in England, their parents speaks to them in English often, but actually on the phone to their grandmother or to other family members visiting, there is a second language. So, it isn't an exact science and there are certainly families where we know they don't speak English at home, but the parent hasn't identified that on any enrolment forms or anything and that's always it. It doesn't really matter, but it just means our numbers are not secure, I would say in terms of identification. Do you agree?

LSA E Yep. I agree with that. Yeah.

NF I think that's quite common across the schools I've spoken to and certainly over time it is an issue for schools, isn't it? Because that affects your funding, presumably. The fewer you have, the less there is as it were available for them.

Teacher E Yeah. It's just interesting. I think there's less of a stigma now, but I think initially it was like, we don't want our child to be different. We don't want them treated differently, therefor we'll say they're English.

LSA E Well, I think identify as anything, but English is their first language.

NF Okay. Okay. Great. So, I'm interested to know, in terms of your school improvement plan or school development plan, whichever title you give it, in which way does EAL figure in that? Is it that you plan specific objectives for those learners? Or are there needs met in more of a kind of focus on Quality First Teaching or other ways?

Teacher E Generally Quality First Teaching. We do have a specific EAL development plan as well. So that might focus more on parent involvement, parent engagement, all of the other stuff. But mainly through, if our school development had a priority on improving writing standards or that type of thing, it would be done through Quality First Teaching, or if it was… I mean, this year we've had one that's been about higher achieving writers rather than those not achieving. Therefore, that didn't, actually that does include some of these children, but those that might be needing more support would just come through our normal sort of… what we normally do in the classroom, how we would support any child. We've had a lot of children in the last year arriving with no English. Again, which has been not something we've had anywhere near as much. I've been here 12 years, and I would say the last two years, that's been a particular thing. Usually, they come from a nursery in England, they've been in England a little while and one parent is English, and one parent is from another country sort of thing. So generally, it's through our high Quality First Teaching. Yeah.

NF Okay. Okay. But you've got LSA E as a staff member who has kind of, so your role, LSA E, is kind of sort of quite significant in terms of supporting these children in particular? Or do you support staff with these children? Talk to me about what you do.

LSA E I think it's supporting staff with these children but supporting the staff as well. Not all our children will need my interaction, of course. Some of them (inaudible 07:56). We've got one girl who's, yes, her parents are from Hong Kong, but her English is brilliant. So, her understanding, this is the Year 1 child, her understanding is pretty much spot on. So, I won't necessarily have that much. Well, I wouldn't really see her under my role. I'm directed by Teacher E and the teachers and so my input would really be with pre-teaching of the subjects depending on what it is. It's primarily English or...

Teacher E Or a topic type of thing.

LSA E -or a topic type of thing. Just give them almost like a heads up of what's coming on, so they have a little greater depth and understanding. And then sending information home with parents who can actually help them with the key words and producing. Also, there are some tools they can have in school like Word Mats that will help them with the subjects when they actually come to discuss it and write about it hopefully. So, it's a pre-teach kind of (inaudible 08:59).

Teacher E We usually have a chat and look at the list and go, okay, these ones actually are struggling a little bit. Either their English isn't quite where it needs to be or...

LSA E Comprehension.

Teacher E -comprehension, definitely, or it might be a child who's got quite a good grasp of spoken English, but actually academically, isn't performing very well, or it could be a child that's brand new to English. So, LSA E has been used a lot for the brand new to English. So, she's done a lot of storytelling, story sharing...

LSA E Conversation.

Teacher E -conversational, to try and improve their vocabulary.

LSA E Yeah. I get an understanding of how much they, even if it's just...

Teacher E They're more likely to talk to LSA E than they are in class, because we've got the infant children. They're quite often in that two-year silent period and they don't often share. If I pop in, they'll nod at me and smile, but I don't get any words from them. Whereas they will relax with LSA E a bit and have a little chat. You get a better understanding of really what their level of language is.

LSA E Yeah.

NF It's really interesting to hear you talk in such detail about pre-teaching as kind of a strategy that you use. So, does that involve you, LSA E, kind of having conversations with class teachers basically?

LSA E Yes.

NF There's quite a lot of pre-work for you as well, isn't it?

LSA E Yeah. Yes, it does involve talking to teachers really basically understanding what they would like the children to understand and get from the teaching. And it's almost like you do have to have a slightly differentiated information and that's why our Word Mats are reduced in the amount of words we have. I think it's six keywords that the children can use and grasp. So there a lot of involvement with the teachers and really if it's not on the topic, if it's something where the teachers think they really need support on a particular area, then I will go in and we'll talk about what they need and then we'll go and work with the children. I try and produce some evidence of what they've grasped during their lesson. So, it's evidence within their English or math or English primarily.

Teacher E So we don't have pre-teach for all children for maths who are studying. So that may not involve our EAL children around vocabulary mainly. If you're going to do a subtraction topic next week, here are some words that it'd be good for you to know. We have in the past sent words like that home written in English in a little book and if the children and parents wanted to write in their home language and bring them back in to share them, they can do sort of thing. So, a home thing, but for things like the Fire of London or Rainforest or Pirates, that's generally mostly the EAL children then who may have come across any of these words before sort of thing. So that sort of works and it works really well, doesn't it? So just give them confidence if they've heard it before. So, it's not necessarily weekly, that, if it's topic words. It might just be before the topic starts sort of thing, but the maths thing will obviously be with every change of the kind of maths, if that makes sense, of shape or division or multiplication. So that might last over a few weeks.

NF That's really fine-grained, isn't it? What you're doing, given this is just 10% or a little bit more than 10% of your pro list. It's amazing.

Teacher E Yeah. I'm not perfect by any means.

LSA E We try.

Teacher E Sometimes I miss stuff.

NF I'm not surprised. (Inaudible 00:12:12). The details of which you're attending to their needs sounds wonderful. Wonderful. The next question says, and we've talked a lot about your successes already, and it says, what would you say are your current successes and challenges in your school support for multilingual learners?

Teacher E I think one of our successes is our, so we have a silver award from EMTAS for the EAL (inaudible 12:40).

NF I'm not surprised. Now you've said that it's all falling into place. Okay.

Teacher E Yeah. So, one of the things that we put into place when we did the award a couple of years ago was our, we have a different language every half-term, that I do in assembly and whenever I put up the picture of the world with the flags on, I'm going to say, so what is our assembly about? And they'll go, oh, it's our new language. So, I think giving that priority and high profile to other languages is a success. And LSA E does a little display in the library area that goes with that where there's some pictures of some local food or some...

LSA E Traditional tales.

Teacher E -traditional tales or some writing in that language and we always give every teacher a good morning, goodbye, hello in the language written phonetically.

LSA E Which is very tricky. Sometimes I'll say yes.

Teacher E Russian was tricky. So that the children can answer the register in that sort of thing. So, whilst I think there's probably loads more we could do in terms of promoting other cultures and things, I do think that is pretty embedded now, and works pretty well, and I think the children do enjoy that. Some of them never say goodbye in the language, but some always say not in English sort of thing. So, I think that works really well.

LSA E I do. And the evidence of that I think is when children who have that language in that class, they like to repeat it and teach their friends. So that's quite nice to see across, I mean, I'm a dinner lady as well, so I see it across the school (inaudible 14:02) time and things like that as well.

Teacher E I think challenge-wise, I think one of the things I constantly come up against is class teachers providing good verbal role models. Because by definition of the work that children are doing because it's basic English, new to English stuff, they do tend to group them with the children that are struggling with the English children are struggling.

NF Ah, okay. So, you've got a bit of an SEN, EAL thing going on in mindset? Okay.

LSA E Yeah.

Teacher E I think we've only had once one child that actually is SEN and EAL. It's not terribly (inaudible 14:38).

NF Yeah. Yeah. No, it's very unusual. No doubt about it. It is unusual.

Teacher E So I do constantly struggle, constantly remind them that they need to have good role models. They do need to be sat with not with those children, but those children that have good verbal English. So that's something that is a constant, I think, constant niggle, I would say. Do you think there's anything else that's been...? I think the other thing that's quite hard is when they arrive with no English, we are quite a high achieving school with quite high achieving children, so the gap is enormous. Perhaps more so than in some other schools, depending on their sort of deprivation area and demographic. So those children tend to then have, they do tend to be either taken out for something because writing a story about the lion and the mouse, when actually you don't actually know what the word lion and mouse are. So, this week, yes, this is what was happening in Year 1, and we've had two little refugee children who've been with us four or five months now, something like that. And they made a mouse puppet and a lion puppet, and they retold the story to each other in English, but obviously that takes time and adult away from the class. They are not being integrated. They're doing something different. I think that's a real, I don't know. I don't know what the answer is.

NF It's a dilemma, isn't it? That one.

Teacher E Well, it is a dilemma and therefore the teacher often isn't working with them because they are doing the other 28 children. So, I think teacher time is something that's a challenge when they need something very different and very adaptive as well as them having their good role models. I mean, they get their good role models at playtimes and things. Certainly, the little girl in, we've got a little Turkish girl in Year 1 who might not work with those children that are just middle to more-able children, but if it's choose your own partner, she will and then she's getting that conversation and so forth. So, it's very difficult I think, really and I think people try their best and we are not always perfect at it.

LSA E Yeah. No, it can be a struggle. Like I said, it's technically the children being taken out and not being in class, but then they need that.

Teacher E But they need it.

NF Yes, absolutely. It's always a pragmatic decision, isn't it? That one, as to whether they're in or out and I know that the direction is, no, we don't take them out, but sometimes, particularly children who've been through something traumatic like you were saying, children who are refugees and so on, there's a lot to know about those children, isn't there? That you might not get in the whole class setting so it's really hard.

Teacher E And then sometimes there's some children who arrive with us who are actually very bright. You can see that in their eye. You watch them. They must be exhausted at the end of the day. They are concentrating, they're watching, they're trying to learn, trying to mouth the same words. You could sort of see and then a couple of other children either, for whom school is quite tricky. So, it's very varied, isn't it? Really.

LSA E Yeah.

Teacher E Does that sort of answer your question?

NF Yes, it does. Very, very, very well. Thank you. I mean, a lot of schools won't be surprised to say to me that the challenge is new to English learners, it's new arrivals, and I don't think anything that anyone produces has a magic bullet that's going to make that easier.

LSA E Yeah.

Teacher E Yeah. And they're very adaptable children and they're very happy coming to the school generally. They do (inaudible 18:03).

NF But it sounds like guidance around groupings and so on is useful for your staff and so on, but no, it's a hard one. It's a hard one. It sounds like you're doing tons though. You wouldn't have silver award if you didn't. They're quite hard, the awards, aren't they? I've looked at all the criteria for them and I think, my goodness.

Teacher E We've got to redo ours in a couple of weeks. We didn't know it would run out, but it has.

NF Three's no need to (inaudible 18:25) your award.

LSA E But we're trying.

Teacher E We're trying to.

NF Okay. So, the next questions are ones that EMTAS has asked me to ask specifically of schools and the first one is just, I'm assuming you have access to EMTAS support in the past?

LSA E Oh yeah. We use them a lot.

NF Can you just tell me about what sorts of things they've done with you and also if any of those things then became school practice?

Teacher E Okay. Well, we've had them for training. So, we've had training on EAL children in the classroom previously, but training on their Bell's assessment for staff 'cause they always find that a bit confusing, and we've had training around culture. So, we've had quite a big, although we've had one Nepali child recently. We are not in a Nepali area as opposed to (inaudible 19:14), but we had one and it was fascinating. I always find that stuff fascinating. So, we are going to ask for more training in the autumn around Cantonese and Chinese because that's our biggest (inaudible 19:24).

NF That's interesting. Right. Yeah.

Teacher E Just about customs and what's rude, what's not rude, that type of thing. So, we use them for training. We use their online services for training. So, for new staff looking at some of their online modules, e-learning. So, we do that. We refer new arrivals, not always. It depends really. It depends if we think we need some support with them or we're a little unsure about what their understanding is. They might have been with us for a few weeks and it's like, they're nodding, they're smiling, they're saying yes, I'm not convinced they really know. So, we might then ask referring and get a native speaker to come out during an assessment, meet with the parents. Sometimes we do it to find out what the home background is, if it's been a bit confusing. Parents don't always tell us the truth 'cause I think they don't know what we want to hear.

NF No. They're anxious.

Teacher E Not because they're trying to be deceitful. Just because they don't understand.

NF No, no, no. I understand.

Teacher E Particularly with what is your home language and with the Chinese children they say English, and we sort of say and then you get Cantonese speaker, and they speak fluent Cantonese, they answer in Cantonese. You see them talking to other parents from Hong Kong outside who speak Cantonese. So, it's like, well, it's not really English their main language. So, that's quite interesting.

So, we do that, and we also use them for interpreter thoughts for parents’ evenings if we need to. So, we had a couple of families. Most of our families are fine and they are happy to either, on a written report, use Google Translate or something, but we've got two families who we know have very little English. So, we've done parents evening with somebody on Teams basically translating. And that works really well and they're very grateful for that. We've had a SEN. We've done an SEN referral for one child which is a bit more of an in-depth assessment really about (inaudible 21:23).

NF It's complex.

Teacher E We sometimes borrow their resources. Sometimes we borrow some books.

LSA E Yes. We have. Yeah. They were (inaudible 21:29).

Teacher E We haven't quite ever got to the Persona Dolls. We're on the radar, but we haven't done that yet.

NF Several schools have said that actually, as if it's worrisome they haven't got to them.

Teacher E I don't know why, but we haven't really. I think we wouldn't probably do it. It needs to be something the staff do. And as I'm sure you're aware, class teachers are like, oh, another thing to do sort of thing. So, I think it's probably a pressure on class teachers that has stopped that happening rather than because if you are, it would be great for you. I think that's probably it really as to why I haven't really pushed through with that. We also use them to support our coffee morning. We have an annual coffee morning with parents. So, we use them to come along and just talk about what they do and reiterate the fact that they need to speak their home language at home and leave English to us. Is there anything else?

LSA E I don't think so.

Teacher E You go to the twilight sometimes, don't you?

LSA E Yeah, I do sometimes. Sometimes I do the online EAL catchups and support meeting.

NF Alright. Like a network meeting?

Teacher E Yeah. Yeah.

LSA E Yeah. Yeah.

NF Yeah? Oh, lovely.

LSA E Not all the time. Sometimes I do forget.

Teacher E We don't make LSA E go, but I usually pass them over and say, if you're able and you want to, here it is. Because they're usually out school hours which is an advantage.

NF Yeah. They are, aren't they? (Inaudible 22:39).

LSA E We do Bell's. We spoke about Bell's, haven't we? We've had Bell's training. So, I'm just trying to (inaudible 22:47).

NF Can I just pause on Bell's? So do you use Bell for all the children and LSA E, do you use...

Teacher E No. We pick and choose if they're just going.

NF So you only do it for EAL learners who are at those earlier stages of proficiency, like a band A or B or around there?

Teacher E Yeah. Band grouping. If they've come in with a Spanish speaking parent, an English parent and they speak perfect English, we don't need to do it.

NF Okay. Okay. Fair enough. And is that done by a teacher or by you LSA E or...?

Teacher E Class teacher.

LSA E Teacher. Sometimes they ask me my opinion, but primarily it's the class teacher.

NF Okay. Okay.

Teacher E So we tend to do it in Year 1. We don't tend to do it in Year R. We tend to start with it in Year 1 and then we do it in September, Year 2, don't we? To have a look at progress.

NF Okay.

Teacher E They're quite meaty documents.

LSA E They're quite…

NF They are. They're huge.

Teacher E I would say we are not confident that we use them quite right even though we have the training. Do you agree?

LSA E Yeah. I think so.

Teacher E I think we can the (inaudible 23:45) if you need.

NF There's a lot to Bell, isn't there? Because there's just the five levels of proficiency, A to E, isn't there? But then behind that in their website there's just so much support stuff, isn't there?

Teacher E Yeah.

LSA E Yeah.

NF Very, very, very, very, very detailed assessments.

LSA E Yeah. So, we do those (inaudible 24:03).

Teacher E And then we hand all of this on to the junior school obviously when we send out our Year 2s out to wherever they're going.

LSA E Yeah.

NF Lovely. Lovely. Gosh, you do loads then. Is there anything that, again, this is EMTAS asking, are there any aspects of their support that you've had but which you have found less useful and haven't continued to use?

Teacher E I don't think so. Do you know what? They are really, really, really supportive.

LSA E Yeah. They are.

Teacher E They answer emails within an hour.

LSA E Phone calls.

Teacher E And phone calls.

LSA E I always get somebody or someone phoning me back as well.

Teacher E I really can't fault them, really. I know we pay our ESL to have their support and we do use it a lot in our school, don't we? But actually, I mean, (inaudible 24:51). I don't think this is anything they could do, some of their bilingual assistants, it would be better if they were slightly more used to a school system in England, which obviously (inaudible 25:05). So sometimes that's a bit tricky. We have a new gentleman with Cantonese and he's quite hard to understand, isn't he?

LSA E Yeah.

Teacher E In English, but that's just nit-picking. You have to take who you get if you've got ESL.

NF Yes, yes. Yeah.

Teacher E I guess the only frustration, and again, they can't do anything about it, is if you have a language, they don't have anybody for they're like, you look for his family...

NF Yeah. That's a frustration for them as well.

Teacher E -and that's been really quite terrible, hasn't it?

LSA E Yeah. Yeah.

Teacher E With their family. We did want to try and connect a bit better with and we couldn't really, but no, I think they're an amazing service.

LSA E I do as well.

NF One of the things that's really nice about these interviews is just how much positive feedback I've got for them, which wasn't why we are doing the interviews for, but I don't know if you're aware that outside Hampshire, there isn't an EMTAS in every other county at all. So, we're so lucky to have them.

Teacher E Yeah. I know. (Inaudible 25:57) in other places. There's not even (inaudible 26:01).

NF No. They literally don't have them. So, Reading where I work as you know, a huge numbers of multilingual children, there's no service.

LSA E Really?

NF No. It's all done kind of in school. It's assumed it's done in school.

Teacher E There's a lot of places that don't really have an education department anymore. There is no direction, or where (inaudible 26:24) there's nothing. Some schools don't (inaudible 26:27).

NF Very different systems. Yeah. Anyway, I digress. Okay. The last couple of questions are just kind of moving in towards what the project is. So, because the project is very, as I said, oracy-oriented, very talk rich, we're interested to know if schools are currently engaged in any kind of oracy type initiatives, 'cause quite a lot of schools are. So, is there anything you are doing that's talk-based, speaking, listening-based?

Teacher E Not really. Not a specific project or sort of intervention or anything. We don't even do anything like language link here. So, we don't even have one for our… any child, if that makes sense.

NF Right. Yeah. Yeah. Yeah. Okay.

Teacher E And so all of our language work or oracy work is really done through LSA E or just through class teachers. If we get EAL children in Year R because of the way that curriculum is set up, it's so much more likely to (inaudible 27:21). So, all that vocabulary, all that sharing, all that modelling of sentences, once you hit Year 1, which unfortunately where all the girls have landed up this year, our new degrees, there just isn't the opportunity for chatting in the same way and that's a real shame. And also, because often when they arrive in Year 1, they've not actually been to formal school at all. (inaudible 27:44) a year later, they really miss out on that. So, we do our best with it, but actually that's where you sort of step in and try and improve some of that just basic conversation that sort of stuff that they acquire over the first two years. So, they can at least communicate with friends and have an understanding.

NF So your other pupils who aren't British, for want of another way, or British and English speaking, as it were, for want of another way of explaining them, they move quite quickly into literacy, reading and writing then you mean?

Teacher E Yeah. Yeah.

NF Okay. Okay.

Teacher E Yeah. Yeah. We sort of have around by the end of Year R, 90% to hit the GLD. Very rarely do we have anybody not to make it speaking and listening.

NF Okay. Okay.

Teacher E If we have it would be because they're either EAL and won't speak to us or sort of a bit of mutism, which is rare for us, but we have had a lot of that.

NF Yeah. Okay. Okay. Sorry, GLD?

Teacher E Good level of development.

NF Oh, okay.

Teacher E I think that they have to get at the end of Year R.

NF Oh, in foundation stage. Sorry. Yes. Yes.

Teacher E Yes. Sorry. Yeah. In foundation stage.

NF No. No. So, it's like age-related.

Teacher E So we have very high achieving. We are quite a leafy, leafy area. We have to have pockets of deprivation, don't get me wrong, but the majority of children probably are parent-time poor because they're all working on going on ski holidays, et cetera, but it's that sort of demographic where...

LSA E Where we are.

Teacher E -where we are.

NF Okay. Okay. So, to come to the project then. I mean, you're aware that the interview today in no way commits you to the project. This is a finding out thing. So, I'm going to talk to you about it, but you haven't got to make some sort of decision about whether you want to be involved. It's taken us a couple of months kind of talking and thinking together and getting the feedback from schools. What we are thinking it will involve is the creation of this online suite of materials that schools will use in ways that fit in with their own school improvement plan objectives, as it were, and according to what they want to prioritise. So, it's not going to be a kind of, EMTAS come in and do X number of staff meetings and then everybody does the same thing because we know that schools simply don't have capacity to be able to flex to kind of accommodate that. It's just not realistic.

So, it'll be something along the lines of kind of introducing the principles of the materials, which are all oracy-oriented or talk-based as it were, and then maybe some materials that help say senior leaders or teachers or learning support assistants work with the materials. So, it's kind of, what is it, how do you work with it? And then kind of a third set, which is a kind of what might you do? And it's kind of, we are seeing it as a sort of a series of folders of oracy-rich activity with new to English learners or something like that. We're very early days and in fact, I'm literally after the meeting with you, taking my first thoughts to the EMTAS team about where I think we've got to do with it and I'm just describing to you what I'm about to describe to them.

LSA E Just try to introduce it through the head teacher.

NF Hello. Hi. (Inaudible 31:02).

Teacher E I'm retiring at the end of this term.

NF Oh no. It's a shame.

Teacher E I won't be here. So, I've just asked her to join in listening to the idea just in case I'm (inaudible 31:14) because she might just need to know before the (inaudible 31:17). So, I'll turn you around that way.

NF That's alright. HT E, I know you can't talk as well so don't worry about that.

Teacher E No, she can't talk. No. We're really just sort of listening in for you. So, would these schools then be involved in making the materials or more delivering the materials? I'm just curious.

NF No. Trialling them basically. So, we we're looking to create in the longer term a kind of a teaching toolkit which is oracy-rich. It will support children with EAL, hence EMTAS being the generators of it with me, as it were. But it's seen as materials that schools would work with all their children. So, it's not an intervention, it's not a bolt-on, it's not something you have to do something separately for. It's activities that we know work for all children. They just happen to work particularly well for children with EAL. And I know that from the American colleagues I have who's devised them in the US or devised the approach to teaching in the US. And I know it from work I've done with a few Southampton schools where we've taken the US model and adapted it to make it work for us, and how we are in England, as it were.

We've had some nice results of children becoming, in terms of speaking and listening in particular, having kind of quite accelerated progress using this approach to teaching. And schools have done things like, so one school that I've worked with intensively over four or five years which moved from requires improvement to outstanding with Ofsted. I'm not saying only because of this project, but it was a big part of it. One of the first things they did, for example, was change their seating arrangements, this is a junior school, changing their seating arrangements so the children were only ever in fours because they found that really helped the kind of discussion that they wanted to get going.

Other schools had done things like say, okay, I'm happy to work with this, but we're only going to do it in small group-guided reading. 'Cause it's based around small groups, or they've said, I'm going to focus specifically on kind of one particular aspect. So, we see it as something that we would introduce schools that want to come on-board with us to first, with a kind of online meeting, schools would then select what they think they want to do with it and we'd be dipping in for kind of catch-up meetings through, it's November to February basically, that it's running. We'd be dipping in for catch-up meetings and visiting if you were happy for us to come and visit just to kind of chat with you about what you're doing. Just 'cause it's all very well on Teams, but it's really nice to actually be in school. So, see what people are actually really doing. That would be nice.

Teacher E I would say NF asked if we had any oracy stuff that we do specifically, and I said we don't have any speech language interventions or anything particularly. We have social skills groups and bit of a time to talk thing which is not often. Not necessarily geared to EAL children.

HT E No. I think if you look at our range of children that come in, a range of children come in with good oracy skills.

Teacher E Yeah. That's what I said. Yeah.

HT E Because apart from those that don't speak English or don't know the language, but even those children come in with good oracy skills in their own language.

NF Yeah. Yeah. Sure. Sure. Sure. Anyway, so that's introduced you to it. Nobody has to say anything today. What we'll do is, particularly as we need to get a clearer idea of what we are doing in the talks that we have, me and EMTAS for the rest of this term, we'll get back to schools very early in the autumn term. Because I've interviewed about 14 or 15 schools in total and we don't need all of those people to join us. We'll just get back to schools and just explain in more detail what the commitment is and then see who wants to come on-board then. So that's where we're at.

Teacher E Can you make sure you address anything towards HT E?

NF I will. I'll make a note of that. Thank you, Teacher E, Yes. Yeah. So that was all I needed to discuss today. If you had any more questions, happy to take those now?

Teacher E I don't think so. No. That sounds very interesting. It'd be interesting to see what materials are. Definitely.

LSA E Yeah, definitely.

Teacher E Anything that's going to help cut a few corners, but can help the children, (inaudible 35:32).

NF Yeah. It's kind of a bit of a shift in mindset maybe to some extent, but different schools will come to it differently. Yeah. Yeah. Okay. Great. Okay, that's lovely then. Thank you so much for your time.

Teacher E You're very welcome.

NF All three of you. I really appreciate this very much and I'll be back in touch. Teacher E, I'm just sorry that you're going.

Teacher E Well, I'd like to say I am, but I'm not really. I've done my bit; I've done my 37 years. I'm done here.

NF You've done your bit. Fair enough. Fair enough. Enjoy, enjoy.

Teacher E It was very nice to meet you guys.

NF Okay. And you. And you.

Teacher E Thank you.

NF Take care.

Teacher E Bye.

NF Alright then.

LSA E Bye-bye.

NF Bye-bye. Bye.