**INTERVIEW**

**Attendees**

Interviewer NF

Headteacher L HT L

Teacher L

NF So, you're the first school that I've interviewed in terms of it being about Gypsy Roma Traveller, it’s really nice to have that different input. EMTAS T2 was very keen that we don’t just make this EAL that we see it as a kind of a bigger thing, that’s about language development for all children. To be honest the ways in which we want to work is for all children anyway. So, it’s great to have your perspective. Can you just tell me because I don’t your school at all, talk to me about the Gypsy Roma Traveller families and their kind of backgrounds.

HT L Just over 10% of our population, so 25 children, we've got children 30 something in the school. Most of them are settled Gypsy Roma Travellers living in trailer set-ups or cabins in sort of group farm, small holding farm set-ups. There are several different sites or homes, most of them live in extended families, and we have a few who are showmen families. Which is a different profile. Yes, most of our families are sort of farming sort of labourer that kind of thing, yes. Most of them leave us sadly, and sometimes do a year at secondary school, sometimes two. I don’t think I've heard of any who’ve actually finished secondary school.

NF Because parents take them out to move around, OK.

HT L No the parents take them out, sometimes they cite bullying, or they just didn’t get on with it. And sometimes they say well it’s cultural for our children to not to go to school once they're 12/13. So, we work very, very hard on the year six, year seven transition to try and get them a place at a secondary school, but sadly it’s rare that they get past year 9.

NF Right, gosh OK. So that’s a challenge so your staff are always working with children that they know may not complete school then.

HT L Can I say, and I'm really passionate about this, the reading and writing and maths that they do when leave School L it’s probably as good as it’s ever gonna get.

NF Right, so it’s huge, a huge sense of responsibility.

HT L A real mixture of parents. I mean most of them ridiculously positive and lovely. Obviously, there's a different way of looking at the world and the sort of law not applying in the same way, that other people might think it does. So, that’s a struggle with attendance for some families. Some family’s fantastic attendance and some very low. I had one last year where they went on a cruise to Norway but tried to pass off to me as going to Norway to look for work, travelling for work. We have EMTAS and do their mentoring and their little bit of club that they do, and reporting families if their situations, obviously try and support with the year 7 transition.

NF That’s really interesting for me to know because it is a different set of challenges than a school that’s got say a high EAL population. But still a challenge, a huge challenge in terms of language and literature development, in terms of that sense of really needing to maximise for them.

HT L On the whole and this is very generalisation I would say that our boys, our GRT boys are quite unmotivated on the whole about writing, but usually pretty quick at maths. And the whole our GRT girls really struggle with maths, and the girls I would say, struggle more with just a general, on the whole being a bit less confident about having a go at things. When we look at our profiles of our children, for like our progress and entertainment, often it’s like if you’ve got GRT girls in a class, you look at the class profile and they're like the ones who are behind in maths. Better at reading.

NF Maybe some kind of family orientated stuff going on there, in terms of what strength in one gender and not the other.

HT L They love reading, we're a very reading school, on the whole children love reading ,and that goes across the board. But there isn’t a culture to support them at home at all, with reading more. It’s a rare GRT child who brings in full diary, and homework always completed, and so on, that’s an unusual situation. When we get a family like that, we're like, “Oh great!” We've got a few at the moment. But normally you're like, this is the child for whom we're going to need to keep their diary in school, keep their library book in school, because there's not that expectation that if they take them home, they lose them. We don’t mind them losing them that’s OK, but that just says that language, and hacks probably aren’t valued in depending on… where they are.

NF So, that’s reading and writing being a real challenge, what about spoken English is there a sense in which they're quite conversational?

HT L Very conversational, on the whole very conversational and chatty. I’d say yes like the same with all children, obviously you're correcting their grammar on things, but nothing more than a lot of other children. They're generally chatty, you wouldn’t be able to tell who they were in the class I would like to think. If you came here, you wouldn’t be able to pick them out. And completely engaged and part of school life, going to events and being on the various things we do.

NF OK thanks, that’s just super interesting. In terms of then just moving into kind of school improvements school development planning. Do you plan separately for your GRT children or are their needs met within wider objectives?

HT L On our qualities plan that we have to publish, there are our ethnic groups that we profile to show, because they're always on the whole, the girls are always behind in maths, and the boys will be behind in reading and writing. So, we have the key priority group to try to reduce the quality gap. On school improvement, I would say people premium strategy… Although not all our GRT families are people premium, an awful lot of them are so there's a big overlap. Almost always the things that we're doing for pupil premium children, all the GRT children are benefiting from them. So, our pupil premium strategy is sort through to well actually those children are gonna benefit from that as well, because as I say most of them are in both camps. If you did a ven diagram most children would be in the intersection. So, let’s say that because we know, that’s what we do. We also do pupil profile sheets, so if a child has got a special need, got an always pupil premium, they get a pupil profile sheet which we track, what we've done for them, what interventions we've done etc. And then there's hardly any children left who are GRT who don’t fit into one of those.

So, some of them have got like a triple disadvantage. We've got special needs, they're on free school meals, and they are a GRT child. So, they usually get picked up. Teacher L is our GRT champion, but her job is to make sure that those children are being thought of first and considered. But on the whole, they get picked up before they're GRTness becomes an issue because something is an issue, does that make sense.

NF Yes that makes complete sense.

HT L In our curriculum and what we do, we work I think quite hard to make sure that we provide images and experiences that match their background as well. So, if we think about a book we've got in the library, we think about the trips we've been on and inviting them in. People have come in and showed their animals. Dad brought in his horse with the little thing on the back, he brought in some wagon thing, his little cart, little big thing. And then a little girl who in Year R actually was driving her horse, and all the other children ,and the teacher got a ride around the field. We do and try like normalise, I guess.

NF Yes, so kind of curriculum kind of culturally specific and reflects their homelives.

HT L The GTR family are so tightly interwoven with each other that the children socialise usually out of school more with each other as families than they do with other children. So, they’ve got cousins and so on, who they all live with. We have to work sometimes on making sure that they are mixing with the other children, it’s not the other children won’t mix with them. It’s often like if you’ve got three or four girls in a year group, they really congregate with each other. They’ve already got a really strong bond because they are almost like cousins, if they're not cousins they often are, but they're as if they were.

NF So, those family links extend into the classroom as it were in terms of who they socialise with, that’s interesting.

HT L We identify two or three key kind of grandma, mum, usually it’s the grandma. Who if we can get our messages out to them then the messages get out to everybody else. We have only family left now, but we have over the years where their children are in a kinship care and looked after their paternal grandmother, and there's nothing actually set up in law, but that’s who they live with and see as their main carer.

NF In terms of how they're supported in school, obviously if they were multilingual then you might have a bilingual assistance or something like that. Are there specific people who work with the children or are their needs met more in that way that you described when we were talking about the school improvement.

HT L I would say that we try really hard to meet their needs in the classroom and most of them are SEN need or the pupil critical will need, kind of hits and then the things that we're trying to do for those children address the needs. So, it’s a very rare child who’s a GRT child and not also one of those other types.

Teacher L And they do really well.

NF Hello, I am just gonna say hello Teacher L so that when we're transcribing this.

HT L If they're not in that ven diagram and then the GRT children out of that ven diagram they are really successful and quite high flying. But usually, they come in and they are in that middle profile. We've got a little girl in year 1 who’s just got 40 out of 40 in her phonics test. But then her brother is in year 4, and he isn’t really accessing the learning, and it’s like “What happened there?”

Teacher L Like our showman children tend to better than our traveller children. And we've got a couple, but not always because some of them have got quite acute SEN needs. So, we've got a group of showmen who’ve got EHCPs and now are autistic. And then we've got a couple of showmen girls who are just amazing and doing really well and don’t have anything.

NF As with all children you’ve got a huge variation, and we need to avoid the risk of talking about them as if they're one homogenous group, so obviously not.

HT L What I'm saying is they are a SEN child that’s the pressing thing. Or the ones that are like fine, and they are just a GRT child, and not got anything else, we don’t even really give any attention particularly, except for mentoring. They do tend to take longer to pick up with the reading because, although again, we don’t wanna generalise with them, a couple of their families don’t really value that, and don’t really support with that. So, missing library books and they don’t tend to engage with our reading rewards scheme, and they don’t tend to kind of value phonics. But once we, as a school, have taught them those basic things, then they pick up. So, they are kind of disadvantaged a bit in terms of, if they don’t have SEN needs, and they're not fitting in any of those other groups, they still tend to be quite low in reading. But then once they have got it then they tend to pick up.

NF Teacher L just to kind of backtrack a bit, we've been chatting generally about the needs of the families in this school and how it fits into school when planning. But HT L describes you as the GRT champion, can you just tell me a little bit about what your role is with these families.

Teacher L I try to make it so that I'm the person that they can talk to, because they often don’t want to engage with teachers, they see them as kind of, like authority figures, that they don’t really respond very well to that. and they particularly find HT L that because she has to chase them on attendance and things like that. Then they get kind of, they find that really hard.

HT L Like good cop, bad cop really.

Teacher L I just try to be someone that they can talk to, and what has been really effective is identifying, the main kind of influences in Rs community and then getting to know them really well. On a couple of occasions, I've been able to phone someone else’s nanny, and say we haven’t seen so, and so for a while do you know what’s going on? They're leaving now but she was really, really helpful when I first started doing it. And now there's another lady, whose children are much younger who, I don’t really know why, but she just kind of like has befriended me. I think it’s because I'm quite direct, and they like that, they just like to be just told. They like you to be honest with them and then they're just fine with that.

HT L We've got a quite a lot of other children who aren’t ascribed GRT, where one of the parents is and the other parent isn’t. We've got like cousins where one family are and one family aren’t, like which line of the family it goes down. They are very similar, their whole approach to life.

Teacher L HT L calls them country folk. they kind of like have very similar views on things particularly like reading. And very similar morals, so things like sex education, relationship education, massively triggering for them. And it’s interesting who will come forward and say, because they will be talking about. Something will happen at school; they’ll be talking about it and then one of them will come forward and speak about it. That’s not always the one who’s ascribed.

NF That’s interesting, so kind of be mixed heritage families as well, I was unaware of that, OK. Gosh you’ve told me loads and it’s all really interesting. There is a question four here which says, talk about your current successes and challenges, I think we have covered all that because we've talked generally about how it is with your school’s support for these families. Have these families always at School L, is it kind of a long-term thing?

HT L When I got here, I've been here eight years, when I got here, we had a few probably about, well a big family suddenly joined us. That’s the things, if you get a big family, that suddenly changes the numbers because they also are a bigger family. We probably had about seven or eight. Unfortunately, or fortunately the way you wanna look it, I then found out a couple of years ago, I was chatting to a few other heads, and they were like, well we don’t have any travellers’ children anymore.

NF You’ve become the magnet, have you?

Teacher L HT L put it on my performance management that I had to do an award, and we became the first school in Hampshire to win the, it was an EMTAS excellence award.

NF EMTAS excellence, how wonderful.

Teacher L Then suddenly we seemed to get a lot more and then more importantly than that though, we had one mum who has three children, and she runs a shop, like a boutique. And so, all the travellers were going in and talking to her and she was saying oh, send them to School L.

HT L We had a girl came down from Scotland. And we were like, “Really?” I mean it is genuinely lovely having them, we love them, but I just think, the same with special needs children. We just need to all share them out a bit more fairly then, we’d all be better. We’d all be better with them, if everyone knew and had some, we’d all (inaudible 19:07).

NF I can see that otherwise it is just the specialism of a very small number of schools, because (name) only named four schools, I think in the county that have 10% or more.

HT L Then there is 500 school, 500 primary schools, a part of that is about locality and obviously we are out in the country.

Teacher L But very local to us, they are not going there anymore.

NF Is it to do with being a church school as well?

HT L No, I don’t think so, I think it’s just about being culturally open and inviting.

Teacher L I don’t think anywhere else has a GRT champion, and then that like got out. And then they were like “Well they’ve got someone there who really cares about them”

HT L Maybe we're just too nice.

NF You are very successful. In terms of the next question, wanted me to ask about the support that they’ve given you and how you’ve accessed them as it were and whether there are things that they’ve done that have become part of what you do in school. Or whether there are things that they’ve done that were less helpful, just wanted to talk about EMTAS support generally.

Teacher L They come in and do a mentoring of the children and I think that’s been the most successful thing, but there's no measure. But I feel like that’s part of the whole kind of working with traveller’s thing. Everything is a little bit fluid, and everything is a little bit disorganised. And I don’t think that’s EMTAS, I just think that’s the way they are. We have this lady (name) who comes in, and she works with the children, and she talks to them, and we haven’t got any measure about whether or not that’s working, but no one’s saying it’s not.

HT L And no one’s measure it. So, no one from EMTAS comes in and goes, “Well those eight children that we mentored last year, “What difference did that make?”

Teacher L I don’t think it works like that.

HT L It doesn’t work like that. But, then at the end of the day it’s a tax… We as a school who are giving a share of our money to pay for it. We are held accountable for everything we do, but we're giving a top slice to EMTAS, what is the accountability profile for them? We've had a couple, like I said, about the people who went to Norway, they’ve come in on a few attendance meetings to be kind of like a bit of a go between. When we've had ones who hadn’t gone to year 7… they’ve sometimes helped with that, as well. Also, at the moment they're running year 1 book club for girls…

Teacher L I think they're doing that just for us. So, they're running a year 5 book club, just for girls, but we didn’t have enough of them in year 5, so it became a Key Stage 2 book club. And then suddenly we have got so many children, we have five girls in year 1 and we said, “Could you work with them as well? Please.” Because, they were all a little bit, although one of them has done really well, but they're all a little bit slow on the up with reading. And but then maths… (inaudible 22.30).

HT L They come in six months a year, and they're really lovely, and we do love them, but we're never entirely sure when they're coming.

Teacher L And there's like, she gets really cross with me and says I don’t respond to her emails, and I do, I really do. But, I think…she is really good with the children, she's really good with them and they do tell her things, that they're not necessarily telling us.

HT L What I kind of hope…In theory is that then when they're in year 7 they can go and work with them in year 7. Now, I don’t know if that happens or not, but my hope is that they’ve built up a relationship with that child over the years so then they can continue that relationship.

Teacher L I think that only happens if (name) College refer them back to EMTAS.

HT L That would just make much more sense and be so much better.

NF I know S ( local secondary) do use EMTAS a lot, so if that makes you feel any better. I know there's a strong relationship there between S and EMTAS so hopefully that does happen for you. But the book club sounds interesting.

HT L I don’t know how strong it is. As I said, most of our children have left by the end of year 8. So, there's something there that maybe could be better. And I appreciate it’s cultural, and I appreciate it. But if you can make an offering so desirable that your children wanted to stay with you until the end of year 11. I find it really hard that like, E, he left at the beginning of year 5. The only prospect he has is taking on his family fair, that is what is expected of him, since the day he was what he had to do. He has not got a choice, he has got no agency in his life, I don’t know how old he is now, about 14, I guess. He has got no choice to say actually mum I wanna join the RAF, he has no choice in his life.

NF No, it’s all set, his path is set as it were.

HT L And for the girls on the whole, where are they going? Cooking, cleaning and having babies.

Teacher L We've got one R, she left school in year 7, I think she's in year 8 now, she's doing all the school runs.

HT L She brings the other little ones to school every day, and mums just had another baby. So, she’ll be basically helping to look after the baby and she's just at home. So, she's basically at the age of 12 learning….

NF How does that work given that they have legally to be in school, that’s EMTAS isn’t it?

HT L That could be home educated, in whatever is the appropriate education.

Teacher L That’s a viewpoint area, isn’t it? Because they take them out of school and what are they doing? Is anyone checking, is anyone teaching them maths so they can get GCSE maths, no. How are they safeguarded?

HT L Anyway that’s frustrating as you can tell.

NF So, the challenges, I said, “What are they?” And what I'm picking up right from the beginning of the conversation with HT L really, is that the energy that you put into it, but the knowledge in the longer term, when they’ve gone onto secondary. As HT L was saying earlier, basically, “What they leave in year 6 from you is about as good as it’s gonna get in terms of literacy.”

Teacher L And some of them don’t even make it to year 6.

NF Moving on to why on earth am I talking to you. I've worked with EMTAS on and off for years, I used to be at Winchester university, and I live in Winchester, even if now I’m working at Reading. And I've just done lots and lots of work with them over time really, largely around EAL. But my most recent work has been bringing a way of teaching that’s very talk rich from the US to the UK. And this is really for all children, and it happens to benefit children with EAL, but it actually would benefit all. Which is why we were thinking a GRT link would be good as well. The way in which we're hoping it will work with schools in Hampshire, is just to kind of create a kind of set of materials. But before I get into that, I'm just interested to know has your school got a focus on oracy education at all, there's quite a push for that at the moment. And I'm interested to know if you’ve got any particular projects going on at the moment? It doesn’t have to be projects, maybe aspects of your school, improvement as well.

HT L I know it’s a massive push and I know through Covid it’s something that we've noticed. We haven’t got an actual strategy and I'm leaving at the end of this year and it’s something that I've been mindful of that, if I was staying, it would be something that we would need to work on. Our English work on vocabulary anyway, and modelling it, and using it, and speaking in a way which exposes children to lots of new vocabulary. But we haven’t got any prescribed model which we could use. I just have this thing which I say, which is why use one short word when lots of long ones would do.

Teacher L We have a big focus of it, obviously down in the early years, year 1. We have a huge focus on that and our environment in Year R is set up to enable that. It’s not a particularly formal setting so there's a lot of Montessori style kind of things.

HT L If you were going looking at a Montessori nursery and then you came to our Year R classroom, a child who’s been at Montessori nursery fits in really well. If that makes sense, lots of creative opportunities and making things real.

NF That was another thing you were saying earlier HT L, I think before Teacher L came in. About the kind of emphasis on activities and curriculum experiences that are kind of culturally appropriate as it were sustaining, match the children’s lived experiences.

So, what we're looking at is designing an online toolkit that brings together the stuff I've been doing with schools, mostly in Southampton, with the very high numbers of EAL learners. With what EMTAS currently do ,as it were, in an attempt to bring together, it’s not an intervention, it’s not a bolt on, it’s not kind, it’s not sort of, this is just for this group. It’s just materials that kind of explore a way of working, that’s much more talk orientated. By which I mean, the teacher is intentionally planning for more talk, more children’s talk, and less talk by the teacher. In fact, my mantra to my trainee teachers is always teachers say less, children say more. And I think if you have that as your starting point it really helps. You go ahead HT L, sorry.

HT L It sounds like talking about children talking in like prepared work and group work and all that kind of thing. And I guess over time we don’t notice it now because it’s our normal. And I think particularly when you're inside it you just do it. If you don’t get to go and look around 20 other schools, you don’t know if what you're doing is the same as everyone else, or different to everyone else. But we're very none directed if that makes sense, on the whole I’d say.

Teacher L And also in our recent lesson observations, that we did a while ago, that was one of the things we picked up, was there was too much teacher talk and we wanted more child talk.

NF I think it became a massive problem pre-Covid just because of the number of schools using kind of prescribed reading scheme type stuff. That’s one of the ways in which it’s become a problem, and then I think Covid made it worse. Because I think everyone came back and there was this sense of, “Oh my God! We have to catch up!” And for teachers that anxiety translated into a lot stage, on the stage, at the front of the classroom. Even with quite young children I'm seeing it. These materials are kind of a way of saying, “OK let’s try and unlock that a bit and let’s think about ways of planning and being with the children that not so focused on that written outcome.” I'm interested to know and it maybe that you can't answer it, because some schools are finding this hard to answer. What do the professional learning materials, what might they look like if you thought you might want to access them, what sorts of things would you want to be finding.

Teacher L It would be really good to have some more access to kind of learning that’s like culturally appropriate for them. We have books, and we use some of those books as our text drivers, but actually we could do a lot more of that. And ways to kind of unlock for them the opportunity to speak, because when they do start like particularly like, just thinking about (child name) When he starts talking about his actual life, it is so different to, and the children perhaps just don’t even realise that. A way to kind of allow those opportunities for them to share.

HT L I was talking with that class yesterday actually, I took them, and I was reading a book and it said something about a mare. And it obviously it was very obvious from the picture, but I said,

“What’s that word mare? What do we think a mare is?

-It is a horse!

Yes, -I said- It’s a female horse.”

Then I was checking back with them, “What do we call a female horse?” and then he looked at the picture and he went, “Well, it’s a cob.” I though “Is a cob about the gender of the horse” and he was like, “Well you can tell it's a cob because it’s got hairy feet.” Right OK. But that’s what he's like all the time, if you get him onto horses, he's away. He brought his pony and trap up to, that’s the word trap, and it was beautiful.

Teacher L I don’t know if your toolkit would stretch to parents, but some kind of advice or guidance to parent, around how important it is their children read because they just don’t and talk. They just don’t really see it, it’s a huge barrier for the children, and the families. And that they kind of view school as a place they have to go, they have to go there for a bit, but then they can stop. But they just don’t really like see the value in reading or writing or anything.

HT L I would say it’s a bigger thing, isn’t it? Because it’s a whole thing about, it’s all about parents talking with their children. Because that little interaction I had with (child name) it’s that, as a parent having those little interactions of everyday, teaching to quite young children to do that.

Teacher L Thinking about them, when you have a baby, and you join all those baby groups. They just don’t do anything like that because they stay together, I mean.

HT L So, it’s like a group thing where it gets more and more into just, because family is such a big driver ,and so society is feared and like the enemy. Therefore, things coming from you would be seen as, “No, not for us.”

NF And almost threatening maybe, a way of life, something that they don’t recognise. Yeah.

Teacher L That would make the biggest difference to the children if we could somehow get, I mean their parents are onside, and they will help and then they're here one time, they don’t pay for trips.

HT L They never pay for trips.

Teacher L They don’t really see it as important.

NF I'm just scribbling some notes that were interesting, I'm interested in the book club that you talked about, I know that was in the context EMTAS. But that sort of thing, is that the sort of thing that you would be able to get parents involved in do you think, or would that be a too big an ask?

HT L EMTAS could do it with a parent and child book club, that would be brilliant.

Teacher L That would be amazing like a toddler, preschool book club thing with EMTAS that would be amazing.

NF Why would it need to be EMTAS doing it? When your own staff are highly skilled and knowledgeable about the families, I'm wondering.

HT L I don’t believe that it’s right to do things that are just targeted at GRT children and families, because that more and more they don’t like it. And like I've heard of other people being like, “Oh we have like a special slot at parent’s evening for GRT children or we have a coffee morning just for our GRT families.” That is to me is just abhorrent. Our Asian families are coming to a coffee morning, or our black families are coming to a coffee morning, that’s racist in my opinion.

Teacher L And also, they are very prickly, our parents are very prickly. And when we've tried in the past to do things like that, that’s the one time I think they got really angry with me. I think it was my first year here, and it was EMTAS coming, and they were just coming to see some children, and then they were outraged that their children had been taken out of class, and why were they being put in a club all together. I did pupil conferencing, and I asked them to come and see me at lunchtime to talk about how school was going. And I had three parents phoning irate, calling me, that why was I talking to their child. That was my first year here. And that was because when the children arrived, they looked around, and they were like well, “What is this?” So, I don’t do that anymore. I literally just have a couple of travellers and then some other children because they just get so prickly about it.

NF So, this toolkit or whatever we choose to call it in the end. Sorry it’s about that much a kind of a knowledge exchange at the minute with me and EMTAS where we're kind of working it out. We hope would be a benefit to children who are multilingual or children who are GRT, but it would be at whole class. The idea would be that shifts would be made to practice at whole class level. Some of the schools who’ve done it, have done things like changing the number of children they have in their groups. One school in Southampton in particular, has had a lot of success with making sure groups are never any bigger than four. Another school I've seen in the States and the reason I picked up on it from you, is what they did was they just did a 45-minute lesson a week that was a book club. Again, whole class children are in threes talking with books. So, it would be around kind of looking at things to do that would encourage more talk, but which wouldn’t throw a spotlight in the way that you’ve just been worried about with GRT children.

HT L I don’t know if it’s in vogue at the moment. But do you know the Kagan structures, it’s an American thing.

NF Yes, Kagan’s kind of collaborative learning groups do you mean, yes absolutely. It is very similar to that sort of thing.

HT L Telling teachers, make sure you don’t have groups of more than four… I just wanna say, that should be so obvious, it’s bad that you have to tell people that. When you're training student teachers you have to tell them that, but you should not be having to tell teachers who are qualified and been doing it for years. They should know, there's six of them they're all fighting, that one’s not taking part, that one’s not talking, that one’s just fiddling with the glue, and we don’t really agree to it anyway.

Teacher L We don’t do groups anyway.

NF That was just an example of what one school has done, and the way in which this toolkit would work, would be schools could take from it what matched their need as it were. It will be about, “OK we think we might focus on this.” And all we're asking for now is this is a pilot. So, we're asking schools to trial the materials and then feed back to us, it’s not an expectation that the school would map in lots of staff meetings from EMTAS we know that’s a complete nonstarter. It would be about an introduction to how it all works, some use of it, some check-ins and then an evaluation would be how the project would work. I'm really sorry to hear you're going HT L, because it is in November until February in the next academic year. We're not asking for anyone to commit now. I think what we'll do is we'll get back in touch with schools either just before the end of the summer term or very early in the autumn term. Explain what the level of commitment which would make it as absolutely user friendly as possible can say if they're interested in having a go.

HT L We’d have to ask what our Headteacher wants to do; (name) is the new head.

NF If I got back in touch in the autumn when you’ve had a think about it. Don’t worry, as I said in the initial mailing there's no commitment beyond this interview, and this interview has been me absolutely fascinating and enriching. Thank you so much for your time I'm really, really grateful, it’s been delightful talking to you. Is there anything else that you want to ask before we finish?

Teacher L It does sound like a really good project and hopefully (headteacher name) will wanna go forward with it, I really like the idea of the whole class book club once a week. Strategies for talking around and if that could be based on a paired talk. That would be good, an addition, in one of the foundation slots in the afternoon.

NF And it means everyone isn’t kind of going for broke saying I've got to talk less, and the children talk more in every lesson because that’s just not sustainable, is it? It’s about a small-scale shift. What’s what we have has worked in other schools, we're just doing this in guided reading twice a week or something, which is kind of manageable shift in pedagogy.

HT L Do you mainly work in the teacher training area?

NF Yes, I am a teacher educator, I mean I was a class teacher myself for 17 years in inner city schools, but I've been a teacher educator a long time now. I train teachers, but I'm also a researcher in it, and I just had this very specific interest on supporting teachers. It was always EAL until very recently, and now it’s just about, can we all just talk more is my basic *modus operandi* really.

HT L Thank you.

NF Thanks so much, it was lovely to meet you.