**INTERVIEW**

**Attendees**

Interviewer NF

Headteacher C HT C

Teacher C

NF And that one. There we go. To give you a little bit of background for me, I've worked with EMTAS for some years myself. And we've basically come to a point in our careers where we are thinking we want to join our knowhow together. But before we do that, I just want to understand more about the schools in Hampshire and what everybody's doing already. So that whatever we design in terms of more professional learning materials has that as the context rather than assuming anything. So that's kind of the purpose of the interviews, is partly to...mostly, I guess, for me to find out about you and the children, but also to kind of talk through the project and what it might involve in case you're interested. But there's no commitment from today, as I said. You can just go away and think about it. You might find it interesting to know that I've already interviewed School B as well. So I've got a kind of a double interest from you, which is nice. So we can go through the questions, which I sent to you ahead of time, but we don't have to stick with them. If you've got other things that you think are more important, then that's fine too. So we'll just go with the flow. So can you just give me a bit of background in terms of numbers of pupils with the EAL and languages?

Teacher C So we've got 300 children here altogether.

HT C 297 number.

Teacher C Often 300. And we've got 58 of those pupils that have English as an additional language. About 24 of those are fluent in English. And that covers 25 different languages. Probably would be our biggest, being where we are. But one of the challenges that we have is we don't have many children that speak the same first language as each other.

HT C So to give you some contextual information about the school, obviously we're a junior school, but we have an intake of 75 children in each year group, which of course isn't divisible by 30.

NF No. So you got 1.5. No, not three. No, you've got two. You usually have one.

Teacher C Two and a half form entry.

NF Two and a half form entry.

HT C Back in the day, ten classes, mixed age groups in every class. And then before I joined the school, the model was changed. So the Year 5 and 6 were split into single age groups with 25 in a class. So you've got two different kind of models running within the school. So we self-funded a new building, opened that just after the first lockdown and moved to open our 12th class. So we have small class sizes of 20 in a class.

NF That's nice.

HT C (Inaudible 02:58) age groups now. And what we've noticed is that the profile of our children coming in has changed over the last few years, and it was probably two, three years ago. And Teacher C was teaching in the Year 5 class and she said, I've got a lot of children with EAL in my class. Can I have this as one of my performance management targets? So we put that in place. And it kind of grew from there. And we were at a point where one of our other members of staff wanted to take on computing, which was Teacher C's subject at that time. And so computing got given to the person who just finished their ECT years. And Teacher C then took on the role of our EAL teacher leader. So we hadn't held that position in the school before.

Teacher C No, it's kind of been covered by SENCo, but we were really keen to kind of split that out and not have that as the same person. So it's been really good for me. It's been very educational. I'm doing the SEAL course at the moment with EMTAS.

NF Lovely.

Teacher C So (inaudible 04:08) third of those, next week. So we're kind of halfway through that. It must have been lockdown when I started doing that role, because I got the e-learning originally because there wasn't anything face-to-face. But the SEAL course is really, really useful.

NF Good. Yes. They've been running that for some years, haven't they?

Teacher C Yeah.

NF And kind of been refining it over a long time. Only helpful.

HT C The need had become so much greater in the school that we needed to react as a result of that.

Teacher C I think we've got 15 languages, when we looked these numbers originally not very long ago. So we've gone from 15 to 25 in quite short period of time.

HT C And we're having more children join us with no English at all, that we are their first school in England. Again, that has been a change for the school. So, we've needed to change and update quite quickly in relatively short space of time, have you?

NF Really interesting. So the next question kind of you've sort of half covered anyway. So do you have explicit objectives within your school development, school improvement plan, whatever you call it for EAL? Or are the needs of that group kind of met with other wider kind of quality first teaching objectives?

HT C Yeah, we have that!

Teacher C I've got a list of things. Just list of bullet points since I've kind of gone through today, what kind of things we're doing in the school. So, one of the things we use within the school as a whole is provision map. To keep track of provisions for the children. So our SEND children would have a plan in there. So we've added an EAL plan, an option to have an EAL plan. So we set that up last year for all the teachers to kind of get used to using the Bell Assessment Framework to assess the children in their class, and also to kind of use the strategies, the Bell assessment strategies to kind of form a plan for those children to kind of pick little things that we can do to support them. So that's something that we'll carry on doing for those children. And we did that even for the children that are fluent.

NF Yes.

Teacher C And to think about how we can support them as well.

NF So just sorry to interrupt you there. Did that require training for staff in how to use the Bell Foundation's proficiency levels?

Teacher C The in-house training in staff meetings, how to use the Bell assessment framework. Was it in set? It was last...

HT C (Inaudible 06:32) at the end of the last academic year. So that coming into this academic year, everybody had have that training. The plans were in place because part of that day you got people to start the plans.

Teacher C So we did that all together rather than send people away and get them to write the plans. We did that all apart (inaudible 06:45). So that was then done for the new teachers receiving those children in September. Those plans were kind of already in place. So that's useful. And I think all the teachers know of the Bell assessment framework now and how to (inaudible 07:04).

HT C It's huge.

NF It's huge.

Teacher C (Inaudible 07:06) are really useful. There's so many useful strategies, but there are so many of them. It's quite difficult to just pick those key ones that are (inaudible 07:17). That's something that we would find useful, I think.

NF Well, in terms of thinking about what are the few things we ought to focus on, what seems to be the most important, yeah!

Teacher C And I think most of all, when we've had teachers that had new pupils arrive with no English, they just want to know, what can I do today? (Inaudible 07:38). I don't need pages and pages of stuff.

NF No.

Teacher C We're not really assessing them at that point for things like, what three things can I do (inaudible 07:47)?

NF So it's about kind of really distilling. I know we'll talk about the project later, but in these conversations which I've had with about eleven or twelve schools now, that's very much what people are saying. It's, I don't want to have to wade through too much.

Teacher C (Inaudible 08:07) time when started to settle. Now what do (inaudible 08:09)? What's the kind of next (inaudible 08:11)?

NF I don't think there's a magic bullet for new arrivals, to be honest. I don't have to tell you 'cause you're dealing with it all the time with the chalk face, but I understand what you're saying there. Bell is great, isn't it? But there's just so much details, it’s a bit overwhelming.

Teacher C Just quality teaching. So it's a lot. It's not put them in a small intervention. So there's not loads of that kind of stuff to organise. But just the things like sit them next to the child (inaudible 08:38) well. But just (inaudible 08:40).

NF Yes.

Teacher C I think you just look at these children and just feel for how overwhelming it must be for them. So just those little (inaudible 08:50) we can do. (Inaudible 08:52).

NF Great.

HT C You got loads.

Teacher C I've got loads.

NF Sorry. Keep going.

Teacher C EMTAS support. So we use EMTAS a lot. So I've got a different...and I think that was to further question.

NF That's alright. We can talk about that now. That's fine.

Teacher C So the referral process we use with EMTAS when we have a new starter. So we've had people come in and do those first language assessments with the children and speak to their parents. So that's really, really useful. And then the reports that come back from that, we obviously then use the recommendations in that report as well. So that's really useful.

The bilingual assistants that have been here, have been absolutely amazing. I think I'd one child in my class recently and the bilingual assistant ended up being his (inaudible 09:38), as well as his sort of bilingual assistant because he had nobody else to share these things with. And he was so supportive and so understanding and so flexible in the support that he gave to the child. So that's a main...that's huge support.

NF So you're saying that it's emotional and social. It's not just about language, it's about...

Teacher C With particular...

NF - belonging.

Teacher C - time in class, supporting in lessons, it was safeguarding basically.

And we wouldn't have been able to do that safeguarding without him because we wouldn't have known about the things we needed to talk about.

NF That's great.

Teacher C So real emotional support for the child as well. So invaluable really, wasn't it?

HT C It was. It actually changed that child's life. The child who was an asylum seeker had come across the channel in a boat with his mum. Both of them had gone through massive trauma. And the bilingual assistant became that lifeline for them.

NF Amazing.

Teacher C Even (inaudible 10:43) the first time he met him. So they were saying that (name) is a local kind of hotel that they're using to house asylum seekers and the food apparently is absolutely dreadful. So the first thing he said to the bilingual assistant was, “please, can you get me school dinners? I really want the school dinner”, because they were sending him this pot of cold rice each day. And that for him was a massive thing. He just loved his food. And actually they spent quite a lot of time talking about food. It was a huge thing for him and I think it just made him feel so much more welcome in our school and better about coming to school each day. So just not much bigger things, sort of safeguarding things than that. Just little things that we would've just maybe missed. So much more than language support.

NF Great. Wonderful.

Teacher C So that was bilingual assistance. Oh, the SEAL training. I just mentioned that I'm doing the SEAL training course. (name) from EMTAS, she our local teacher. Well, in fact, she was going to do a staff...they have done staff meeting in the past. Staff meeting this time was the day that (name) arrived. (Inaudible 11:45). The plan was she was going to do the staff meeting on the Wednesday evening and then on the Thursday she was going to come in and do the one-to-one clinics with teachers that had worries about particular children. So she still did the clinics because we didn't really want to cancel that. So were lots of teachers...

NF No.

Teacher C (Inaudible 11:59) looking forward to having that bit of time, but staff meeting has been postponed. We thought she does not want to be in a room with teachers that have got (inaudible 12:08), anyone to say, but that's something that she will do. And she's also come in and done a coffee morning with us for parents.

NF Families.

HT C That's really interesting actually, because it's parents to sign up for it. And we'd have one parent the week before. So we sent another reminder out and then I think we had four. And we were like, well, we'll go ahead. And then the room wasn't big enough.

Teacher C And he went on to the room, only had the room for an hour and it went on. It was so interesting to see what those parents kind of needed in terms of support and kind of (inaudible 12:45). We had lots of Nepalese parents that were saying, oh, I speak. We try and speak English all the time at home. So kind of giving them that message that you don't need to do that (inaudible 12:56).

NF Please don't.

Teacher C And they have loads of questions about the UK education system. No idea. I going to have...

HT C (Inaudible 13:04) get to university, do you have to pay for secondary school?

Teacher C Loads of questions on that.

HT C Get knowledge. They knew what happened here, but not next. We weren't aware of that.

Teacher C No. And they're all parents. They're the kind of parents that we see at parents' evenings. So they're not parents that are especially hard to reach, but they just obviously not feeling that they had the opportunity kind of a parents' evenings or whatever to ask those questions. So to have a different kind of setting where they felt they could just...and they had so many questions. We were in there for ages probably in the end.

HT C Well, what is interesting, I just do an analysis of our attendance for parents' evenings and for other events where parents are invited. And our EAL parents actually, that as a group attend really well for school events.

NF That's interesting.

HT C So engagement is really strong, because initially thought, are we not reaching out to these parents? Are we not providing them with the opportunities? But when you're down to the data, they are actually some of our much better attenders.

NF That's great to hear. I'm interested in these coffee mornings, 'cause all the schools I've spoken to have done that. And I'm wondering if...one thing that EMTAS is interested in is whether things that they do become things that you do. So the coffee mornings are run by EMTAS. And is it better to have them to do it because they have bilingual assistance with them or?

Teacher C They didn't actually.

NF They didn't.

Teacher C Do have a PowerPoint kind of prepared, which was really useful because I think she touched on things like the UK education system that...

NF They really...that's so helpful.

Teacher C Much more in terms of language support. And it wasn't really that at all. So we invited all parents of children with English as an additional language. Even the children and the parents who were very fluent in English. And I wasn't sure. I didn't want to kind of offend people by sort of inviting people and sort of making any kind of implications, but they were so grateful to be there and have that information. (Inaudible 15:08) make any difference about their fluency. A lot of it is not about language. It's just about different system, different education system. And just what they think we expected from them. I think they thought, without us ever obviously saying it, that we wanted them to speak English at home. (Inaudible 15:26). No, we don't. That is absolutely not what we're asking you to do at all. In fact, the opposite was really, really useful. So I think that is something that we need to do. I think now that we've done it once with EMTAS T4 and I could use her PowerPoint to run one without her, but it was really good to (inaudible 15:45) with her, their support.

NF Absolutely. They do sound like something the school really like the EMTAS doing. I just want to kind of backtrack a little bit just in case we've missed anything in questions three and four where we had, who gives support in school currently? I think you've kind of covered that in what you've already said. And successes and challenges, I think we've kind of talked a bit about already. Is that okay? Is it not? We haven't missed anything that you wanted to share?

HT C There's some other things that we do here. Our school development plan this year, we have three sections. One of which was about vulnerable children. And Teacher C had a section of that for EAL children. So it very much has been on an equal footing to other areas of the curriculum. So it is high profile, isn't it? In our school development plan.

Teacher C Yeah, definitely.

HT C We also do things. We've recently had a cultural week. We had an international week a couple of years ago. So on a rolling programme, we'll have themed weeks where we are looking at different cultures and so on.

Teacher C Lots of opportunity in assemblies for those (inaudible 17:04).

HT C Lots of opportunities for assemblies. We're also part of the inclusion and diversity project that's running. So we've taken part in two Hampshire countywide virtual staff meetings. Teacher C and I haven't yet managed to get the time to start looking at the self-evaluation tool, but that's next step for us, isn't it?

Teacher C Yeah. And we also have an EARA group. I don’t know if you are aware of the EARA group. So it's Equality and Rights Advocates. So groups of children. It started in secondary schools. I think it started at (Name of another school in the county). A group of secondary school children asked if they could set up this group to just promote equal rights. And it's happened in secondary schools in Hampshire for quite a while. And then this year they've extended it to primary schools. So it's done by HIAS. So (inaudible 17:54) the diversity and inclusion (inaudible 17:56) at HIAS. So she runs those sessions, but the children then go back to school and they run little projects within the school. So we have a few children with English as an additional language that apply to be part of that group.

NF I'm really interested in that overlap because for years my own research was very kind of, I'm only looking at language, I'm only looking at language, not at least 'cause I'm kind of a walking manifestation of white privilege, but the more I do, the more...it is very hard to separate the two, isn't it? So it's really interesting that you're doing your work with many.

Teacher C (Inaudible 18:31) quiet. We've not really seen them put themselves forward for other things. So it's interesting that when we ask them about belonging and stuff, they don't ever voice that they don't feel like they belong, but actually they were really keen to be part of this group and have more of a voice. (Inaudible 18:44) interesting.

NF Sounds great.

Teacher C So we meet with other schools every term and then they come back here, and they run projects. So there's lots of books in the library that they've shared with the school and voice assembly to find out what they could do to make children feel like they belong in this school. So they're really enthusiastic. I think that's not specifically EAL, but like you say, there's a big overlap.

NF Absolutely. So I guess we've covered a lot about what EMTAS do. And they're also interested to know, are there any ways in which they offered you support, but which you have found less helpful or haven't continued to use? I've had a few answers like that.

Teacher C We have to really try hard to think of something for that one.

NF Don't worry.

Teacher C Persona dolls is something that we're aware of through the diversity and inclusion project and also through the SEAL course that we haven't had the chance to use. But everything else...so it's not that we've used that we don't want to use it anymore. It's just something we've not had the opportunity to use.

NF Sorry, what was that? The sound went for me at the beginning. Sorry.

Teacher C Persona dolls.

NF Oh, persona dolls.

Teacher C (Inaudible 19:51) I think she might be on maternity leave at EMTAS at the moment who had created them and there's somebody else who's looking after it in her absence, I think. So she came along to the last SEAL meeting and did a presentation about them. So that's something we've not had the opportunity to look at. But everything else that we've used...oh, the other thing I was going to mention was the telephone support line. So the child I had in my class, his first language was actually different to his mother's first language. So communicating with her was not even written through the child. So we had (inaudible 20:23) EMTAS who was just amazing at that kind of thing. We would email him a question to pass on to mum and he would get back to us within minutes. Having a phone we've spoken to her in her first language. So that telephone supports been really useful.

And the other thing we talked about this morning was the sheets on the EMTAS website that we've used that tell you about...there's one for each language. Tells you a bit about kind of cultural differences, but also about language differences in terms of grammar and stuff like that. So that's been really useful when we've identified, this child is really struggling with using articles or tense. And actually in their language this is (inaudible 21:04) because there aren't articles, whatever it is. So that's been really useful in terms of us thinking about what do we need to do for these children. Those differences in the fundamentals of their language have been really, really useful.

NF Great.

Teacher C I don’t think there is any more.

NF No. So kind of moving towards talking about the project. The work I've been doing over the last five, six years in bringing a US designed form of pedagogy to the UK is very much focused around oracy, around what we would call oracy in the UK, in that it's kind of fundamentally a whole class approach. It's not an intervention, it's not a bolt-on. It's not only for your EAL learners, it just happens to benefit them better maybe than others. And we are interested to know ahead of kind of thinking about the project design what school's already doing that's oracy-related, if anything.

Teacher C (Inaudible 22:05) she was saying there's a lot of schemes and projects out there in terms of these oracy projects at the moment. So we don't have one of those in particular.

NF That's fine.

Teacher C It would more be kind of just embedded in what we do. So we have a big focus on vocabulary across the curriculum. So for every subject for every year group, what the key vocabularies that we want the children to know. And we do topics each half term, which works really well for children with EAL because we can then send them word banks home that are topic based (inaudible 22:38) thing. So vocabulary in general. Talk partners is something we've done for a few years, isn't it? So each week a child has a talk partner so that it's not children answering questions in front of the whole class. A lot of the talk that we're doing is bet between two children and then that's changed every week. So the children are having a chance to talk to all sorts of different children.

And often we, if we can, put those children with very little English in three, so that even if they're not able to talk then they can listen to that in English as well. So that's something we've done for quite a few years now, isn't it, the talk partners. What was it? Oh, it was talking about the ABC, something we've done in the past when we talk about how to contribute to a discussion. So she was saying that's something she's picked up from her English network meetings that we might want to kind of reintroduce and build on that in terms of (inaudible 23:31).

NF What was that called?

Teacher C ABC.

HT C You add something, you build on it or you contest what's been said.

NF Oh, okay.

Teacher C (Inaudible 23:40). But that's something that we have done in the past. The children have really used that a lot in classes.

NF So it's sort of a structure. It's almost like giving sentence starters, but it's like a prompt, a way of prompting them to say something.

Teacher C Put their hands up and say, I would like to build on what James just said in saying this. So I would like to context. So they will use that to kind of introduce what they're about to say.

NF Fabulous.

Teacher C I don’t know what D is, but (name) said that's new development. So we were talking maybe that's something that we want to introduce kind more formally back to the children. So not specific scheme, but just lots of opportunity for people.

NF Ways of working orally, as it were. Great. So it's interesting what you described there. The ABC thing that you described is in terms of the stuff I've seen. I've seen that done super well in both the states, but particularly in the school in Southampton that I've worked extensively with over a few years. And they introduced this kind of system that... not system. Just a way of giving children beginner sentences to build on it specifically in the context of discussion, very similar to what you just described there. And they found it worked really well in terms of raising the kind of confidence of children to contribute in class, 'cause they're 98% EAL. And their children are very, very quiet and compliant. And they just needed to get them talking. And they found that made a phenomenal difference really.

NF And so the way in which we are looking to work with this project is not to say to schools, you have to commit to X, Y, Z number of staff meetings 'cause we know that's complete non-starter and schools can't do that. It's to present a kind of a rationale for doing more talk-rich activity, more oracy education, as it were. And then kind of suggestions for how, so why and how, as it were, at the moment is where we're up to with it. This term is just knowledge sharing between us, me and EMTAS. So it's all a bit organic. So we're looking at promoting this. Sorry, go ahead, HT C.

HT C No, well, we had Ofsted in April. And prior to that, (name), who was our English leader, had been through the recent publication, the Ofsted report about English. And we've been through and kind of cross reference what we were doing. And the bit she felt was our next step was the speaking and listening. So now that Ofsted is outta the way, I can see that being quite a big part of our school improvement plan for next academic year.

NF Lovely.

HT C That was the one bit in all of it where she went, actually, there's more work for (inaudible 26:42). So reading's been such a balance, hasn't it?

Teacher C Yes.

HT C And then the writing as well. And the speaking and listening almost took a bit of a back seat.

NF Yes. And that's very common. There's nothing unusual about your school in that every school I talk to for various reasons, COVID being one of them, in that we became quieter, children became quieter and teachers became more chatty because there wasn't that interaction online when we were virtual teaching and all the rest of it. And I think that's had quite a legacy, but also I know that a lot of schools use understandably quite prescriptive reading schemes and so on that require, again, quite a lot of teacher-led talk. And so I think it's kind of crept up on us in a way. And it's difficult to unpick that, isn't it? 'Cause teachers then feel a bit anxious about not going straight to a written outcome and everything.

Teacher C We've had lot of staff about...

HT C Not talk, doing no talk teaching.

Teacher C No talk teaching and not having that teacher standing at the front of the room delivering for (inaudible 27:45) and then the children do some work and then a (inaudible 27:48) actually breaking that down and thinking about how we talk less and let the children talk more.

NF Exactly, the mantra that, basically, if I start anything with my teacher trainees, it's that teacher says less, children say more. And that's essentially what these materials that we'll be working on creating into some kind of toolkit will be about. And I don't know if you've got a sense of what you would want to see in anything that you think might be helpful. And it doesn't matter if you don't know at the minute.

Teacher C I don't think that would support all of our children. What I'm just wondering about is those children that are kind of in that silent phase, but actually some of the reading and writing tasks, as a teacher, it feels easier to kind of adapt the learning for a reading or a writing task more so than to do with speaking task. Those children are in that phase where they really have very little English and they're doing a lot of this.

NF And a lot of schools are asking that. So we already know that there would definitely be something in there about what you do in an oracy-oriented activity with your new arrival who's not yet speaking in English, as it were, or doesn't want to speak in English yet 'cause they're still listening and so on. So definitely that bit. But also a kind of, where do I go with my really advanced...'cause it sounds like you've got some very proficient speakers as well. And it's about that kind of really maximising their outcomes as advanced bilingual learners. And the idea is, as I said at the beginning, that these materials, although it's under the EMTAS umbrella, there is no suggestion that it's only for children with EAL, because where I've seen it used well in the US and at home here, where I've worked with my Southampton schools, it's been across the class, it's been all the children 'cause it's of no use to you, is it? If it's only for one section. It doesn't work.

Teacher C The Bell website, we called them bright ideas or big ideas or something.

NF The Great Ideas page.

Teacher C Well, there were different kind of...there was one with a timeline where you work with a partner. You have to kind of build a timeline together. And there were a few different kind of lesson ideas that was suggested to support EAL learners, but they would literally...everyone will look and think, this is going to work for every child in my class.

NF They're fabulous though. The Bell Foundation Great Ideas page, it's one of the great successes of them in ten years.

Teacher C So I think I looked at them and trying to pick which ones to look at in staff meeting was really hard. So you see all of them at once (inaudible 30:23) children.

NF And we would be for sure referencing those in our materials 'cause they're so good, rather than trying to reinvent the wheels.

Teacher C And all those involve speaking, but not as a class, but within a sort of small group.

NF Small groups. So again, the principle behind what these materials would be, some work in small groups. And I know that a lot of classes in a lot of schools now are teaching even guided reading at whole class level. And so again, where I've worked successfully with schools using this approach, there's not been a suggestion that you suddenly change everything you do 'cause that's not going to work. Schools have chosen to do kind of small shifts in pedagogy over time. One school they've worked with made sure that the children are only ever grouped in a maximum of four in terms of they just changed the seating arrangements in their classrooms. Others have done things like only done it in, say, guided reading group, guided reading twice a week.

A lovely example I saw in the US was where a teacher, which a lot of her practice was wonderful, but one particularly exciting thing she'd done was create a weekly book club. It's a 45-minute lesson in which children were in threes, going back to the threes you were talking about earlier, discussing books together in a completely pupil-led way. It was just the way she set it up. So it won't be a kind of, now you have to change everything you do. It'll be, let's have a go, because I think teachers find it hard to let go of the reading and writing, don't they? So it's for us to make it in steps that are manageable, really.

Teacher C Technology that we have these days (inaudible 32:03) the writing. So being able to scan a text in a language. That kind of thing makes those tasks kind of easy to adapt.

NF Yes.

Teacher C There's obviously got to be the priority for these children, hasn't it, for them to be able to speak.

NF It has, because if they're not...I don't need to tell you this. You know all this anyway. But basically if they're not speaking then they're not going to become literate because of the spoken English is the essential root. And also the protecting use of their home language as well, which we've already talked about, haven't we? That huge importance of being most proficient in their home language.

Anyway, I'm getting diverted. So what we think will happen will be that we'll contact schools either towards the end of the summer term or at the very beginning. Perhaps more realistically the very beginning of the autumn term, and say this is what we think the commitment to this project will be. And it'll be something like attending an online meeting as set up to introduce all the materials and explain how they work.

And then kind of some check-ins online and perhaps some visits just to come and say hi, just 'cause I feel a bit depressed just only meeting people online, to be honest. And it would be really nice to actually be in school and seeing real people and real children. And schools would just have the opportunity to use the materials aligned with their own school improvement priorities. And then just feedback to us. So that's basically what we're looking at. And there might be kind of a pre and post-survey as well, but nothing too arduous hopefully.

Teacher C And that sounds like it fits with (inaudible 33:42) priorities.

NF Great. So as I said, you don't have to commit now. I sound like a salesman now. I have to do that. No need to sign up now. So just have a think about it and then I'll be back in touch, when originally we thought we were only going to do it with six schools. And to be honest, if we get more interested, we'll just go with what we've got because I'd rather have more than fewer. And I think with it being mostly online anyway and quite fluid, I think that's workable.

Teacher C I think as many different things as we can have to support these children kind of in our toolbox of things that we're using to support (inaudible 34:21).

NF Great.

Teacher C And with less ablation, is what I think.

HT C We're just very excited about the prospect, aren't we?

Teacher C Yeah.

NF Great. Lovely. Thank you.

Teacher C (Inaudible 34:38) as just been so useful to use all those bits together, the more the better.

NF Great. We are very aware that EMTAS has an awful lot up on its Moodle as well. So we're going to be careful to not duplicate or whatever as well so that it isn't going to give schools this overwhelming amount of stuff, 'cause as you said right at the outset, you want things distilled in a way that you can manage to get to quickly, don't you? And I've had that message from a lot of schools, understandably.

Teacher C Often come to me and say, what should I do? And just being able to sort of (inaudible 35:14).

NF You want to be able to know that.

Teacher C Actually, yeah.

HT C Sounds great.

NF That's great. So that's all I need for today. Is there anything that you wanted to ask or say that we haven't had time to cover yet?

Teacher C I've got most of my list.

HT C Got a lot of list here. I thought you did.

Teacher C No, that's quite encouraging to actually write it down, but you think what we do (inaudible 35:34).

NF No, that's lovely

Teacher C And that you actually realise, oh, we (inaudible 35:37). Do look at these children and think it's so hard for them.

NF Yes.

Teacher C Especially asylum seekers and the refugee children that have joined us recently. I think actually there's lots of support and there's lots we're doing for them.

NF Sounds like it. Have you gone for an excellent award yet? I'm not saying you must 'cause I want you to do the project.

Teacher C I think there's probably lots of the bronze stuff that we can tick off now, but yeah...

NF I think so.

Teacher C - I love doing this probably. I need to come back to it and think actually we're probably doing lots of these things now.

NF And we are hoping, again, that whatever we launch in our materials, we'll also cross reference with the excellence awards so schools can see where doing things in that way would help with kind of particularly the pedagogy sections on the excellence award and the teacher-learning section. Thanks so much for your time. I really appreciate it. And I must let you go, but I hope I get to meet you in person at some point. That'll be really nice. But thanks very much.

Teacher C (Inaudible 36:37). Bye.

NF Enjoy. Take care. Bye.