**INFTERVIEW**

**Attendees**

Interviewer NF

Headteacher N HT N

Teacher N

Deputy N

NF That’s recording, or is that multiple backups? So can you just, just for the recording for the audio recording, just say your name and school and what your role is, HT N, if you want to go first.

HT N Okay, so I'm HT N, I’m headteacher here, I have been involved in this school for 5½ years now and yeah, that’s me.

NF Fabulous.

Teacher N My name is Teacher N, I’ve been here for 2 years, and this is my second year and I’m an early years teacher and EAL lead.

NF Wonderful.

HT N I think previously you worked for EMTAS.

Teacher N Previously I worked for EMTAS.

NF Ah that’s really interesting to know, oh great, thanks, okay, and just for the recording I’m NF the interviewer.

Teacher N I started off as a bi-lingual assistant, and I worked as a teacher for a little bit for EMTAS as well.

NF Right, oh that’s great, so do you know, obviously you know that I’m doing the project jointly with EMTAS and yeah, I’ve known them for many years. They actually, I got to know them when I did my own PhD years ago at Winchester, where I was a teacher trainer there until 2015, so that’s how I know them yeah. They’re a great team. Oh, that’s great that we’ve got that background, shared background as well together.

Teacher N I came back to [inaudible 00:01:23] but at COVID it dropped off for us, and when I first came here there were young interpreters and all sorts, that very much dropped off with COVID, but we’ve just achieved on the final bit of achievement of our School of Sanctuary, and we’ve started heavily leaning on EMTAS again, because we wanted it to have that sense of belonging and sense of welcome in school.

NF How lovely. Absolutely.

Teacher N And we’re looking at doing the award aren’t we?

HT N Yes.

Teacher N Thinking of that silver award from EMTAS. That’s the background to where we’re coming from.

NF Thank you, that’s actually really helpful, so that you are a School of Sanctuary, you’re designated now.

Teacher N And (name), I don’t know if you know her.

NF I know (name) very well actually yes.

Teacher N So we’ve achieved it, we’ve just got to have our virtual team meeting, but it’s been a fantastic award to do, and I’d been a real advocate. I’ve already spoken to two Hampshire schools about it through Hampshire Education Team, but I’m hoping that with the Diocese it can be set up to promote Catholic schools because for me it’s much more real than some of the Catholic awards that we have.

NF Okay, right, that’s really interesting. So, although this is nothing to do with the questions I sent through, I’m really interested to pursue this a little bit, so I like, you mentioned HT N that sense of belonging being your kind of overarching aim, so is that in terms of EAL children and all children as it were?

HT N It’s everyone. We certainly saw, my deputy’s in here, because we share an office. We’re very much, during COVID we realised that actual real poverty is not belonging, and not having like aspiration and inspiration, and buy in. People either think they’re buying into you, or you’re buying into society, or community, and we know, and for us church is community, but we decline that, we bring up the child. And we noticed that that’s how we got a child and planning support worker for example, because a lot of our mums need a mum.

NF Yeah.

HT N That kind of wider. So, it fit some of our ethos, so that’s on the back of COVID. And then we were receiving, we did receive our Ukrainian families and all but one have gone on now, but we receive a lot of Hong Kong Chinese and they’re not refugees, but actually they wouldn’t be with us if they didn’t have the regime that they’ve got. We receive a lot of, now currently Ghanaians and Nigerians, popular with the NHS and the care. Again, a lot of them are arriving at us, they’re not refugees, but actually the sooner they feel they buy in, and they’re part of the community, the easier it is for them to settle. And also, socially economically as you’re probably aware, [inaudible 00:04:07] I have children that go on to (private school name), and I have [inaudible 00:04:10], I have children whose parents are down the road at HMP (prison).

NF Yeah.

HT N And that again is making sure that those children, the flow of social economic fine, they don’t get left behind and their families feel they’re fine. So, that they’re happy to come over the threshold, they feel welcome and then we can work in partnership. So that school’s a sanctuary, we’ve just converted that it is about that, everyone’s welcome. And if we go back to our Christian influence, who did Jesus come for? He came for the [inaudible 00:04:39]. And that’s making sure that everyone feels that they’ve got a part to play.

NF Right great.

HT N And I think there tend to be less social problems in the long run in society as well. They can become part of the society. That’s my view.

NF Lovely, oh it’s a lovely start to our, yeah, to our interview. I’ll talk more about what the project is towards the end of the interview, but there’s a strong link there with what you’ve just said. So just, you’ve already mentioned some of the languages, have you got kind of figures, like the numbers of children with EAL and you may not be able to list all the languages?

HT N I’ve done a sheet that I will email to you.

NF Thank you.

HT N So I’ve actually got the list of languages there.

NF Fantastic.

HT N Rather than me read them out, and I’ve got the statistics there as well.

NF Fantastic.

HT N So I’ll email that immediately we come off this call.

NF That’s delightful of you, thank you.

Teacher N And we have like 22 different languages.

HT N I think it’s 28 now.

NF Right, gosh, lots.

Deputy N There’s 28 first languages, but there’s 36 languages spoken in homes.

NF Right.

HT N All the different.

NF Okay, amazing.

HT N And that’s 83 children out of 416.

NF Okay, so we’re looking at …

HT N About 20%.

NF 20% I was thinking yeah okay, great.

HT N I’ve got the statistics for you as well on that, that group.

NF That’s lovely, thank you. Yeah. So, either of you can respond to this, but at the moment, in terms of multilingualism, EAL, how does it kind of figure in your school development plan? You’ve answered that to be honest HT N I think in some ways because that it’s a part of your wider transition to school of sanctuary. Is there anything else you wanted to add there?

HT N Well I’ll see what Teacher N wants to say.

NF As a teacher, as a director.

HT N I’ve got my answer.

Teacher N So one of the things I noticed when I came here, is EAL children are not treated any differently, and I just observed that as a member of staff here. And I thought okay that’s quite good, they’re like integrated within the school community, within the school assessment system, within support, within the classroom, so they’re not sent out, and all those things. So, I noticed, and I thought okay that’s fine, I’ll just integrate myself and you know. When I spoke to members of staff, they said we support them in the classroom by supporting their vocabulary, talking to parents, asking parents to support with reading, and various things. So, it’s the, the EAL children are pretty much integrated within those systems in here. S0,o they are not treated as a separate group which is a positive thing. So, in terms of supporting them they are supported through first class teaching you know, within the classroom. So, that’s how I see that as a positive, we call it ethos.

NF Fab, is there any different in the provision for say a new arrival versus an advanced bilingual learner?

Teacher N So new arrival children, one of the things that, recently, children have just been popping up. So, we haven’t had much warning that they’re coming to us as such, or you know, where they’re coming from. So, that is quite difficult to plan, but we had a child who started in year 4 last week, I think, from Hong Kong. But initially they were supposed to come and then they weren’t coming and then they turned up at school. So that, was quite tricky to plan, but the teachers have got like a system in place, so their routines were explained to him there, so he wasn’t a shocked. Break times were explained, lunches, a little bit of confusion with lunches, so the teacher spoke to the person who dropped off, who wasn’t sure about lunches either, so there was a sticky moment on the first day, but the day after that it was sorted for him. So, they kind of know how to almost like you know, support individually.

NF Okay.

HT N In the welcome pack as part of the schools of sanctuary, in the welcome pack, the school counsellors devised a questionnaire of things that they think the teachers should know. That goes to parents, and we ask the parents to fill that in with their child, so it might be about languages spoken at home. Also about what festivals are important to you, like Eid or that will come up. What’s your favourite food? What sport do you like? So, if the child, just one sheet piece of paper, the child straight away, the teacher straight away will see the information about the family, and what that child’s about, what the child loves and what’s that heritage background maybe as well. So, that’s gone down well you know, that’s a change. So, with the school improvement plan the quality first teaching that is where we want to put all the emphasis that it’s the teacher’s responsibility for that child in [inaudible 00:09:43] children, [inaudible 00:09:46] responsibility. The teacher of the children in class as much as possible when we’re able to. There have been times that we had children who didn’t have any English, where we’ve had to put mentors in and go out for separate sessions, and that’s under EMTAS. On school priority again I can send you any of the school group plans if that helps. School priority is to ensure the school actively promotes prioritising, raising awareness, appreciation and celebrating of diversity, especially race, along with neurodiversity, instead promoting equality of opportunity. So that’s one of our priorities, and we have a lot of SEMH here. We’ve gone from four EHCPs to 19 in two years.

NF Right, so that sort of brings me to yeah, the next question really, is that, so who’s giving support then? Obviously, Teacher you’re supporting staff as well as children, are you?

Teacher N Yes. So, there’s quite like an open-door policy so staff will ask me any questions that they feel they’re not sure about, and vice versa. Mostly we get help from parents if there’s you know, if we need any support. If children are needing support in terms of learning or first language assessment, we approach EMTAS to help us do those. But recently most of the children coming in have got some level of English so they are able to access you know, some but not all, so that’s been quite positive actually.

HT N So the expectation of equality first teaching then is pre-learning, additional vocabulary sheets or word banks to be used, clarification, and as we know. And I’m still learning this sometimes, but from our own class morning, when parents didn’t understand what an inset day was, we can presume a lot.

Teacher N We can.

HT N Parents don’t know what we don’t know. So, they don’t know what necessarily what questions they need to ask, and when I was sat with EMTAS did at a coffee morning, so we had 12 parents listening to them, open education to me, but you automatically assume that they changed for PE. We’ve got a Nigerian family that don’t wear, the little girl wasn’t wearing pants, and culturally that family didn’t wear pants, so we’re having to have that conversation, “We wear pants here.” So, you’re journeying together but that’s about the good communication and openness, and sense of being and belonging.

NF Absolutely yes, being at the heart, yeah. I was going to move into what was my question 4, is that okay? Have you sort of feel you’ve said everything you wanted to say for the others? I think we’ve covered a lot of ground there.

HT N How would you say the current successes and challenges in your school support the module? They’re just really assimilated, we’re making adaptations as needed you know, it’s that difference between equity and equality, isn’t it? But hopefully they feel welcomed and then they need some extra. We’ve got an experienced SENCO on the SEN side, [inaudible 00:12:44] someone who come with EAL, and the child does have SEN, and how to spot that and how we work with that.

Teacher N But sometimes it’s, you know, challenges are not knowing about the cultures because we don’t know about all of the cultures. There might be some we’ve experienced, some we don’t know about, so it is going to be a little challenging. And also challenges, I was talking to some of the teachers, and they were saying sometimes if they are a new arrival, not knowing how much actually they understand, although they’ve got a conversation level of English, but academically how much they understand and how much they don’t understand. And I said oh that’s one we can actually access EMTAS on assessment. So, I was talking to one of the teachers yesterday, so you know, “I’ll make a referral if that’s the case.”

NF Right.

Teacher N To integrate and have a better understanding of their first language, understand as English as well.

NF Right okay, so there’s quite a lot of drawing on EMTAS with those new arrivals, and the support systems are there from there as it were.

HT N Yeah, and they have been. So before, having access to EMTAS I’ve just jotted down detail about the focus of that and what aspects are part of the school practice. Yeah, so we’ve got pupil information pack, we’ve had coffee mornings.

Teacher N We’ve had coffee mornings, we’ve had training staff.

HT N Staff training last year. We’ve had… What’s the focus on the staff training?

Teacher N Just EAL and general, in how they will act as learning quality first teaching.

NF So that was a kind of a one, a single staff meeting where they did that kind of general introduction as you’ve said you do that.

HT N We wanted it to be whole staff because obviously, so as a morning we’ve sat with EMTAS T1.

Teacher N Yeah, EMTAS T1

NF Yeah, I’ve seen EMTAS T1 presenting something like that.

Teacher N After that came the coffee morning with parents.

NF So, sorry, sorry Teacher N.

Teacher N Assessment for first language for new arrivals. Although they haven’t been [inaudible 00:15:10] you know, we managed to get an assessment and it’s been like a while because obviously [inaudible 00:15:15] and we’ve got a CMD as well, where we access for some support for assessment.

NF Do you mean where you think that the issues for the child are not just language learning, they’re actually related to language delay or?

Teacher N No. The child I’m referring to, they already have got diagnosis. We just wanted to just see what her first language is, and tick off any anomalies that we might have. So, because although she’s quite fluent in English, I just wanted to know what her understanding or responses are like in her first language, so that we could just say “Well actually she’s better in first language and not so much in English.” So that could be a reason why sometimes she acts how she is. But there is a diagnosis already.

NF Okay, that’s helpful.

Teacher N I just realised we’ve frozen.

NF That’s alright, I can still actually hear you. Is that okay?

Teacher N Yeah.

NF I’m happy to carry on if you are.

Teacher N Yeah.

NF So in terms of, do you feel, let’s think about that staff meeting you had with EMTAS T1 when she had a morning with you. Do you feel that there’s things EMTAS introduced and then they do become part of school practice or is that you know, talk to me about that?

Teacher N No, so I do things that some members of staff who are very new to teaching, so they weren’t aware, so these were really useful for those members of staff. Sometimes, some of the other experienced staff have come across some of the things that (name) was going through, but you know, over the years they kind of get lost, so like refreshing other members of staff. So, I think some of it is embedded in school practice, but it was just nice to have that refresher, and I felt settled in, so newer members of staff found it really useful, because I’m not sure how much of it was covered in the training, so that was really good. Our LSA’s found it really useful, because I don’t think they’ve had training before like that. So, they were there, and they said, “Oh! I didn’t know about this, and that was really useful to know.” When they work with the children in the classroom, so that was useful. So, some of it is embedded in school practice.

NF Great. Is it, do you think there are ever messages that come from EMTAS that you feel you can't, that tend not to get continued? That might be quite hard to answer that one, so don’t worry if you can't.

Teacher N I can't think, sometimes some of it is time you know, could be restraint. But I don’t think some of the factual things I don’t think they’re not impossible to do, but certainly looking at the assessment, that takes a long time. If a teacher has four or five children in the classroom, you know, that can take, and if they were to assess all the children, so like you don’t have to assess all the children against the Bell assessment.

NF Bell.

Teacher N The ones that you’re not sure of do need that as a guidance.

NF That’s interesting, so you’re using Bell Foundation assessment some of the time, with children where you want to kind of have a benchmark of where they might be?

Teacher N Yeah.

NF Okay, great. Are you alright continuing with the picture frozen, because I’m alright.

Teacher N Oh yeah.

NF Otherwise, I think we’ll be going in and out.

HT N If the sound goes, I’ll leave the meeting and come back in.

NF Okay, that sounds fine for now. Yeah, alright, lovely. Okay, great. Okay. So, a bit of a change of direction. The project that I’m, the work that I have been doing in the past, which you may or may not have had time to have a look at, is very much around oracy. And that’s why this next question is, we’re interested to know if the schools we might work with are engaged in oracy education in any way at the moment.

HT N Yes, voice 21.

NF Voice 21 yeah.

HT N So we’re signed up for two years of voice 21. That’s just recognising as we were speaking earlier, not just about our high EAL, but social economically we have children who haven’t had the best starts, haven’t had, they come here, but they can't say it, they can't read it and then they can't write it, and it’s about empowerment and self-esteem. And we just want to keep working on that. It’s just that we have an CMH, we have a lot of autism in the school as well, and we just want the children to be able to use their words.

NF A CMH, sorry, unpick a CMH.

Teacher N Children with emotional mental health.

NF Okay, thank you.

Teacher N But it was also, it’s just how society is, I was dealing with an [inaudible 00:20:17] assessment this morning and it was talking about internet, and one of the questions said what did you do before you had internet? Obviously, they didn’t know that, so I said, what do you do when you go home if you don’t play with the tablet or on the phone? And there was like three children who put their hand up, and they said they do something with the others. They said they watch TV, play on their iPad, play on their computer games, or have phones, apart from three children who said “Oh, we, I go outside to the park. I go to the park; I go in the garden to play.” And someone said they [inaudible 00:20:50].

NF So Teacher N teaches Year 1 and Year R, and you are, so the four, five years.

Teacher N Apart from three children, the rest of the children said they play on the iPad, they play on their mobile phone, or a computer game. And that says it all, because then they’re not actually talking, are they?

NF No. So, what sorts of things, if you’ve got any examples, are you doing currently that promote talk in classrooms?

Teacher N So in the classroom, or in Year R, so when the children are playing, I do the talking for their play. So earlier on I was playing with a little boy who is one of our socially, emotionally, challenging, needy child and we were just passing the ball around. And like, you know, we were just talking, “I’m going to pass it slowly, look it’s going slowly.” And then he obviously threw it at me, and I said “You pass it really fast. It’s bouncing, lets bounce, and see how many bounce.” So, I’m doing the talking for him, so that he hears, and he did say “Oh it’s going fast now.” So, it’s that talking and letting them hear the words and vocabulary. We also have, when we have, introduce a new book to the children, we pick out the responding books that we feel that they might not have heard, or they might not know. And we discuss those and talk about them, so the children are aware what those words are and meanings of them. So, that’s one way of introducing and making sure they are aware of the vocabulary. We’ve also story telling. We have a helicopter story telling session with a group of children, there might be three or four children, and they tell part of the story, and another child comes on, so that’s quite interesting actually. And you can tell who actually is used to listening to stories or storytelling and who’s not. Again, some children just say one word and you kind of extend it for them, so that they get exposed to the language.

NF Okay.

Teacher N But as we go up through the school, let’s say for example, I’m just picking out RE. RE is a core subject for us, and within those there is debates, so the other end of the school are the importance of debates and importance of arguments. So, then we go onto into response partners, or conscience alley and things like that. So, I’m just thinking of things that I’ve seen. So, as we move towards let’s say Good Friday, there will be debates about Jesus and prosecuted or not? And there’s big questions in RE and one of the questions is, is it right to kill?

NF Right okay. So, a question led curriculum helps that, promotes that sense of talk as it were.

Teacher N It gives children permission to have a view on something, we hope, but that’s when we go back to schools of sanctuary again.

NF Great, that’s interesting, so very much seeing the school as a sanctuary and overlapping with everything you do or embracing everything you do in a way. So that Voice 21 and the kind of, as you say, empowering children through talk is part of the sanctuary as well.

Teacher N So I have to say I think we’re quite a good school, but Kit Messenger, have you heard of her?

NF No, I have not.

Teacher N So she’s the author of “Curious not Furious”, let’s be curious about that behaviour, let’s not want to kill the child because they’ve just thrown a chair. So, it’s curious about the behaviour, not furious. So, she’s very much the in-author, I should say at the moment, so we’re doing a three-day workshop with her. And then, that’s the leadership team. And then we’re doing a whole school inset with her, but hers is about pupil voice as well. Pupils understanding their neurodiversity, so I understand me, I understand I’m neurodiverse, like my peers understand me. They know that I have certain needs and certain ways and perceptions, that are maybe different from theirs, and that means my teacher understands me and can all support me, and I’m valued. So that’s kind of the core purpose of Kit Messenger, and it’s just again building on. And again, that’s about empowerment and communication is a huge thing. And I don’t know, it’s just my perception of what I’m seeing, of children coming through post-COVID through the doors, is a huge issue, and that has led us to see lots of negative behaviour in children. So, this morning, a little boy, someone turned off the white board while I was doing a story, he got fairly cross, and started to throw things, you know. And when I went, you know, I calmed him down, and I asked him, he said “I was angry, and I didn’t know what to do.” So, you know, I said, “Well you could have said, you know, I’m feeling cross, I’m angry.” But they kind of react to that, so I think that’s again an issue.

HT N So developmental actually, we have a lot of children that are actually at *toddler level* rather than where they are more logically, so again we’ve brought in something called Thrive. Have you heard of Thrive?

NF No, I don’t know Thrive.

Teacher N So PBS, Primary Behaviour Support in Hampshire use it, and they do an assessment on children. Where are they emotionally? You know, where’s this child actually? And actually, even though they’re 8 years old, if we see a chair being thrown, a lot of it can be toddler behaviour [inaudible 00:26:32] With the assessment you get a baseline, you then get the curriculum, so you get suggested curriculum areas, it might be nursery rhymes, it might be water play, sensory play. And so again that’s about meeting the child where they’re at, giving them permission to be where they’re at, and actually hopefully get them eventually to use their words rather than their fists.

HT N You could have said you know, I haven’t finished, and he said I didn’t know.

Teacher N But the whole things last, one of the mantras we have is, on the playground, “I didn’t like it when… It made me feel.”, so there’s a gesture of emotional literacy there. “In the future I will tell a teacher.” Actually, what we’re trying to get children to do there is to stand up for themselves, because once they’re at secondary school, that’s what they’re going to need to do, that’s all life, you need to use your words.

NF So you’ve got a range of things going on that are talk-based because they support children with articulating the way they’re feeling, which may then help them manage their behaviour more successfully, is that what I’m feeling her yeah.

Teacher N Yeah. We also do Lego therapy which I expect you’ve heard of as well. That’s a group of three working together. [inaudible 00:27:52] of regulation, the red, blue, yellow, green.

NF I don’t know those ones, no tell me.

Teacher N Oh look, a lot of schools use them. But a sense of regulation that was a big move actually, it was two years ago after I’d become a support worker, went on a course and brought it back and it’s, “I’m feeling red”, so obviously that’s angry. Yellow’s fizzy, you know when you’re excited or a bit dizzy.

NF Yes.

Teacher N Green is obviously calm, blue is sad. And children do use that all the time. Initially we had them as picture cards on the back of our lanyards, but now they’re so embedded in our school, we use it all the time. So, I’ll have a child come maybe into my office, you know with their hands, and rocking back and forth. They’ll just say I’m red, I’m red, I’m red. So, then I say actually …

NF Okay, you’ve given them the language to say this is it, a red alert yeah.

Teacher N And then we can start, and then we’re able to lead them and to regulate and to begin really unpicking what happened. So yeah, so it’s so, so, so, important.

NF Yeah, absolutely. So, in terms of this project, we, at the moment we’re keeping an open mind about how we want to move forward. We know we want to produce a set of materials that will combine my research which is very oracy focussed. It’s about encouraging teachers to develop more talk rich activities in the curriculum which will benefit their children with EAL, and all their other children, in the way that you’re already recognising. And combining that with kind of what EMTAS already do. For example, with the awards, the excellence awards, and that’s about as far as we’ve got at the minute. We also think that, originally, we were thinking that the new materials we create when we pilot them, we might do EMTAS delivering them, or EMTAS delivering and some online or fully online. The more we’re talking with each other, which we’re doing a lot at the minute, we’re thinking that online element of our materials would be the most significant, in a way, for schools, and the most important. So, I’m just interested to know if we created an online toolkit for schools, which was about schools driving their own professional learning for EAL, a) what do you think of that at all I guess and also what would you, what do you think would work well in it?

Teacher N I think the thing with any portal, any online, is obviously the ease. I’d ask to keep being reminded about it, because just, you know when we were talking about EMTAS earlier, and some of that chain that we had with EMTAS, it just brought things back to the fore. It’s always more, say after when you’re on the [inaudible 00:30:41], you kind of know a lot but you just need to reenergise things or bring it forward. So sometimes things can just sit online, and we just don’t dip into it, because it’s not part of your rhythm.

NF Do you think that’s a problem then, associated with creating online materials?

Teacher N So then it’s how you promote it. How do we then own it, because as we know everyone has to own what they’re working on.

NF Yes, totally.

Teacher N And I just think, and it can be passive by going online, but if there’s, then it’s the quality of either, the communication about what’s on there.

NF That’s really interesting yeah.

Teacher N And how we can use it, because once it’s a standalone, I still think there’s so much work of that done. So, we’re coming in or doing occasional pings or phoning us. Am I making sense?

NF Yes you are totally. So, in a way you’re saying a hybrid in a way. Which is one of the ways we are thinking of working. You’d still want some kind of input as it were, or some sort of reminder direction type thing yeah.

HT N It’s almost, it’s kind of different, if it’s presented in person in real life almost isn’t it than when online.

Teacher N Or with the EAL lead, you know, they say well I’m definitely doing a staff meeting on this, once a term, I don’t know, so you got it into the rhythm of your school.

NF And I guess that’s one of the challenges is those of us who are in the field as it were of EAL. Think that a once a term is not very much, or is you know, risks being, I don’t know, a bit chopped up as it were across the year. So that’s why they were thinking online materials might give schools kind of units of work, to work with at their own pace, and not just in the staff meeting, but trialling things in the classroom. I don’t know.

Teacher N Oh right okay.

NF Do you know what I mean? It’s about aligning things. It’s about saying…

HT N In Messenger, where we sent out that Messenger video. Half the staff, and it was you know, at times we sometimes struggle with some of the behaviours, that our special needs children display. And yet people weren’t watching the video, and yet the video opened up so much. So, people will not do things in their own spare time. Teachers more likely, because they’re professionals, and they don’t get paid 9 to 5, but getting anyone else to do it, it’s got to be, and we’re juggling too much.

NF And that’s certainly, not talking about things that people are doing in their own time. I totally understand what you’re saying there. I’m talking about suggestions for ways, in which you might tweak planning for a certain subject, or decisions about, you know. I don’t know, using a question to drive a lesson so it will be much more like that. It wouldn’t be… It would be how do you work with what you’re doing now, and change it to become more talk rich, or that sort of thing. And along the way gather evidence for the excellence award, or it’s absolutely not talking about teachers doing it in their own time. In fact, it’s saying, the staff meeting is kind of useful isn’t it, but it’s about supporting the people to actually embed it in the classroom.

Teacher N We only have a staff meeting every other week, as a whole staff, otherwise we’re faced, because, again, a big emphasis on work life balance and teacher wellbeing.

NF Absolutely.

Teacher N Yeah, if it’s a drip feed and I like drip feeds, talking about quality first teaching, you know. A key question we know is really powerful and if we talk about other things. So actually, is there a bitesize, just enough to begin every, after prayer or whatever, and safeguarding ,we just do five minute bitesize on what does quality first teaching look like for obviously for our EAL children. But actually, what suits our EAL children, it’s the same with autistic children isn’t it, is better suited to everyone. Visual timetables are good for everyone, for example.

NF Yeah. I mean, using the approach that I’ve been working with in the US, we’ve got evidence that just getting teachers to focus on more small group teaching, and giving more time for talk, did improve the outcomes of the EAL learners. So that’s, I’m just literally talking about you know, yes, drip feed of looking at, “Let’s try this strategy across this term.” Or it’s definitely not something for the teachers to go and do separately in their own time. It’s kind of a …

HT N But where we’re doing that as I’m thinking, and you can't see I’m thinking, that’s the funny thing. Where we’re doing the oracy 21, the voice 21, we’re going to be given different scaffolds and approaches anyway, so we’re taking part in your project. How different is, give me the pancake approach, and we’re going to be moving on too many pancakes and it will become indigestible.

NF Yes, yeah.

HT N So, whatever is coming from this project has absolutely got to dovetail with what we’re getting from the oracy.

NF Absolutely, yes. Absolutely.

HT N And with voice 21 professional.

NF Very much so, and the school I’ve been working with, there’s one school that I’ve been working with that’s outside Hampshire, for four years, they were doing voice 21 all the time that I was working with them. They were in requires improvement, they’re now outstanding, I’m not saying that’s all because of me, but it’s hugely to do with oracy. And it was to do with their decision to make those things dovetail as you’ve just described. To take what was helpful, I know there’s some very helpful things for voice 21, but then think about it in terms of multilingualism, and that kind of positive orientations to diversity which your kind of whole school of sanctuary thing is all about as well isn’t it? So, I think there’s lots of links yeah.

Teacher N But I think my job as a leader is now, and your job as leader HT N is making sure that whatever we do we work smartly.

NF Absolutely.

Teacher N Pick out the best of everything for us but also part of an NHS which is free, autism in school’s our project,t with is a two yearer because the county recognise the amount of need we have up here. But again, that’s all about good communication.

NF Yeah absolutely.

Teacher N It’s about getting it right for the children.

NF So that’s kind of, that’s really helpful feedback actually about the online working, and you know, where you feel realistically about it. And at the moment as I said we’re still kind of developing. So where schools have been kind enough to give us interviews this term, I’ll be back in touch to say do you think you want to kind of you know, take a part in the project which would be, to be honest, as much as anything you know, working with our materials and telling us how you felt about them all? Or where they change. But there’s no commitment now, do you know what I mean, so we’ll come back to you.

HT N [inaudible 00:37:53] I think voice 21, I think it might be, you know, I don’t see why we shouldn’t be able to implement it.

Teacher N No, if we have any problems, we can let you know, can't we?

NF Well exactly and that would be the whole point of it. The whole point of the project is it’s a trial, yes. It’s not a yes, you must do this, and yeah.

Teacher N And if we find it, if we find it means that we’re not working smartly and losing that sense of vision.

NF Absolutely yeah. But there is no assumption today you know, we’ll come back to you later on when we’re clearer about what we’re doing and asking. So, that schools are really clear what they’re committing to, yeah.

Teacher N Yeah, that sounds really good, that sounds great NF.

NF And your interviews been great, absolutely fascinating and thank you so much. Is there anything else you wanted to say to me that you haven’t had a chance to say, before we sign off?

Teacher N No. Thank you for your time, because the whole time, every time we focus or reflect, I mean it gave us time you know to reflect where we are, having attended the EMTAS awards webinar last week.

NF Oh I was at that, that was great, wasn’t it?

HT N Yeah, so probably going to aim for silver for the moment. I’m not into awards by the way, it sounds like I’m into awards. I’m not, only if they serve, and if already on that pathway, and if it gives us a bit of impetus or makes me focus a little sometimes.

NF So you’re feeling that about the EMTAS silver award?

HT N Yeah.

NF Great.

HT N And then make that so it fits into the school of sanctuary, and yeah.

NF Yeah, fabulous.

Teacher N We’ve got that award, you carry on journeying. There’s lots of things that we’ve got to do isn’t there?

NF Yeah absolutely. There’s always things to do, and there’s always obstacles round the corner. Yeah. Okay, well thanks so much for your time, it’s been absolutely delightful meeting you and I hope we’ll meet in person at some point.

Teacher N Yeah, I hope so.

NF Thanks very much everyone.

Teacher N Have a nice bank holiday. Bye.

NF And you, okay, bye, bye.