**INTERVIEW**

**Attendees**

Interviewer NF

Teacher O

NF There we go. It’s all set, ignore those now. So just for the recording for when somebody does the transcription can you just say your name and what your role is?

Teacher O So I’m Teacher O, and I am the EAL lead at School O.

NF So you’re specifically EAL lead, it’s kind of your, because not every school has one so it’s nice to meet one.

Teacher O So I am a year 5 class teacher, and one of my subjects that I lead is EAL.

NF Okay. Alright, so talk to me about the children at School O in terms of EAL, how many languages and percentage of them and so on, whatever you’ve got there.

Teacher O So we, this was our data at the end of April, I broke it down. So, we had 451 pupils on role, and 224 of those were EAL.

NF Wow.

Teacher O So that’s just under 50% EAL, that’s just the Arbour data as well. And I know that sometimes when they come to us, their parents put the language as English, even though they may have another language present in the home, so that’s like a minimum figure. We actually suspect it’s higher than 50% EAL at our school. Our main language, 30% of pupils in total is Nepali.

NF Right, okay.

Teacher O We have a very high proportion of Nepali speakers at our school, and we have, well I did actually count the number of languages, but it’s something like 30 different languages that are spoken within our school.

NF Right, with that predominant one of Nepali.

Teacher O Nepali is yeah, Nepali is the most predominant, and I think the next biggest one was Urdu which we have 10 pupils that have Urdu, and the others are all lower than 10.

NF Right so very small numbers, but a very large number of different languages.

Teacher O Yes.

NF Gosh, very mixed, that’s great. And presumably among those children, you’ve got children with different levels of proficiency, so some who are like you know, new to English and others who are barely recordable as bilingual, as it were.

Teacher O Yeah, absolutely, we’ve got a huge range. We have a lot of very proficient EAL speakers, that outperform even our monolingual English speakers, you wouldn’t know. And then, we also have pupils, particularly where we’ve had an influx of refugees, where they are brand new to English. But we also get it with moves as well, where they don’t have any English, and we’ve had a few who are illiterate in any language. So, they’ve come, even in upper school they’ve come, and they are illiterate in their home language, and they have no English, which obviously then provides more challenge because they don’t have any transferrable skills, they’re starting from scratch learning English.

NF Yes, none of that kind of blueprint about how words work as it were on the page if they haven’t got literacy in home language and it’s really hard. Yeah. Gosh, so the next question is, in which way does multilingualism figure in your school development planning? Presumably hugely. I mean do you feel like the school plans for it explicitly or is that because it’s such a huge part of the school that it’s kind of in everything.

Teacher O So it kind of goes through everything. In our SIP we’ve got about, one of the statements is like celebrate our diverse community, which is about recognising our EAL pupils. And so, we’ve always done a lot of things for the EAL pupils and making sure that their culture is shared throughout the school. We have a really large thing on like respect, and tolerance of others, at our school because we’re so diverse, we ensure that everyone respects that and celebrates it.

So, we have lots of different things we do. So, we’ve got a Fijian day, we’ve got Nepali day and in these we’ve had a lot of parent involvement. Because our Fijian community, it used to be a bit bigger but it’s still quite common here. And the parents come in, they’ve done dances, they cook food and share the foods there. Children make presentations, we share about the country, we do different things. So, they’re really aware of the larger communities in school.

We’ve had things like refugee assemblies, and refugee meet the authors, refugee week next week. Tomorrow we’ve got some meet the authors. So again, just making them aware of people coming from different places, and the reasons why they might come from these places as well. Just they’re from a different culture, they might speak another language, but the whole child, not just that bit of the child that speaks another language, and that’s quite a big focus on IAL. I think it’s very easy to focus and go, well we’re focussing on they have another language, but it’s the culture, and acceptance of them. That’s why they’re at school.

And then we have different clubs as well, so we’re really fortunate that we’ve got one of the LSA’s speaks multiple different languages, but she is a Nepali as well. So, she has been amazing at helping organise Nepali day, and she runs a Nepali reading club, where she reads in both Nepali and English with the children. Nepali dance club where she teaches traditional dances. We have assemblies, like Diwali to show all the different celebrations, to try and make sure every student feel represented throughout the school. And also, things like, we’ve got languages displayed on toilets, on the classrooms, on displays around the school. Just to constantly show that like we have all of these different languages here, we appreciate them, and all the children recognise that, just to make it a welcoming thing.

NF It’s lovely to hear you speak about it in terms of it’s not just about linguistic diversity. It’s the whole, as you say, the whole child kind of being positively oriented towards diversity in its wider sense as well, that’s wonderful. Yeah. So obviously as you’re saying, it’s not just about multilingualism, it’s not just about doing something specific, it’s kind of, its whole school. But I wondered how, what are the support structures in school that you currently have? So, if you’ve got new arrivals, how does that work? Because you must have a lot of that, a lot of the time it must be a big part of what you have to plan for.

Teacher O Yeah. We have a high turbulence of turnover, because we have quite a lot of our pupils are military. So, we get a lot of Army kids, and they come from different places. As well as we’ve had like the refugees and things. So, we’re very used to having a high turnover of pupils. So, when they first arrive, we have something called My Passport that the pupils fill in with an adult member of staff. And they, we’ve just changed it, to try and make it a bit more accessible for everyone. Because it was a bit tricky for, especially not monolingual English speakers to access. Whereas now we’ve kind of condensed it a bit. And so, there’s things like what their name is? How old are they? What class are they in? What’s the name of their class teacher? They get to draw like their family. So, you can find out a bit about them, and then we talk about things like, if there’s anything that they might be concerned about, “Tell us a bit about you, what are your interests?” So, that when they come, we get a little bit of a picture about them when they arrive. And then two weeks in, we do another My Passport, which again is just checking in on them, to see how they’re settled. Obviously, you’d hope every teacher would do that, but it just ensures that, it definitely happens and it’s that specific time carved out of, “How are you getting on? Do you have a buddy who’s making sure you’re okay? What’s the name of your buddy?” And then we can check in with them as well. And we do a My Passport at the end, when they leave as well, about where they’re going and where they’ve come from.

NF How lovely. So, it’s like a journey as it were. I love that metaphor. That’s great.

Teacher O Yeah, just to make sure that they, they have someone checking, because it’s a big thing change for them, as well. To be like, “Well what is it you’re looking forward to? Are there any worries?” Like we can talk about it, rather than just sending them off. So, when they first come as well, we buddy them up with someone. So, we make sure that there’s someone that’s going to take them and show them where everything is and check them but occasionally it’s one, sometimes it’s a couple of buddies so they can join a group. And then we also have School O ambassadors. You’ve probably heard of the Young Interpreters scheme.

NF Yeah, I know it well yes.

Teacher O So our School O ambassadors, I train them, through the young interpreter’s scheme, and then that’s just our name for them, because they represent them. And so, they have been trained on what to do if a new child comes, and even if they don’t share the same language. What can you do in order to communicate with that child, and still make them feel welcome. I mean in our school the pupils are fantastic at it, because they’re so used to it. So, although we have School O ambassadors almost every pupil in the class, could be an ambassador and a buddy, they all are aware of the strategies. Our ambassadors have, they have lanyards with… mine are a bit scrappy, but we’ve got widgets, you’ve probably seen those?

NF Oh yeah, I know.

Teacher O So they’ve got the widgets they can use if like, and they’ve just got the basic things like snack, toilet, break, things like that. So, they can communicate with them, if they need to show a picture. They also confer about, you can draw, you can demonstrate again, you don’t have to be able to speak the same language to invite them in, those sorts of things. About doing actions when you speak, so that someone’s able to understand you, and just those kinds of things. In the playground we’ve got a buddy bench if someone’s feeling lonely, and we’ve got play leaders, and the play leaders, help lead games, but also check on the buddy bench, is there anyone that’s feeling left out? Can they help them join in? So, everyone is very welcoming to new arrivals, whether they’re EAL or not, it’s our school culture to be that way.

NF Yeah, no it sounds it, it’s wonderful, it’s a huge range of things you’ve listed there that you’re already doing. Were you in the EAL excellence network meeting the other day?

Teacher O No.

NF No, okay, but has School O gone for the excellence award because it sounds like an all singing, all dancing.

Teacher O We have the gold award yes.

NF You have gold, I was thinking, okay they have to be gold, they must be gold, yeah. That’s wonderful.

Teacher O Yeah, so we’ve got it, at the end of last academic year, it will be up for renewal at the end of next academic year, but I know that EMTAS are bringing in.

NF Diamond.

Teacher O Diamond, but I know (name), who’s our EMTAS where we are, and she was saying, oh you’re going to go for the diamond next, I’m sure.

NF Yeah, see what you got. Yeah, no it’s just lovely listening to what you’re doing, it sounds really exciting. I mean what, you’ve obviously listed a huge number of successes there. What does the school still find challenging? What are the things that are hard?

Teacher O I think one of the challenges we faced with the influx of having pupils with no literacy in their first language, and absolutely no English, has been something that School O didn’t have as much. We had a lot of advanced EAL learners, we’ve always had a really high proportion of EAL, but I think our proportion of new to English has dramatically increased, over the last maybe year or two. Which, then obviously is a very different thing to try and help support. So, I think where we’ve had these band A and B learners coming in, I think staff have found that a bit trickier, especially, how do you support someone that doesn’t have any English? And of course, the problem is that there is no, this is how to do it. It depends on the child and also it takes time.

NF It takes time.

Teacher O It’s surprising, it takes time, we wish we would wave a magic wand and go these are your strategies and they’re suddenly going to be able to participate in your lesson, they’re not. They need the time to settle, and absorb the English ,and start learning it, and then they will take it in, and then start repeating it back and begin. And I think something I shared in a staff meeting last term, I think of all going why are they not there? Why have they not caught up? And I don’t know if you see with graphs with the timescales of how long it takes when you’ve a no speaker to reach a monolingual proficiency? It’s between 5 to 10 years, and I was saying, “Well look at when they’ve arrived at our school. Like okay, they’re not where I expected yet, but look how far they’ve come and how long it takes, and we have so much support for them here.” We’ve had pupils come new to English; they came in the start of year 5 last year. So, now they’re year 6 they’re sitting SATs and they’re reaching expected at SATs which is incredible. So, it’s going, look at the progress we’re making, we’re giving such accelerated progress but also, “It’s okay that they’re not quite there, because look where they’ve come from.”

NF And that is hard isn’t it I think, because you’ve got permanent pressure of SATs bearing down on you and you know, general expectations, it is, that’s the challenge everyone faces, isn’t it? But it’s great that you speak with the staff in terms of let’s get real about how long it takes to learn a second language, particularly one as difficult as English. And you’re right, there isn’t the magic bullet in the work that I’ll be doing with EMTAS isn’t going to be magic bullet either, but it will focus a lot on spoken. Just before we start talking about the project, can you just talk to me about, so you have (name) as your EMTAS link at the minute yeah?

Teacher O Yes.

NF And what sort of ways do you use EMTAS, apart from doing the excellence award?

Teacher O So we use EMTAS. We refer pupils to EMTAS and then Helen tends to come in or any standard bilingual assistant in, and they do one of the profiling reports. So, they meet with the child, and they meet with the parents, and they gather information about them. Which we found really helpful where the school home communication is quite tricky, if you can't share the same language, and yes, there’s all the tools, you can try and use Microsoft translate, but it’s not the same as speaking to someone that can communicate in the same language. So where things, we’ve maybe not quite understood, and then EMTAS has come in, the bilingual assistant met with the parents, and suddenly like “Oh! Okay, I understand.” Or the parents have been frustrated because they haven’t had the language to communicate something, and they wanted to with the school, and then I think they found that really, you know, it takes the pressure off, they can speak to someone in their home language and then they can let us know. So, we found those really helpful.

And then also, if we have an SEN concern, with someone that’s EAL, we give them time to settle, you know, it can take a while. I would never do it like within like six months of them arriving probably. Unless a concern has been brought forward, when they’ve come and they’ve said, “We had this concern, please can you look?” And we’re going “Why are they not making the progress? Is it SEN, is it just EAL?” And then Helen comes in with a bilingual assistant and she does… Obviously she can't diagnose SEN, but she can give a recommendation and say, it’s likely that there’s SEN. And then if it’s something that we’re really pursuing you can use that as evidence for the EHCP, when we’re trying to get one. So, we use them for that as well. And a couple of times the bilingual assistants have helped us with like translating or home school communication things as well. And there’s another one. They’ve got a BME lady, she’s not come in yet, but I have requested that she’s going to come in. So, where you’ve got a pupil that his first language is English, but the culture’s very different, and we’re not really understanding, is it the cultures really different? Could it be SEN? He’s struggling to understand it. So again, they’ve got that as well as bilingual assistants. You can have someone that comes in and there’s the BME side of culture, the same if the language is English, but what is it that’s so different? And then she’s able to help shed light on that too.

NF Yeah, it’s hard that one isn’t it yeah. Because a lot of ways in which you’re using it, sounds like quite a strong partnership, that’s kind of been there for some time as well, which is great. I don’t know if you’re aware that other counties all around Hampshire don’t have an EMTAS. Because I live in (town), so I know EMTAS really well, I know Hampshire schools well, but I work in Reading which is incredibly diverse and we don’t have an EMTAS there at all, and I think it’s just amazing what the schools are able to access, it’s great.

Teacher O Yeah, so is there no support for those?

NF Very little, very, very little. Absolutely nothing on the level of what we have in Hampshire no, no. It’s kind of just in the school.

Teacher O Yeah.

NF Yeah. I know it’s amazing, and yet the challenges are still there, aren’t they? You know, even with all that support, but it’s great that you’re able to access it. So just to move into talking about the project a little bit. The work that I’ve been doing over the last five years or so, is basically trying to bring a way of teaching over from, that a colleague of mine’s developed in the States, at whole class level. It’s not an intervention, it’s not a bolt on, it’s just a way of working with the children that’s very talk rich, very oracy based, as it were. And I’m just interested to know first of all if you have any kind of oracy initiatives, like working with Voice 21 or whatever, going on in school at the minute.

Teacher O So this is something Headteacher O, would probably know a bit more about, but I don’t think we have any particular initiatives in. So, I took it as then when they’re saying is your school engaged in oracy education, like what do we do in terms of getting the pupils to talk.

NF Lovely.

Teacher O I mean we don’t have a specific something that we follow.

NF That’s okay.

Teacher O But we for example, we have talking triads when we have an EAL pupil. So, rather than just paring them up they’re in a triad of three, so they can listen and learn from good models of English, and it also takes that pressure off that pupil that’s been partnered with them.

NF Totally.

Teacher O But as we know, they learn through listening, and only when there’s good models, so being in triads they’re constantly taking in that language. We’ve got, we do use like phonics if needed, if for example they’re not literate in a language, when we start them reading on the phonics, and we do start trying to teach them English as you would. As well as the whole words, trying to come from both sides, and how things sound because as they will have to read as well. So, we do, obviously not for every pupil, but I know that EMTAS so are quite against using phonics, however, on a case-by-case basis so some of our pupils we have used them.

NF We really need it, yes.

Teacher O So if they have no foundation, absolutely if someone is literate in for example Romanian, I’m not going to go back to phonics in English, they’ve got transferrable skills, they start knowing, they can translate in their head. But if they don’t know how to form sentences and read the words and all of these things, they need to start. So, we have used phonics with some of them. We use Microsoft Translate, it can play out like their language, and our language, they can also speak in some axis of transit, and it can translate. That’s a bit less reliable, as there could be silence which as you know, a classroom doesn’t really have silence in it. But having to talk into that, yeah, that’s another thing we use, and it’s been very helpful really. Yeah, where they might not be literate in their home language, they can't read their home language. But they don’t understand English, but they can listen to so it’s another way of being able to communicate.

Talk partners on the carpet before doing things and at the tables, so they can verbalise their answer first. Also verbalising it to a teacher, a teacher scribing it, so we can write directly in their book, or perhaps on a white board, to help them come up, as they become more advanced, they can talk it, say it out loud. You can do like the sound buttons, they can record their answer for them, they can listen back so it’s not all the steps at once answering, they can say it, they can listen to it then they can answer. Parroting back phrases, so where they might just say… Obviously we start with single words like “Toilet”, and then you’ll start saying “Can I go to the toilet?” and getting them to repeat it back. So, they’re starting to learn those phrases that they need. We use our widgets, as well that have the words, so saying, from the picture, just say the word, and we’ve got some bilingual dictionaries again for doing that. I know you can get the talking ones with the talking pens from EMTAS, I know I wanted one in Hungarian or Romanian, and they didn’t enough of either.

NF No.

Teacher O But that’s good as well because they can listen and then repeat. We do things, like we present the class, it’s not always written outcomes. So you might do a presentation, you might have a debate, you might do an advert, you might be acting.

NF So there’s alternatives to written as you say yeah.

Teacher O Yeah, rather than just that. That’s most minutes.

NF No, that sounds like loads, absolutely loads. I mean it doesn’t have to be something formal. I guess it’s just we’re interested if schools want to work with us on this, if there aren’t too many competing things really. But it sounds like it’s part of your normal practice to try and have them talk rich classroom anyway, because of your understanding of why that’s so valuable for the children with EAL.

I mean the project that I’ve been working on up until now, the materials, not materials as such… The way in which I’ve been working with teachers is at whole class level. So, it's not, as I said, it’s not an intervention, it’s not a bolt on, it’s just a way of working with all of the class, which works for all of the children but particularly works well for your children with EAL, for all the reasons that you’ve just been describing to me for the last you know, 25 minutes. So, I think we’re definitely on the same page. Yeah, definitely.

I mean, so what we’re hoping to do and we’re still, what we’re doing at the moment is basically working together and talking with schools so it’s very much a kind of a finding out period at the minute. But what we’re hoping to produce is, by November, kind of a series if you like, of online resources that schools could access in line with their own needs. So, it wouldn’t be something like a course, that EMTAS starts off with a series of staff meetings, or anything like that. It will be much more a kind of a, this is an approach that you might want to use, and these are some materials that go with it. And I just wondered if you had a view about what sorts of things would attract your school to use something like that, or what it might need to be you know, to be meaningful for you?

Teacher O So something that we would access in order to support us with it?

NF Yes.

Teacher O I know that for example we use the Bell framework. So, we use that because we thought, well how are we assessing these new to English learners across our assessment grades, below, below, below, like it’s like why are they not making progress? They are! So, for us we need a form of assessment so we have then gone and used the Bell framework so that we can use it. So, it kind of depends on I guess what the gap is that you have.

NF Yeah, so we’re thinking that this is, it’s not a set of tips for teachers. But it would be very focussed on teaching, it would be very focussed on ways in which you might look at using, developing your planning for a lesson in ways that are going to make it more talk oriented, than written outcome oriented for example. It might have examples of lessons where that’s been used. It might have examples from… There’s one school in Southampton in particular I’ve worked with intensively where they have turned their whole curriculum into a series of questions. So, it would be examples of ways in which teachers might work with children in ways that are more oracy based really.

We think it might also need, we’re not sure about this, and we think it might also need to have kind of materials for senior leadership teams, materials for teachers, materials that have learning support assistants as well, we might do it in that way, yeah. So, it will be a kind of bank if you like in a way, a resource bank of ideas that are around actual teaching, as opposed to assessment. Because we know people have Bell and it’s brilliant and there’s no need to do anything else at that one. But I think people struggle with, teachers struggle a little with, I mean I’m not sure you would at your school because from what you said. But a lot of the schools I’ve spoken to struggle a little with this idea of being more talk oriented, and less writing oriented because they just find that really hard. But we know that if you want your children with EAL to make progress, then if they’re not going to get the talking, then they’re not going to make progress in literacy. Particularly your children who aren’t literate in their home language either, so I’ve burbled a bit there.

Teacher O I think that what you say is very much true here as well. There’s that push for everything being written, key evidence, everything in our books, like a lot more so than I know other schools do. We do a lot of marking, we mark everything, everything is responded to, if there’s ever any talk, we evidence it in books still, but we do recognise that some pupils obviously can't do that. So, we find ways for them to respond when they’re using those structures, like being able to draw your answer. But again, these are things that I think, because we’re so used to having pupils like that, I wouldn’t pre-prepare lots and lots of different things. There are situations where I do prepare different things, and we ensure there are widgets always on, you know that pupils have the understanding, and sometimes we have the adapted tasks. But then it’s also okay in the lesson to go, “Well they’re answering this question or I’m just going to guide their response so I’m going to write draw it underneath.” And they’re going to draw it for me instead so that they want to answer. So, I think it’s just maybe more, I think a lot of the things when you get them is extra workload, and I think that’s probably the big thing to think.

NF That would put you off.

Teacher O Don’t make it all that extra workload. What can you do in order to support them without having to prepare 10 different tasks.

NF Yeah, no, we absolutely understand that and there’s no way. So, this isn’t, that’s why I started off by saying this is not a course, and it’s not a bolt on, it’s just a way of adapting we feel, your existing approaches as it were. And the schools where I’ve worked with it. I’ve worked with another four schools in Southampton and they… What they did was they kind of chose one thing that they would work with, so only do it during guided reading, or they’d only do it during maths, or something. They’d choose a subject or they chose a time a week when they would do something, where they would consciously be kind of you know, “Teacher saying less, children saying more” is the kind of mantra of it, as it were. And they found over time that it did make a difference to certainly speaking, listening, and reading comprehension, schools for children with EAL, and that was kind of over six months.

So, I’m not saying that we’re going to go in and kind of do the all singing all dancing stuff. that I’ve done in the past. But we, what we’re wanting to do is yeah, just create these materials and leave them with schools to work with, and then schools to kind of feed back to us, what they do and don’t like about them really is what the project will entail. And we do a kind of an introductory session with schools. We’d probably just do that online rather than it having to be a whole staff meeting, so it could be people who could attend, as it were. And then we’d probably do a series of kind of check in clinics, either in school or online depending on what the schools wanted. So, that’s kind of the way in which we’re thinking it might go forward, and it would be sort of between November and February. November 24 to February 25 is the kind of pilot period.

Teacher O So is it more that you are, are you giving like tips of what to do in order to increase talk?

NF Yes. I think it’ll be more than tips. So, imagine, I think we were talking about it just the other day as a team. So, we imagine there’ll be an introductory kind of package. Each package will be, they’ll be very much bitesize. Nobody’s going to give you a whole chapter to read, or you know, or a very long video to watch or anything like that. But they’ll be sort of bitesize things, so the first one might be, you know, what is oracy? And why does it matter for EAL? Might be the first one. And the second one might be you know, how to use these materials in your school? And then the next one might be you know, working with adapting lessons to be more talk rich and just a series of different lesson plans, or ways of adapting lesson plans, as it were. So, they’ll be in yeah, kind of units we think of stuff. That’s as far as we’ve got at the minute.

Teacher O I’m just trying to get my head around what sort of things it would be saying to do in the lessons, just so I have an idea of ...

NF Okay. So, it would be a matter of looking at a lesson and thinking about how can I extend the spoken activity in that lesson? How can I, my ideas have all kind of dried up. But some of the ideas I’ve seen done are for example, a weekly book club where children sit and talk in threes about books for example, which is a 45 minute a week lesson, and that would be the way in which that teacher had chosen to work with it. Other ways in which I’ve seen it, is kind of discussion-based activities as part of design technology lessons. So, it’s just looking for opportunities to make it about the talk rather than being about the writing. It wouldn’t be something different from what you usually do. It would be your normal planning would still be and your normal schemes of work and so on would still operate as they do. It would just be choosing to focus on “How can I stop this being something that has to have a written outcome?” as it were. Or “How can I extend the amount of time that the children are talking?” Yeah, that sort of thing. It’s an approach rather than a set of things, yeah.

Teacher O Yeah, I think we’re very aware, we do a lot of talk partner work and group work, and things like ordering things, and sorting them into groups, so that children talk about it, and then we take a picture of the sorting. So, rather than I have chosen this because, you’re going round going, “Why have you chosen it? Let’s try the ideas. Let’s talk about it.” We changed our reading journey for this academic year, where it used to be everyone had an outcome in their book, but each day there are two tables. So I had five groups of tables, so two of them on a day, one table works with me, one table works with my LSA, and everything is talk, and they just something that goes in their book that says, “Today I read news pages” And so you read with them, you get them to read to you, you discuss things, so the questions on the board instead of them answering in the book, you talk about them. So, then you’re getting those responses and being able to model what a higher-level response is as well and just “Do it, write it, do it, write it.” We are going round going “Can we build on it and then can you make sure you’re saying it, using the scaffolds or…” And I was going “Why?”

NF Yeah, constantly why and open yes.

Teacher O And it’s those discussions, then you get that time with six pupils, and you’re just talking, and then you can build on them, rather than it always being in a book. So, I think that’s an example of something we do so that at least once a week, sometimes twice a week, you aid your support in that. So, come back to the class, every time they go off to answer, you say, “Well let’s talk about it, tell me, let’s build…” And it’s actually I think really improved their reading.

NF Wonderful.

Teacher O And being able to verbalise what it is. If they’re not quite getting it or not giving the evidence, or it’s not from a text, you’re going, “Okay, but what’s from the text?” And you can push it rather than it being I’ve marked your book after lesson, where’s your evidence.

NF Absolutely.

Teacher O You’re going, okay, no, lets change it now, and their responses have become a lot more focussed then.

NF Wonderful.

Teacher O And they’re doing it.

NF So something you’re already well into this in a way. So it may be that you don’t want to take part in the project, but it may be that it would still be very useful for us to have your feedback anyway on the materials, but there’s no commitment at the minute, so don’t panic. I think what we’ll do is we’re just having a really interesting time talking with the schools, at the moment, to find out what people would find useful. And also, what they’re already doing. And then, we’ll be working on the design of what we think we’re going to be rolling out as it were in November, and we’ll be in contact with schools say early in the autumn term. To kind of give you more detail about what we think would be involved, and then people can commit or not at that point, is where we’re kind of up to.

Teacher O Yeah. I think, yeah, when we discussed it about, but I think that was, it’s kind of your last question isn’t it, if we decided to book it, what materials would you find useful? So, you’d said about strategies for new to English particularly when they’re not literate. I know we find it a challenge as well. And I’m sure other schools will find it a challenge as well, and rich talk is great, but then what about when they still can't.

NF When they can't yeah.

Teacher O … participate in that. And I know that we say, well we listen to good models and things, but I think there’s also, that’s always the tricky bit isn’t it?

NF It is, and I’m not sure that there’s anything beyond the listening to a good role model, to be honest. I don’t know that there’s something extra out there, but I know that’s what worries people most, because we as teachers don’t like it when children are silent, do we? Because we think they’re not participating, but I'm not sure there’s a lot beyond listening to the good role models and it sounds that you’re doing mountains of that already.

Teacher O Yeah, and we discuss this, classroom strategies, a day out of workload.

NF Totally.

Teacher O But as you say, it’s that quality first teaching, isn’t it? That supports it all, so through quality first teaching providing scaffoldings and providing visuals, allowing talk. That same thing that supports your SEN pupils or EAL pupils and supports all the pupils, so it’s more just what kind of things do you have in place? So, like the things we were talking about with the talk partners and ordering and they support everyone.

NF Yes, they do, yes. Okay. So, I think in a way we’re kind of definitely singing from the same hymn sheet. If you want to just kind of chat with Headteacher O you know, and then let her know that I’ll be back in touch early in the autumn term. And then we can kind of take it from there, and it’s absolutely fine if you don’t want to go any further, because you’re already doing everything. And we’ll be clearer then about what we are offering as well, at the minute it’s slightly vague, but it will become much clearer by September. Yeah.

Teacher O Yeah, so in autumn you’ll contact us again, with an idea of what you’re offering.

NF Yes, yes, and of what it might mean in terms of commitment. So, it would definitely mean for example, attendance and introductory meeting, and then perhaps some checking in with clinics, possibly but we’ll be much clearer about that.

Teacher O How would it be, you would want to do something that’s school wide or are you just?

NF Yes, ideally, we’re looking at whole school approaches. But we recognise, the reality is schools will go where they can go with this. It’s just a short pilot, it’s only November to February, and I think schools will just do what they can with it. It would be lovely if schools looked at it as “Okay, we’re all going to have a go at this one thing over these three months with all staff.” But you know, I think schools because they can't do that, then trialling it over the year group, or whatever would be entirely fine. Because you know, it’s very much a participatory kind of finding out and seeing thing.

Teacher O Okay, that’s fine. But you’re currently meeting with schools then to find out the kind of things they’re doing to work out what you’re going to ...

NF Well to make sure that whatever we do offer is going to fit in with what schools want to see. I mean obviously it’s not going to be some sort of perfect match because there’s what we think would be useful and then there’s what schools want. But the reason we’re talking with people is yes, to find out in which ways might it work really.

Teacher O And so this is in line with EMTAS, you’re doing this?

NF Yes.

Teacher O Okay. So, is the University of Reading working with EMTAS to come up with something to deliver in schools?

NF Yes, exactly. That’s exactly it. So that’s what the materials will be. They’ll be a blend of what I know from my research, with EMTAS existing materials. Because they have an enormous number of things up on their Moodle, which they don’t think are accessed so we’re trying to look at ways of kind of revitalising those as well really, so that’s what it’ll be. It’ll hopefully be this kind of accessible package of things that schools will find useful as a resource, basically.

Teacher O Okay, and are you asking for any input from schools or is it just you guys then designing it and then you just want schools to trial it out?

NF We want schools to trial it, and the input would be… You know, a little bit of reporting back and things like an interview at the end to say how it went? But it wouldn’t be that we, we’re not demanding that you know, you devote X number of staff meetings to it, or anything like that, that’s not happening.

Teacher O Yeah.

NF So it’s not about, it’s definitely not about raising workload.

Teacher O Oh no, that’s fine. I know that for example other universities asked for our support in like designing their curriculum, like for teaching. and things. So, we were just unsure if you were just wanting to find out things or if you wanted our input for making any kind of materials or training or you just wanted us to trial it.

NF We just want you to trial and say what you think.

Teacher O Okay.

NF Yes, basically.

Teacher O Okay that’s fine.

NF I don’t doubt that you could design it as well from what you said today. I’m sure your input would be amazing but that’s not what we’re asking for, no.

Teacher O Okay. That’s fine. I just want to be very clear when I go back to Headteacher O with it. That’s fine.

NF Yeah. Is that alright then?

Teacher O Yeah, that’s fine, I will feed back to Headteacher O on it, and I’ll say, do you want me to contact you or just wait till you get back in contact.

NF You can wait. I mean you can contact me any time if you want to of course, feel free to do anything, ask any questions or for Headteacher O as well, at any time. But no, you don’t need to do anything, just wait on us to get back in touch with you in the new school year.

Teacher O Okay, that’s fine. That’ll be perfect.

NF Thanks so much Teacher O, I’m so grateful for all your time, it’s a long time to give me and I really appreciate it very much.

Teacher O That’s okay. It was nice to meet you.

NF And you as well, you take care.

Teacher O Yeah, and you. Bye.

NF Bye, bye.