**INTERVIEW**

**Attendees**

Interviewer (NF)

TEACHER F2

NF Can you say your name and your role at School F for the recording?

TEACHER F2 Like a police interview. I am TEACHER F2, I am Deputy Head at School F and English Lead. Not that I have had a police interview, I hasten to add.

NF No, it is what we have seen on the telly. Just realised as I said it, it is exactly what it sounds like. Sorry about that. Anyway, I sent the questions through. But in a way, I wanted to start talking about was what we saw when we were in and observed your lovely lesson a couple of weeks back. It would be interesting to talk through with you, how you started doing that yourself? And how you found it and all the rest of it? in terms of that use of the sentence stems, ‘saying less, children saying more.’ Whatever is interesting for you to talk about is interesting for me.

TEACHER F2 The easiest way, we really need to get oracy going in school and a really good way to do that is through reading. As English Lead, I want to develop how we use more oracy in reading lessons and the sentence stems are a really good way to get children talking about various things. We used it for a picture of a character, but you could use it in all sorts of ways, and I think the more that we use it in reading, the easier it will be roll out in other subjects.

NF Has everyone chosen to do it in reading or is it you that is doing it at the minute and experimenting?

TEACHER F2 I am in Year Five. So, Year Five are piloting it at the moment, so that when we really go for it. We can say, ‘We have tried this, we have tried this, and we have tried this.’ So, it is easier to launch it when you have got some people that are already… on your team.

NF Great. Are you three-form entry?

TEACHER F2 No, two-form entry.

NF Your partner, Year Five teacher is also having a go?

TEACHER F2 Yes, my job share has embraced it as well.

NF Great, so it is the three of you working on it?

TEACHER F2 Yes.

NF So, the plan is you are trialling it for and then, perhaps next term or next year?

TEACHER F2 From now on, but if I can get into PPA sessions, I can say ‘Try this, this one works really well.’ We have tried the fishbowl as well in history discussing the legacy of the ancient Greeks.

NF Great. Again, and that has been Year Five specific?

TEACHER F2 Yes.

NF So, you kept it in that way. How did you find… Or maybe you were already teaching in this way, when we came in and observed you, you were doing a great job of posing open questions and giving children genuine talk time. Is that something that you already did or was it something that you have worked on?

TEACHER F2 We have worked on that this year but using that piece of paper gave it much more structure. And I changed, your original form, to the ones that I knew would work for that particular activity. You can really shape it to what you know, and I think about the children in my class, who I know need to really develop, and what would work for them. That is where I start.

NF That is common to the way in which, because there are 10 schools in total using the toolkit at the minute. And they have nearly all gone for the sentence stems. A bit like yourself, adapting it and we are really pleased that that schools have seen, they are not seeing it as ‘You must do it this way’. But they are making it locally relatable, as it were, for them, so I am really pleased to hear that. How about your partner teacher? Have they found anything challenging about ‘teacher say less, children say more’?

TEACHER F2 No, if you plan the activity, the risk is that you try and nail it onto something else. If you give spoken language its proper time, it is much easier to do and we started nesting, pairing, and sharing months ago. So, our children are really much more confident than they were.

NF Lovely. Tell me about nesting, pairing, and sharing.

TEACHER F2 That came from the English team (inaudible 00:04:22) and Oracy 21, was it?

NF Voice 21.

TEACHER F2 Voice 21, that is it, thank you. It is thinking on their own first of all, then pairing up, then they think pair, so they square, so they meet up with another pair, and then they share that. You are not taking individual answers from 30 children, but it gives confidence for children, you team your pairs up carefully. So, they all have the opportunity to have a voice. We used that a lot.

NF And the idea of the pairing and the sharing as a four, matches pretty much the advice that we give on the toolkit as well around groups of four working. It was already coming from the HIAS English team, were you saying?

TEACHER F2 Yes, because I have read our original notes from our meeting on 21 of October. And you have said that the toolkit came out by chance the same time as the oracy report. And obviously, the English team got hold of the oracy reports. All my ducks are getting into line, because it is what I have wanted to work on for a long time.

NF Lovely, and I really do need to talk to the HIAS English team because you are not the first person to tell me that they are working in (inaudible 00:06:10).

TEACHER F2 (inaudible 00:06:09) English is about oracy this year.

NF Brilliant, I believe the maths team as well, HIAS maths as well. Good, we struck gold, it was very fortuitous. Is there anything else you wanted to say about that, because you have worked really practically, the chalkface with the resources.

TEACHER F2 This is obvious, but the more you do it, the more opportunities you can see for it. I still have my children that I know we still need to do more work on, but you would have that however you did it, but definitely is oracy has a bigger place in our curriculum in Year Five, definitely.

NF It can be scary, at first, for some teachers to not say as much.

TEACHER F2 Yes.

NF For all of us.

TEACHER F2 There is a lot in the preparation. Obviously, there is not so much marking so that is the pay-off, but if you set it up right, then it is a dream.

NF It is a bit early to tell yet, but are you thinking you are seeing, for example, slightly higher quality writing coming out of it? Or is it too soon to say?

TEACHER F2 I think we will do over the long term, yes.

NF Absolutely (inaudible 00:07:39)

TEACHER F2 I have been doing other things as well. So, it would be hard to say if it is just the oracy, but I cannot see how it cannot have an impact on that.

NF It just does take time. Great. That is lovely. I am going to move onto the more general questions, if that is, okay? If you think there is something that you do not want to comment on that is fine, just say. Obviously, you have worked closely with Headteacher F2 haven’t you?

TEACHER F2 Yes.

NF And with TEACHER F1. Sorry, I have got a (name and name and name) across three schools and I keep mixing their names up.

TEACHER F2 I have got a name, a name and a name in my class.

NF And the (name and name) have both got the same surname as well. So, anyway, it is like going back to teaching, it is quite funny. Looking at question 2.

TEACHER F2 I have got those somewhere here. You will have to tell me what the question is.

NF Do not worry, I am not asking you to have memorised them. The second (2) question was about controlling, I think in your school, you had chosen to control access to the toolkit. Whereby you, Headteacher F2 and TEACHER F1 are going in, finding things that you want to work with, and then disseminating those to staff. This is really interesting for us because the majority of schools actually did that, but a couple of schools did the opposite. Whereby they gave staff free reign. I am interested to know did you feel that went well? And is that the approach you would take if you were given it again?

TEACHER F2 Yes, because of overwhelm and cognitive load. If you are in a staff meeting and you say, ‘Here you are, take all of this’. It is not going to have any impact. The more I do my job, the more I realise that marketing is involved, the level of marketing is required. And say this is the better way to market it, and that is the reason why Year Five are trialling things. Because my team are really happy to give it a go, but it was much easier to that than say to everybody ‘Let’s have a go!’ So, (inaudible 00:09:48) controlled it.

NF So, if you were advising a senior leadership team in another school, meeting it for the first time without any input from me or from EMTAS, that would be your advice?

TEACHER F2 Depends on their capacity. But we already had lots of things in the pipeline, and things always pop up as well, that you are not expecting. So, for us it was a capacity issue, so I have managed it this way.

NF Right. Again, in a way, it is useful if people come to it seeing it as something they can make work at local level?

TEACHER F2 Yes, definitely.

NF Great. The next question (3) is about the decisions that you made. You went in, you saw these things you liked and did you feel that the resources you chose; it was sentence stems as the main focus, in terms of teachers saying less?

TEACHER F2 Yes.

NF Did you feel that that has been a useful way of trying to drive your wider oracy agenda forward to do it in that specific way?

TEACHER F2 Yes because there is actually so much out there that you could do. If you say, ‘Start with this, try this’. That is a really nice way in, and you can shape it for all sorts of things. If I thought about it, I could do it for maths.

NF Yes, absolutely. Maths is quite popular. Some schools have focussed on maths straight away, they have done that as the in, but reading makes complete sense, obviously, in the way that you have as well. Have you gone back into the toolkit to find more? Or have you left it to one side for now and you are just working with what you have got?

TEACHER F2 I have got it open here. I have not really.

NF That is fine. We are interested to know how people are using it, they are not kind of checking up or anything.

TEACHER F2 No, it is mainly that. But like I said, we have also got the things from HIAS as well to try.

NF Of course, so you have a lot going on.

TEACHER F2 (inaudible 00:11:51). I have got a nice stack of cards to play with.

NF Exactly. All of which could take a long time to start embedding. I guess there is a sense of schools wanting to take something, embed it first, and then they might go back in later.

TEACHER F2 Definitely. You want it to be successful. So, the best thing I think, is start small and grow that. You want the children to get the most out of it. So, you have to tailor it to your children.

NF Absolutely and again, the message that you are telling me about overload has also come from other schools and I think is really important in terms of how people come to this toolkit. It is what, as you said, what is manageable in terms of our agenda and our context.

TEACHER F2 Yes, and you want success out of it.

NF The next question is about the toolkit principles, and we are interested to know whether you felt a grasp of the principles that you have wanted to work with? Which I think basically for you was more about talk rich.

TEACHER F2 It is talk rich, enquiry lead, collaboration, small group?

NF Yes.

TEACHER F2 I do not know.

NF That is fine, just be honest. Absolutely be honest.

TEACHER F2 No. What was small group?

NF Effectively, you were doing small group. Because you did the pairs and the shares which was twos to fours. So, the fours are the talking fours that the school I worked with extensively on this is where that came from. I guess we are just interested to know. We want them lead by the principles. But in a way, the reality for schools is probably ‘Yeah! those are interesting but let’s look at…’

TEACHER F2 What is enquiry lead?

NF Enquiry lead means things like having your learning objective as a question.

TEACHER F2 Do that, yes.

NF Which quite a lot of other schools have worked on.

TEACHER F2 Yes, do that.

NF Yes, so you are already doing that?

TEACHER F2 Yes, we have ‘Can I?’ statements.

NF Lovely.

TEACHER F2 What else was in enquiry lead?

NF The first one is school belonging. Which is that wider, looking at how children are feeling represented in resources, or in activities that the school does, those sorts of things.

TEACHER F2 Belonging is going to be a really big part of our three-year development plan. Which I am sure Headteacher F2 will talk to you about tomorrow. But belonging is forming for our three-year development plan. We have never done it for three years before, but there will be enquiry lead stuff.

NF I guess as I am talking to you, that the principles for the toolkit are one thing for the toolkit. But in a way, you have got your own principles from your School Improvement Plan and from other like HIAS group’s agenda.

TEACHER F2 Yes, it is coming from all angles.

NF Yes.

TEACHER F2 It is a capacity problem.

NF Yes, that is interesting.

TEACHER F2 But, it is a sweet spot for oracy at the moment. It really is coming from all angles, so it all ties in. It will come into my pupil premium strategy next year, so it is a time for oracy in schools, definitely.

NF Goodness. Thank God for that. I trained the 1980s and there was a thing called the oracy project then, which you may well have heard of. I am delighted to see it come back again, but it is just like ‘Oh my goodness.’ It is good it is here; I just have to celebrate, it is great.

The next question is about this changing practice. In a way, you have sort of spoken to it already. In that one of the things, we also want to know is, how far the activities that you have done with the toolkit might generate sustainable practice over time? And do you feel that the changes that you have made, that you are hoping to roll out to all teachers, would be something that would be sustainable rather than feeling like an add-on if you like?

TEACHER F2 Yes, this will not be an add-on, because oracy is going to be in my pupil premium strategy. And it is going to be in the school development plan. So, three years, that is a really good time to get anything embedded.

NF The other thing we are interested in knowing, and it may be very early to say this anyway. We wondered if the toolkit in any way contributes to the way that staff think about their multilingual children? It is harder to get hold of, really in terms of attitude to ways of wanting to advocate for their success? Or you may feel that that was already how things were?

TEACHER F2 Can you give me an example of how you would advocate?

NF In some schools, they might be working on, for example, representation of children’s different ethnicities and backgrounds in the books that are in the library. One school has done a huge review of that with the library service. Other ways might be ways in which children are encouraged to use first language in the playground or in class. It is more about celebrating those identities.

TEACHER F2 Because we have got a large EAL cohort, I think they probably do that quite well. I think there is probably room for improvement. We could probably review that and do even more. But I think because we have got 24 languages, I think that is more common practice to us than we even realise.

NF I think it is often difficult, for teachers, to think explicitly about something that an interviewer might ask because what you do is kind of your every day.

TEACHER F2 Yes.

NF It is quite implicit sometimes. The next one is is there anything you wish had been included in the toolkit, that you were unable to find? Anything you went in looking for?

TEACHER F2 No, I do not think so.

NF That is good. That is great. Because it is interesting, when I spoke with you way back last summer, but in summer as well, do you remember we did the first interviews.

TEACHER F2 Was it back in summer?

NF Yes, it was summer. It was a lifetime ago. I did the original interviews then with people. And it was just to kind of get interest in it and find out what was going on. And you were keen early adopters, which was great. I remember us talking about whether there would be things like lesson plans in it. We have got some things in it, medium-term plans. Which use, for example, these learning questions, rather than learning objectives, learning intentions, but we never went as far as individual lesson plans. Other schools, just said to us, ‘We would not want you planning for us, because we have got our own plans, and we do not want to see somebody else’s idea, because it has got to work with what we are doing.’ I am guessing that is how you are feeling as well, it has got to slot in?

TEACHER F2 Yes. I do not take anything off anybody else’s shelf.

NF No, because it does not fit your children, your space as it were. The final question is about next steps and the future for the toolkit. And we have covered it a lot in some ways, in terms of, you talked about your three-year plan, oracy being a sweet spot and so on. Is there anything we have not talked about. How might it get taken forward do you think? As part of what you do?

TEACHER F2 That depends, because what I think I am going to do, when I sit down and think deeply about this, is I want to work backwards from what I want our children as they leave us. Right up to all sorts of presentational talk and opportunities, being eloquent and articulate, and knowing how to speak to different people. I say to my children, ‘I am not your mum.’ That is how I speak to my children, but you, my children speak to me. That really big picture of oracy for our children. So, they can compete with their peers as they leave us and go into the world of work eventually. I want to reverse-engineer backwards, obviously backwards, that is what reverse means.

NF No, but backwards planning, I always think is the most effective. ‘What do I want my end point to be?’, whether it is for a lesson or a longer term.

TEACHER F2 Yes, and I am sure the toolkit will have some things in there, because I am going bigger picture then. I have started off little doing little activities, but I know I have got this big picture to sort out.

NF Lovely. Is there anything else you want to say or tell me about in terms of your experiences with, or any aspect, really?

TEACHER F2 No.

NF That is alright. You are allowed to say no, that is fine.

TEACHER F2 I am sure I will think of something in a minute.

NF That is alright, you can always tell the Headteacher F2, and she can pop it in tomorrow. I had one other thing to ask, and you absolutely do not have to say yes. This next term, I have got time and funding to, hopefully, do some filming or take photos of people so that when we take the toolkit to its next stage, it has definitely got Hampshire images in it rather than ones I have got saved from the US, or whatever, from other research. I wondered if you would be happy for us to film you teaching, a kind of 15 minute? And you can say no.

TEACHER F2 I am going to say no unless you are really desperate. If you are really desperate, get back to me, but not with this Denise Van Outen voice I have got.

NF I love your voice. I can understand why you do not want to, but just to rest assured that your lesson was very exciting to watch. Because the speed at which you developed the practice. Obviously, you were already doing things, but it was really exciting. It was like seeing that is it come to life. No, that is fine, you can say no. Will other staff get a chance to watch you teach? Or do you not like that either?

TEACHER F2 In theory, yes.

NF Because it would be really powerful, I think, professional learning.

TEACHER F2 It is always on our agenda to have it, and something always happens where we end up having to cover things. Every time we plan it, I think, that is not going to happen. It is one of those things.

NF It is a shame, and it is so powerful. From my trainee teachers up to any practicing teachers, I work with, will always say, ‘I want to see somebody do it, you can talk to me all you like about what it is meant to look like but I want to see somebody do it.’

TEACHER F2 Yes, so you can picture it for yourself.

NF Yes, absolutely, and you are doing it, which is wonderful.

TEACHER F2 Once you get going, it is really quite straight forward. Like I say, and there is not marking, so that is even better. That is a selling point.

NF A good USP, isn’t it? ‘No marking!’

TEACHER F2 You are getting quality out of it eventually, then you are completely (inaudible 00:23:47).

NF Yes, you are. I hope you are, yes.

TEACHER F2 It has got to be done.

NF That is brilliant, thanks so much. It is really lovely talking with you, Teacher F2, and thanks for all you have done to drive the project forward. I really appreciate it.

TEACHER F2 We are only on the start of our journey, there is plenty more to go.

NF Yes, absolutely and I will be hoping to follow-up with people who want to, in say six months to a years’ time, because I did not want to just leave it, but we will get back in touch as and when for that. Lovely working with you, Teacher F2, thanks very much.

TEACHER F2 Thank you, bye bye.

NF Bye.