**File: T2.MP3  
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**Teacher (T2)**

START AUDIO

Interviewer: This is T2, 19th July. Did you sign the [consent form]?

T2: No, I haven’t done that yet. I can do that now.

Interviewer: I brought an extra one for you. (Laughter)

T2: Sorry, I should have done this before.

Interviewer: No worries.

T2: Does everything just need ticking? (Laughter)

Interviewer: Yes, basically. (Laughter)

T2: That’s fine. What’s the date today?

Interviewer: It’s the 19th.

T2: There you go.

Interviewer: Thank you very much. This shouldn’t take more than 20/25 minutes.

T2: Right, okay.

Interviewer: How many sessions did you use it for?

T2: I did three, but I did it with two classes as well.

Interviewer: Three each class?

T2: Yes.

Interviewer: Perfect. So six in total?

T2: Yes.

Interviewer: Two classes. How many groups?

T2: I think it was five in each.

Interviewer: Five groups. How many students per group, roughly, on average?

T2: About six.

Interviewer: Six?

T2: Yes, because they were a class of thirty, so yes, about six.

Interviewer: Age?

T2: They were all year seven, so eleven/twelve.

Interviewer: What subject?

T2: Maths.

Interviewer: Maths? Good.

How did you use it in general? When did you tag? When did you draw? Just overall.

T2: I started with the tagging, and I just did that as I was walking around. I just pretty much did a loop continuously, and just stopped at each group, and then just kept going around and around like that, to be honest.

Interviewer: Did you use it on an iPad or..?

T2: I did it on an iPad.

Interviewer: Do you normally go around the class, or did you do that just because of the tool?

T2: No, I usually walk around. I don’t really tell them what to do, but I will ask, “Oh, what have you found out?” Just to keep them going a little bit.

Interviewer: It didn’t change how you..?

T2: Would normally do it? No. Pretty much the same.

Interviewer: Okay, cool.

When did you do the graph?

T2: I did that pretty much at the end, although I found it quite difficult, because one of them, I did the graph, and then when I clicked another one it had disappeared. It hadn’t saved.

Interviewer: Oh, Joanna said that as well. Do you know if you had internet then or not? Because that might be the problem.

T2: Yes, it should have been, because it’s connected to the school internet, but yes, every time I clicked off, I changed group, it would disappear, and I was like, “Oh, great.” (Laughter)

Interviewer: So if you go back to the same group it wasn’t there?

T2: No, which was annoying, but then I realised if you click the button at the bottom, which was like ‘compare’, that saved it. So I kept having to click on that.

Interviewer: So if you draw something and then immediately switch a group it..?

T2: Yes, it just disappeared.

Interviewer: We will look into that.

T2: Yes, but when I did click ‘compare’ then it would save it. I don’t know how.

Interviewer: We will definitely fix that. It’s probably a bug or a sequence that we haven’t tried, so yes, it’s good. Because Joanna said the same thing. It happened once. Because she only used it twice. (Laughter)

T2: Oh, it seemed to happen every single time.

Interviewer: Okay. So we will [do that 0:03:45].

Do you think by using the tool it changed how you do a SOLE session or how you perceived that SOLE session?

T2: In the first couple, the first one or two, it did make me think a bit more about what they're actually doing, and how they're using it.

Then what I did find is in the SOLE room, because our lessons are only 50 minutes, and you're trying to get them to explore it, and then do a feedback bit at the end, which already takes 10 minutes, I found it hard to then actually use it.

I kind of wanted to talk to the kids about it, and how I think they did, and have that discussion, but there just wasn’t time to do it. So I don’t know how useful it actually was without having more time, if that makes sense.

Interviewer: Yes. So the problem is time related rather than the tool?

T2: Yes, but also because I didn’t have time to actually sit down with the kids and be like, “Right, why have you got this score?” That kind of thing. I don’t actually know how valuable that would be, because I haven’t done it. Does that make sense?

Interviewer: Yes.

T2: I did try the self-assessment, [with the cord 0:04:56]. What I did was I had wrote them all on the board at the start, like [click group cord] or whatever, and at the end I was like, “Oh, go to this.” Then they were confused with what the words meant, and then what it meant to drag it out. So I had to do that and we ran out of time.

Also, when I clicked the group cord button, I did that right at the start, so I could write them all down. Then, when I went back to it, it had changed them. So then it didn’t work, and I was like, “Oh, great.” (Laughter) So then that was a bit of a faff.

It was hard to incorporate the discussion about the app. For me, it did help me to see changes, or a bit more how they were using it, but for the kids I don’t think it really made any difference.

Interviewer: Did they end up using the self-assessment or not?

T2: Well, some groups managed to. Others didn’t type it in properly, and then they kind of ran out of time. Some of them did, and to be honest most of them just dragged everything to full, and I was like, “Okay.” (Laughter)

Interviewer: I'm not leading you [to say these words 0:06:03], (Laughter) but do you think if it’s at the beginning of the term, and you have more time, and you plan for it..?

T2: You would probably have to spend maybe half a lesson beforehand talking them through it, and what it all means, which is quite difficult, and then to actually leave time at the end to go on it.

I suppose if it was already on the computer, and they could just click it and then do it, [and they knew 0:06:29], it probably wouldn’t take that much time, would it?

I think it would be something they would have to get used to. Like the terminology, they would have to really understand what it means. Because one of my group was bottom set year seven.

I can’t remember what the categories are. What are they called again?

Interviewer: Information seeking, [Crosstalk 0:06:46].

T2: Yes, all that sort of thing. They didn’t know what any of the words meant, because they were really low ability, so they just didn’t really understand.

Interviewer: Yes, so maybe-

T2: Which was hard. So it might-

Interviewer: An older age group or [Crosstalk 0:07:00]?

T2: Yes, it might be good to…

Also, do you know because it’s just the letters, and when you click on it the words come out, don’t they?

Interviewer: Yes.

T2: That was a bit of a faff at first. Then they were clicking on the indicator bit, and they were like, “What does this mean?” That was just I think too much information for them. I was like, “Just do the graph. Don’t click on the indicator.” (Laughter)

Interviewer: Yes, because that was something we thought about initially, just the graph without [an indicator 0:07:22], but then some said [for] older kids it would be good to see the details.

T2: Yes, but I think it’s another thing with time. If you had a bit more time you could really think about how they’re using it. I think it would be really good for them, but in terms of just a lesson it’s really hard to incorporate it enough that it’s valuable.

Interviewer: Time is the main issue, then, you would say?

T2: Yes, definitely.

Interviewer: Interesting.

T2: Just because you need to really have that discussion with them about what it all means. They need examples of what is working using SOLE effectively or whatever, that category.

Interviewer: Is it worth sacrificing a session, or what’s the equivalent of a session, for that, [you get 0:08:09] at the beginning of the term?

T2: I think if you were going to use it a lot, on a regular basis, it would be worth it.

For me, I only really use SOLE if I feel like it can really incorporate and enhance the curriculum, or what they're learning. So I wouldn’t do them regularly enough, and I feel like they would just forget in-between. So I think it would be difficult.

I do like it. It’s just I don’t know if I would use it, just because there’s a lot involved. I don’t know. It’s hard.

Interviewer: Do you have ideas on how to simplify it to make it useful?

T2: Yes. I think it was difficult as well, because with different classes, like you were saying, with year-11s, or sixth form. I think all that detail is really good, and it would help them focus, and then if you do dumb it down I don’t know if they would actually take it seriously.

Interviewer: One thing we will do for the next year is we will have templates, and the teachers can customise them.

T2: Okay.

Interviewer: You can have only three access, for example, or only two. So you can even have a version for year seven. So it will give the flexibility to the teacher.

T2: Yes, that’s a good idea.

Interviewer: So in this case maybe you can then dumb it down or simplify it.

T2: Yes, simplify it for those that need it.

Interviewer: That would make more sense.

T2: Yes. I think it’s just a lot of the terminology they just found tricky.

Interviewer: Yes. That’s interesting.

T2: No, that’s a good idea.

Interviewer: When we designed it we imagined three possible ways of using it: as a reflection tool for the teacher; as a way to recognise progress; as a way to show evidence of progress.

T2: Yes.

Interviewer: Which one did you use, or is it all, or..?

T2: In the first session I did find it really useful to show me how everyone was working, and it did make me properly think about how they're using it.

Then over the series of lessons I don’t know if it really helped show progress, because I think in the SOLE room it’s so dependent on the question, and just the frame of mind the kids are in, because they're so independent.

If they come in quite calm, and ready to go, and they like the question, they will work really hard. If the question is not something they’re automatically interested in, and they're a bit hyped up, or something else has happened before, because they have that freedom to do what they want, they will go off task.

So I don’t feel like it’s going to be like building on progress as much, because I think it’s just completely different.

Interviewer: If you keep using it will it show these things then? Is it useful to use it to explain why a certain session went the way [it did 0:11:00]?

T2: Yes, I suppose, but I think again it depends how much you use it. Because if you're doing it maybe once a half-term, or once a term, and you’ve only got, say, five sessions over the year or something, I think they're quite independent.

Interviewer: So the sessions, because they are so far apart, will be treated as independent rather than..?

T2: Yes, maybe.

Interviewer: That’s a good point. Yes, but the first use, or couple of uses, it did help you look at different things then [Crosstalk 0:11:39]?

T2: Yes, definitely, and I think [in] the last session, because we had some problems with the computer, and other stuff happened, I didn’t end up using the indicators, I just did the graph. Which I found was easier, because you could just adjust that as you walked around. After I knew what each one stood for a bit more I just tended…

Interviewer: Yes, well, the idea is-

T2: The indicators were a bit of faff. (Laughter)

Interviewer: Yes, that’s a very plausible way of using it. So initially you used the indicators, to get a sense?

T2: Yes, to make the graph.

Interviewer: Then \_\_\_[0:12:09]?

T2: Yes.

Interviewer: You can go straight [for] the graph.

T2: Yes.

Interviewer: So you found this to be easier once you knew the indicators?

T2: Yes, but I think if I had just been given the graph at first I would have been like… I don’t know. (Laughter)

It was useful, but I did find because it took quite a bit of time, and you were clicking the groups, and then because I had the problem with it not saving properly, I was like, “Oh, I will just do the graph.” (Laughter)

Yes, I think it’s hard to say after three uses as well.

Interviewer: I think that’s an interesting [Crosstalk 0:12:44].

T2: Another problem I found was that I made the groups, and then because I didn’t know who the kids were going to choose I wanted to change the group names after, and you could edit group name, but it wouldn’t let me do that.

So I made new groups, with the right name, and I tried to delete the other ones, and they wouldn’t delete. So I had like ten groups. (Laughter) Because some were just group one, group two, group three, but then because I put the names in I just seemed to have loads of them.

Interviewer: I think, yes, probably it didn’t delete the group because there was data associated with that group, and if you delete the group you will lose the data.

T2: No, I hadn’t done anything with the groups. I had just made the groups. I thought, “Oh, I will edit the names once I'm there.” So it was kind of ready to go. But then it was like, “Oh, no. It’s not.”

Interviewer: This is something we can fix, definitely.

T2: Yes. That was just a bit of a faff, but I don’t know if that was just because it was on an iPad maybe.

Interviewer: No, this is the first time we actually used it in a school. Because [we’ve been 0:13:45] testing and testing [we don’t think of] some of these things.

T2: Because I wanted to set it up beforehand. I had even made the title, the question. Ten I think because I hadn’t added any data it just disappeared. So then I had to type it all out again. So it would be good if you could set everything up and then go in the classroom and just be ready to go.

Interviewer: Yes, that was the idea, so we need to look into why things disappear. Yes, okay.

Do you think you will use it to communicate a certain point to a student, a teacher, or the management, about how things went or how things are in the class?

T2: In terms of when you’ve been talking about progress and things like that, I think in maths, because we do so many regular tests, that’s mainly what’s used.

I don’t really ever sit down with someone to have that conversation about progress, and I wouldn’t be like, “Oh, look at the SOLE room.” They just look at your data. There isn’t as much…

Interviewer: Yes, that makes sense.

T2: It comes back to time, I think, again. Because you never just sit and have a chat about it. You just save it on, and then they will have a look at it, [and they will be like 0:14:54], “Oh, right, yes.” Through email kind of thing. It’s not-

Interviewer: Yes, because with [maths] you have some [type of] database.

T2: Yes, so much data.

Interviewer: That makes sense.

T2: Like I said before, if there was more time I think it would be good to sit down with the kids and be like, “Look at the score I've given you. Look what you gave yourself. Why do you think there’s a difference?”

I think that would be so valuable, but it just comes back to the time again. I don’t feel like I can sacrifice a lesson to do it. Unless I was going to use it on a weekly basis, I would say it would need to be, for me to spend that time and them to actually take it seriously.

Interviewer: Yes.

T2: Because I feel like if I did it, and we had that chat, they would get it. Then if we weren’t doing another SOLE lesson for a month they would just have forgotten about it, I think.

Interviewer: Yes.

T2: So it’s a bit tricky in that respect.

Interviewer: That makes sense.

So then you did discuss the tool with the students? Did you talk about it with the students?

T2: Yes, quite briefly. I said, “Oh, well, I'm going to be coming around doing this”, and then at the end I said, “Right, this is what I've been scoring you on. Now I want you to score yourself.”

We briefly talked about what the things meant, but then there were so many problems with actually logging on that it was a bit of a faff.

Some groups took it seriously, and others just put everything [full 0:16:17].

I probably should have talked about it with them before we went to the SOLE room, retrospectively, now. Because when we were there, and it was towards the end of the lesson, they were just like, “I'm done. Why am I doing this?” kind of thing. It was just another thing. It comes back to time, doesn’t it? (Laughter)

Interviewer: Yes.

I think we’ve covered that, “Do you see a value in using the tool, and why?” It’s in your answers.

T2: Yes, definitely.

Interviewer: My conclusion, just [in this aspect 0:16:50], initially it was very useful and [Crosstalk]?

T2: Yes, mainly for me, to be honest.

Interviewer: Then because of time constraints its value [goes down]?

T2: Yes. I think if the lessons, and you were showing progress through…

Using the SOLE weekly, and pushing the kids forward and using it, and everything like that, it would be really, really valuable.

I think especially for maths, and because I don’t do them that regularly, probably once a half-term, or once even a term, so there won’t be that many sessions, I just don’t think it would be as beneficial for those types of classes.

Interviewer: Do you see value in repeated use, and then [it’s frequent 0:17:35]?

T2: Yes, definitely, because the kids would be thinking, “Oh, I want to get a better score”, and they would really start to ingrain the different points themselves, and they would really understand what it means and what a good SOLE lesson is, and that sort of behaviour. I think they would realise what it entails a bit more.

Interviewer: Do you think it adds work to your workload? [My problem is 0:18:01] if you want it to be useful it will add, right? If you just want to do graphs in the session it doesn’t \_\_\_ value.

T2: Yes. I think you need to have that conversation with the students at some point, either immediately afterwards or the day after, and be like, “Right, look how I scored you. Look how you scored yourself.”

Then talk about how effective it is to use SOLE. “What’s good behaviour? What’s a good idea to do?” To have that discussion. I think without the discussion afterwards is not going to add much value.

Interviewer: Yes, that’s how it should be used, ideally.

T2: Yes.

Interviewer: For the students who did use it properly, did it have any positive impact on them, for [a couple of the 0:18:51] groups?

T2: What I think I found was the ones that used it well were the people that work well in the SOLE anyway.

The ones that didn’t, and they were a bit silly, it would just be like, “Oh, look at our graph compared to theirs”, and they just found it quite funny.

I think if you did it more regularly then they would start to be like, “Alright, I want to improve it”, but just one-off times they were just, “I don’t know what that means. I'm not bothered. The lesson is over. Tomorrow we’re not coming back here, so what’s the point?” kind of thing.

Interviewer: You have these five [axis 0:19:27]. Would you like to add some, remove some, or change some?

T2: What are they called again? I've forgotten. Information seeking?

Interviewer: Yes. Outcome. Collaboration. Working within SOLE. Motivation and engagement.

T2: Yes. I found the working within SOLE quite difficult, because I don’t know what the perfect scenario is.

Because I feel like information seeking, that’s maybe not just typing the question in or doing that bit differently. I feel like all these kind of contribute to that.

Which that one I found quite difficult to score, because I was like, “I don’t know what the best is. I don’t know what the worst it.” It was kind of more just a combination of the others, and I just guessed with that one. That one I found a bit trickier.

No, I can’t think what else I would really add.

I would maybe add, just for ease of the teaching, if you're going to talk about it, a behaviour one. Because some of them just don’t sometimes respect the room, and they just get a bit silly, and they push each other off the chairs and roll around.

Interviewer: This somehow falls within the working within SOLE. How they adapt to this new environment.

T2: Yes, and I think it is under collaboration as well.

Interviewer: Yes. Well, it’s everywhere, these things, because they affect [Crosstalk 0:20:44].

T2: Yes. They all kind of link don’t they, as well?

No, I don’t know what I would say to add, to be honest.

Interviewer: In terms of the tagging, we have the plus and minus. Do you use it like one per each observable incidence, or do you increase it per the quality of the observation? How do you use it?

T2: Yes, I did do it with quality as well. So if I saw something I would probably put plus one, and then if it was something [really good 0:21:12] I might do a plus two instead.

What I found hard was I would turn up at a group having all zeros, and they weren’t doing anything useful, so I wanted to do the minus. (Laughter)

Interviewer: Okay. (Laughter)

T2: So I don’t know if it would be worth starting with a value of everyone has ten, so then less than ten… I don’t know. It’s hard. Because some groups just weren’t using it very well. Certain things they would have a plus one, but then the others I would just not score it.

Interviewer: So we use minus just to remove a plus, but you think there is value in going down or starting with something else?

T2: Yes, because what I found was some groups were working, but they were just typing the question in, and they weren’t really thinking about things, so they would have maybe a plus one for certain things.

Then other groups would do something really good, and I would put plus two/plus three. Then the next time I would walk around they would be doing something unproductive, or they would be off task, and then I would minus them.

So the two groups would end up at the same number, but then it’s a completely different scenario, but they’ve got the same score, which I found tricky.

Interviewer: Yes, that’s very interesting.

T2: I don’t know how you would combat that. Maybe just having negative points and put like green points and red points. I don’t know.

Interviewer: Yes, we will look into that.

T2: Yes, I don’t know how I would suggest you do it. (Laughter)

Interviewer: So two may have one, but the reason why they ended up with one is completely different? So the path to the one is..?

T2: Yes, and that wasn’t taken into account, but I don’t know if it needs to be or if there’s much use in that. I did find that difficult.

Interviewer: Well, for us this is like [an exploration 0:22:58] [Crosstalk], so this type of comment is exactly what we need.

T2: I did find them starting at zero quite… I couldn’t minus someone at the start, (Laughter) for just being off task and rolling around the floor. They just stayed at zero. I suppose I don’t know if that’s fine.

Interviewer: Yes, well, our idea was if they didn’t do any positive behaviour it’s a zero, and they get [Crosstalk 0:23:24].

T2: Yes.

Interviewer: This [relates to] my second question, which is do you prefer this plus/minus, or do you prefer something like an Amazon five-star rating, or maybe just an on and off?

T2: Oh, I quite like the rating for each one. Yes, I don’t know. I think it’s something you would have to try, different types, and then…

Interviewer: The five star looks attractive, but our issue was if you give it five, and then something even better happens, then how do you go beyond five? So we thought, “Okay, let’s keep it open”, but Joanna was also in favour of the five-star rating [she said 0:24:08].

T2: Yes, and I think because the kids would understand it more. It’s a bit clearer. Because with the graph [moving out] they did kind of get it, but because it’s not… I think obviously if you’ve discussed it beforehand.

Interviewer: So I was thinking that the five-star should replace plus/minus, but are you thinking the five star-?

T2: Oh, right. Oh, instead of the graph? Oh, I don’t know.

Interviewer: How are you..? Sorry.

T2: Yes. I thought you meant instead of the graph.

Interviewer: Instead of the graph? Oh.

T2: I don’t know. I do like the idea of things like that, and I think the kids would really buy into it, and they would want to get five stars for things. That’s all I'm thinking.

Interviewer: So per axis you think? Instead of each axis you have almost like a five-star? Is that what you’re thinking?

T2: Yes, maybe.

Interviewer: What about if it was instead of the tagging, the plus/minus? Would you prefer plus/minus or a five-star, just as a way to tag?

T2: Oh, I don’t know. I think I would have to try it to decide.

Interviewer: That makes sense, yes.

T2: It would depend how I would feel when I was walking around. The same sort of thing. You know when I was saying about being on zero, and you couldn’t go lower? You would tag someone high, and then you would minus them a few, but it wasn’t recorded that they were high at one point.

Because I think certain kids, if they got back down to one, they would be like – well, not down to one – they would be like, “Oh, that’s not good”, but they couldn’t see that at one point they were a five or they were being amazing. I feel like because it’s an overall they can’t see the high and the low points.

I think especially with year seven, [like I was doing it with, if you would say 0:25:39], “You were so good at this point. Look at the graph there.” Or, “Look at that.”

Interviewer: We can easily show two boundaries, so, “[You were within these two]. You achieved this as a maximum, and then this is the minimum”, and then the average.

T2: Yes, and that’s an overall. But then when you complicate it too much it’s hard to analyse all the groups at once. So it is one of those. I don’t know what the best way is to do it.

Interviewer: Yes, [we will check 0:26:02], [Crosstalk].

T2: I do think the kids would really benefit from saying, “Look how good you were at this point, and this is what was happening then, and then look at this point. Why did you drop down?” So they can think about themselves, and really reflect on, “Oh, I want to be up there all the time.”

Interviewer: Yes, because we were thinking about it as an accumulative, “You’ve done great once, and then that’s it”, but you are thinking of, “Okay, but then your performance goes down”, and you would rather the tool reflects this drop in performance?

T2: Yes, maybe, but then it’s just even more complex, isn’t it?

Interviewer: Yes, we need to think about that.

T2: Then having to use that. I don’t know how you would make it easy to use, and not a problem, but also try and include things like that. Yes, it’s hard. (Laughter)

Interviewer: Yes. [It will give 0:26:50] us a lot to think about, which is good.

How did you then transfer these numbers on the indicators to the graph? What was your process of deciding where to put the points on the graph?

T2: I think once I had been doing it I kind of had in my head how everyone was getting on, so I just did it myself. I didn’t have any sort of conversion from it. I just…

Interviewer: So it’s not like, “Ah, you’ve got five, then you are here”? It just gives you a sense?

T2: Yes, and then I just kind of did it myself.

Interviewer: Did you make use of how they did in the previous session when you placed points, or did you treat each session independently?

T2: No, I just did them completely different, but then I did have a look at them at the end and how they compared.

Interviewer: So you did compare?

T2: Yes, but not throughout.

Interviewer: But when you place a point on a graph it’s not based on their previous session?

T2: No, I just did it from that one.

Interviewer: Each session is independent?

T2: Yes. I think if I had done that I would probably want to push everyone a bit further out. Do you know what I mean? It would be like, “Oh, look at the progress.” (Laughter) When really it might not be the same at all.

Interviewer: Did you try then the compare and average tools?

T2: Yes, I played around with that a little bit, but then for my last session I think the internet went down, and a lot of the graphs didn’t save, but I didn’t notice that until I went back on it a few days later, and then I didn’t want to add it in. So my last graph loads of the groups it’s missing. So I only really had two to look at.

Interviewer: So we need to make it so that there if there is no internet it will keep stuff offline, and then the minute it sees internet it updates itself?

T2: Yes.

Interviewer: We need to do that, because if it’s happening a number of times-

T2: Yes, in school the internet goes down so frequently. It’s such a nightmare.

Interviewer: Yes, okay, \_\_\_[0:28:36].

What did you like the most in the tool? What are..?

T2: I liked how you could literally just have it on your iPad, and you could walk around, and you could just click between the groups. I didn’t have everything open at once. I preferred to just click the group I'm at, and then I could just do it in a cycle.

Interviewer: So you switched groups, rather than..? So when you [Crosstalk 0:28:59].

T2: Yes, I didn’t have it all open.

Interviewer: So you switched groups? That makes more sense, yes.

T2: Yes, I switched the group, which was great.

Interviewer: What are the things that you didn’t like?

T2: Obviously when it wasn’t saving. That was annoying.

Then just finding it, like I already said, difficult to think about what working in SOLE meant.

As I said, with the up and down you couldn’t see the high points and the low points. It was just like an overall, “You're a two.” Well, I know it’s not in numbers, but that’s kind of how it felt pulling it out.

Which I think the kids didn’t particularly buy into. I think if they had a lower score they would be like, “Oh, I was rubbish.” But it’s like, “You weren’t, but overall, because you were off task more, this is why you're down here.”

Yes, there wasn’t time for that discussion, [and to 0:29:47] think about why. That was tricky.

In terms of the app itself, it was mainly just not saving, which was a problem.

Interviewer: We can fix that.

Suggestions for improvement I think you already mentioned [Crosstalk 0:30:04].

T2: Yes, although I think you will just have to trial and trial and trial. (Laughter)

Interviewer: We will have a proper think about it, yes.

If we made some improvement, and made it available next year, do you think you will use it?

T2: I definitely want to give it another go, but I think it would probably depend on what classes I've got, because certain classes I just don’t tend to take to the SOLE room.

Interviewer: If it’s there for you to use when needed you may-?

T2: Yes, I would probably try it, and just see how I was finding it, and things like that. If it was beneficial to the kids, and to me, I would use it. If it wasn’t, obviously I probably wouldn’t use it, but…

Interviewer: So you will give it another chance?

T2: Yes, I would definitely give it another go, because I do see a lot of value in it. It just comes back, again, to time. It’s with everything they try and get us to do in school. I'm like, “I can’t. I don’t have time.” (Laughter)

Interviewer: Yes. I understand.

T2: “I've got to get all this done.”

Interviewer: If it was up to me I would reduce the curriculum and focus on giving feedback, because for me feedback is more important than more content.

T2: Yes, definitely. Oh, no, it definitely is, but then…

Interviewer: Then, yes, you have to… I know.

T2: It’s trying to find the balance, isn’t it? And if you can’t fit a lot of SOLE rooms in anyway, because especially in maths it’s difficult to incorporate.

I feel like history and things like that they can learn so much, and it’s really relevant, and then they can use it in their assessments, and they can use it in everything.

For maths, sometimes it’s like they just need to practice actually doing the questions a bit more.

Which is a shame, that it does come back to testing, but at the end of the day that’s what I'm going to be tested on. That’s what the kids are going to be… When they finish school that’s what’s going to be looked at. So I feel like you’ve got to just prepare them for the tests a lot more.

Which is a real shame, because this sort of stuff in the SOLE makes them love learning so much more. They're sitting and doing questions, and they really think about it, but then you can’t get to the test and be like, “We’ve not done this.” I'm like, “Sorry. We were in the SOLE room.” (Laughter)

Interviewer: Were both of your classes \_\_\_[0:32:19]?

T2: They were both year seven. One was set-

Interviewer: Did they have different ability levels?

T2: Yes. One was set two and the other one was set four.

Interviewer: Final question. Because some teachers expressed concerns that this might be used as a performance indicator for their performance, did you have any such concerns? Like this will be a way to assess the students or to assess your performance? Or is this something you are not worried about?

T2: I don’t tend to really think about it like that, unless I was going to use it a lot. I don’t know when it would come into play, to be honest.

Interviewer: Yes, because we don’t want it to be a performance assessment. We want it to be a reflection tool, a thing to discuss with the students. But because some said, “Oh, but there is this risk”, I just want to see your opinion on that.

T2: I think in terms of maths, because we have so many more lessons, and they do mainly just get looked at the tests, that it’s not going to be a big issue.

I think some subjects, when they just have maybe one lesson a week, or two, they’ve got to show progress \_\_\_[0:33:31]. I can see why they would be worried, but I don’t think that would come into play for me, to be honest.

Interviewer: Good. Thank you very much.

T2: \_\_\_. (Laughter)

Interviewer: That was very, very useful, because we do want this feedback and comments.

T2: I tried to be honest.

END AUDIO

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