

Q Julia Bishop (researcher)
A Stephen N (teacher at Meadow Banks Primary School)

Q Thank you again for agreeing to take part. I've got a list of questions here. We probably won't get through them all. They cover different areas, but the first ones just relate to curriculum and pedagogy particularly. And first and probably most obviously, perhaps we could just start with how technology and media are actually featured in your curriculum, in the classroom?

A I think children now expect to have a large part of the lesson delivered through technology, don't they? It's different. When I started teaching, we didn't have whiteboards. Sorry, we did have whiteboards. We didn't have electronic whiteboards. Not the interactive ones. And now, pretty much every lesson. I think the adults as well, if you're ever leaving work for somebody, you have to produce a flipchart. So that's the expectation, that everything comes through a medium that is relatively new and developing all the time. So once upon a time, once you got an interactive whiteboard, that was the *crème de la crème*. Now, it's if you haven't got one, it's just nonsense.

So the curriculum is delivered in that way. The children do, as I say, expect to have videos. They expect to have the opportunity to investigate themselves. So a lot of what we do is to try and give them research skills, so that they can make informed choices around things. But it's as I say, a developing thing. And I wouldn't pretend that we've as a profession got our heads around exactly where it's going, or whatever.

Q It's changing all the time.

A Absolutely.

Q Is that a barrier for you, just keeping up? Keeping on top? Or just finding the good stuff amongst the plethora of stuff that's available?

A Yes, I would say so. It's something that when we're trying to plan lessons, obviously, we want to make them engaging. I think because of teacher workload, certainly a concern I've got, I don't know whether it's widely felt, that sometimes people can use the technology as a stand-in teacher, really. There's certainly moves from major publishers like Pearson, who I don't think have the best of intentions, to be quite honest with you.

But the school purchased something called Power Maths, which basically I think is designed to have a number of children accessing it in a virtual classroom, with no teacher input. And that to me is a worrying development because that is the thin end of the wedge. And certainly that's the way that technology is used in other countries, where they're not in the same position as we are.

Where traditionally, obviously you have a group of children, let's say 30, and somebody who's a qualified teacher at the front. That's less and less the case in this country now, of course. But certainly in developing countries, that isn't

necessarily the case.

And I follow quite a lot of different things on social media myself, and I'm quite interested being part of the union and one thing and another. And I see there's a school in Exeter, where they've got 60 kids and they've all got their own workstation, which is all networked and all the rest of it. And I can see that that is a possible future for education. I'm not convinced that that's the right thing.

Because I think a lot of what we do as teachers is that relationship-building with children, which can't really come from technology. It certainly can't come just from technology. There does need to be a rapport that you build with the children. And obviously, that's harder and harder with bigger classes. But certainly in terms of 60 kids.

Q And technology is being a stand-in for that, for what you said.

A Yes. And I don't have kids myself but I've got brothers and sisters, and they've got kids. And I think is it a thing now that technology is a babysitter. And I think there's a worry that that can seep into education.

Q That's interesting.

A Where you can see that it can be packaged as if every child has some device and their work is supposedly pitched at their level, that you're tailoring the curriculum just for them. But actually, I don't buy into that myself.

Q So your own use in the classroom, I think you'd mentioned when we had a chat before, that there just isn't really the technology available in as much abundance for your class as you perhaps would like to have.

A No, there isn't. We have an interactive whiteboard. And then, we have a set of Chromebooks, which we share. So there's two Year 5 classes, and two Year 2 classes that share one set of Chromebooks. When I say one set, that would theoretically be 30. But in practice, it's 20. 15. However many.

Q Just because they're not charged up or they're not working for any reason?

A Exactly that. And they just tend to end up, I don't know, growing legs and walking around the school. There should be a set in the Winter Zone [ICT suite] that's just for the Winter Zone. But constantly, there's a battle in trying to get them back there and all the rest. So we normally have our computing lesson on Monday morning, first thing. And it's just a nightmare because everything's turned off on the weekend. So nothing's charged. All the things are missing.

Q So that's a bit of a barrier for you. Just simply getting to the starting blocks in a way.

A Absolutely. So the computing curriculum that we follow in school is the Sheffield scheme, which is relatively new. I would say it's probably only three or four years old. But it's out of date already. So it's saying, look at this, do that, go on this website. And, of course, lots of things have disappeared or they've been archived. Or, for one reason or another, they're just not there. So that's a frustration when you're thinking of doing that. Just what I need.

So that's a barrier. And just the vagaries of connecting and all the rest of it as well. I wouldn't say half the time, but some of the time, the Chromebooks aren't connected to the network. So you are firefighting all the time.

And the same as adults, children don't remember their username and password, and all the rest of it. And for each of these different things that we use, we use Times Tables Rockstars. We use Spelling Shed. We use a thing called SumDog for maths as well. Various different things where you have a different login and a different password.

Q For every one.

A Yes. And you know what it's like. You get a password and you think, that's the one. And then, the next thing that you get asked is that it must have a capital letter and it must have a special character, and it must have a lowercase letter. It must have a number. So it's confusing even for grown ups. But for kids it's quite hard. That's a frustration as well. So I think there are a number of things that make it quite difficult. But, as I say, I think the fundamental thing is that the kids expect it. You try and deliver on that, really.

Q Does technology feature in your classes, apart from these weekly lessons in the ICT room? Apart from the interactive whiteboard, obviously, and what you use in there.

A We use Chromebooks in the classroom. As I say, they're shared between four classes. So there is the opportunity to use those, but that's certainly not all the time. And then, even when you do, it's a bind because you've got to check and see how many of them are there.

How many have charged. And all the rest of it. So sometimes you would, but you can't.

Q What would be your aims in terms of what you're teaching to use technology? You mentioned, I think... Talking about searching for things. It was you, I think. And using Google, presumably.

A Yes, we try and use a variety of search engines as well. So that the tablets normally have Firefox and the Chromebooks have got Google. But we do try and get them to use different search engines. I know when Patrick [ICT teacher] was here, he was a big fan of not just putting all your eggs in one basket. So being able to use various products from people. And I think that's something that we try and continue.

But it's not always easy. The searching that we do as well, obviously there's a firewall and there's the filters of various sort. But there's still the potential for kids to find things that they shouldn't. So obviously, that's something that we've got to be aware of as well.

Q Would that prevent you or make you wary?

A Sometimes you might tailor it. So sometimes you might set up a Google Classroom thing where they can log in and it will take them directly to the sites you want them to look at.

Other times, maybe you want to give them a bit more free rein, but you've got to keep an eye that they're actually doing what they should be.

Q Have you had any bad experiences like that? Has it ever happened?

A Yes. Even as the teacher, when you're looking for an image or something that you want to show them in class, you'll just type something in and then... Normally, what I would do is have the screen on freeze and just do it on my classroom computer till that's what I want to show them. Yes, there are times when the most outlandish things pop up and you think, okay.

Q And so websites and places that you might use in your own teaching. The obvious one, of course, is YouTube. Would you do search ups and stuff prior to doing your class?

A Yes. And what we'd normally do then is with the flipcharts that we use, we use ActiveInspire. You can put the link in there so it will take you directly to the clip you want to use. And I think we're quite good about checking things beforehand and making sure we only use what we want to use. But it's all added time, isn't it?

Q I was going to say, I was just thinking about the amount of preparation time that takes, finding a resource, making sure about the resource, choosing how you're going to use it.

A Yes. And then, I've had several occasions where I've double checked it and done it all at the weekend before teaching that week. And in that time, the website's changed.

Q It's disappeared or gone.

A Yes. That is a pain.

Q So one of the questions here is supposing you had endless money and endless resource, what would be your desiderata there? What would you like to do?

A I think having reliable kit that all the children can access. I think training for people as well, because I think very much schools because of budgets have not had the ability, really, to provide the CPD that they should.

We should all be kept up to date with what's going on. And that, by and large, is left to people to do themselves. So I think that would be quite a high priority. I think just improving the network and just getting things so that they work consistently, really. Because children get fed up if they try and log on and they can't for whatever reason.

Q So they'll expect a lot of speed, and they'll have had it in other experiences at home and things.

A And they're used to that.

Q You mentioned Patrick V earlier. Obviously, I don't believe you have a member of staff that is his equivalent anymore here. Is this something that, again, if money and resources were no object, does it help to have someone who's versed

in the area, who can lead staff? Or do you think there are other ways?

A My own view is that, yes, that would be very beneficial for the children, because I think the children when Patrick's teaching them have got a much better quality of computing teaching. It wasn't called computing then, of course. We've gone through various name changes along the way. ICT, whatever you want to call it. So I think there were definite benefits for the children. I think the downside, of course, is that then Patrick's just become DTLed and has de-professionalised educators there.

So personally I think, yes, that would be the way to go. I would say the same for other subjects as well. Languages, and music, and things like that as well. Obviously, music can be delivered through technology. And I think we have just signed up to something, which we are going to be teaching music through technology. It's got a peculiar name. I can't remember.

Q It's not Charanga, is it?

A Yes.

Q Yes, I've interviewed someone in the music... My background's in music, so I was quite interested. It's all changed since I taught, and Charanga is what I've discovered about.

A Which to me, it looks engaging. I'm not quite sure that it's not dumbing everything down. But I've not looked at it in detail yet.

Q Is that a concern that you have about some of these ready-made things? That it dumbs it down?

A Absolutely, yes. A lot of it I think is style over substance. Because it's been dressed up to look pretty, it doesn't necessarily mean it's going to do a better job than something that isn't.

But, again, people who are buying the stuff, what I mentioned, the Power Maths thing. I'm not quite sure how that arose. But basically, there was some money that the school had earned doing something, that could only be spent in a certain way. So I think there was less choice perhaps than buying a teaching assistant. So I think there are restrictions like that.

But, again, I think the people that are choosing how to spend this money don't always have the time and the inclination, really, to actually investigate to see what would be best.

Q And in your own teaching, are you consciously making decisions about balancing technology use with that face to face interaction and using the relationships, building the relationships, as you mentioned earlier?

A Yes, I think so. It's subconscious rather than overtly thinking about it. But I think it's something that you could easily just slip out without having any contact with the kids. And you can just plonk them down in front of the screens. Because I think generally the children actually can sit in front of a screen for a lot longer than they can sit listening to a teacher.

But actually is that what you want them to do? And I personally think a lot of the children get an awful lot from the interactions that they have. So the technology needs to enhance that, rather than be to the detriment of that.

Q The interactions that are human and face-to-face. Non-mediated.

A Yes.

Q Do you see benefits in certain ways with particular types of learning and skills acquisition with technology? Would you use it particularly with regard to inquiry based learning or collaborative? Do you find it's useful for all of these things? Do you see it as particularly beneficial in one area and less so in another area?

A I think there is definitely potential to use the technology in everything, to be quite honest with you. I think for the collaborative things, yes. Particularly if they're having to share Chromebooks.

Q I suppose it's by definition.

A And so yes, I think in an ideal world you'd probably think about that. That would be your consideration more so than actually getting your hands on the kit. That tends to be the driver I would say, really. It's about needs, rather than issues I suppose.

Q Okay, so let's just move on to the next set of questions about your own perspectives and concerns about technology. We've partly covered these already, but just to run through some of them.

So I think we've spoken a bit about the way in which you might feel that some technologies and media or some uses of them are perhaps negative for children. And you've talked a bit about the reasons for your opinion I think as well, and your knowledge of other situations. Do you have any concerns about data privacy in relation to children, or Internet safety more generally?

A Yes, absolutely. I think if you talk to any of the children in school, the numbers of them that have a Facebook account or that are on WhatsApp, that have... What's the latest one? Tik Tok. YouTube channels, even. Because you are supposed to be 16 to have a YouTube channel. But a number of them will have. And I daresay that a lot of them are doing it for constructive reasons. But actually, they shouldn't really be doing that. So I think we definitely need to be aware that children are using those things.

And be cognisant that they will come across things that aren't going to be age appropriate. And then, what do they do? And I think that's a translatable thing. In previous times, it wouldn't have been through technology. It might have been through stranger danger or things like that. So it is really just like I said, giving them the skills to recognise when something isn't right. And then, what to do about it.

Q Do you find as teachers that you're getting parents or worried children coming to you with concerns?

A Yes, absolutely. And I know if you talk to the deputy and the headteacher, the

number of falling outs that generated electronically in terms of outside of school bullying, name-calling. I guess years ago, children would never fall out at school. They would go home. They wouldn't necessarily see each other until the next day. By then, it's probably blown over. Now, it rumbles on because the amount of phones that the kids have got. So they've all got a way of contacting each other outside of school, which isn't policed, I don't think, to any great extent.

Nor do I think that so it should be. I think we have to give kids a bit of freedom to make mistakes and learn the hard way. But I think there is that instant accessibility thing. Late at night, you can just be tapping away to somebody. And then, the next morning that other person hasn't been able to sleep because of something you said to them. So we get quite a lot of that. I'm in Year 5. Children in Year 5. So they are getting to that stage where hormones are flying around, and there are lots of issues. By the time of Year 6, it's amplified a whole lot more.

Q And so you see it impacting not only on the curriculum but also on relationships with kids.

A Absolutely.

Q And their lives in general, in and out of school.

A It goes back to what I said about being used as a babysitter as well. I think skills to do with socialising and being able to interact and empathise with other people can be at risk if all you're doing is just having that gratification that you get with being on what you want to be on, on your device.

Q That's really interesting. Thank you. Let's move on to new technologies, play, creativity, and learning. Just a small topic! We've talked a bit about technologies and the way that it supports children learning new skills and knowledge. Or, it could form a barrier to these things.

Let's see, there's quite a few questions here, and I'm just conscious of time. We're interested in a couple of things here. We're interested particularly in creativity, and also the other big area is the role of adults in a school, in terms of support and co-learning or whatever with the children. Start with that perhaps first. It was just interesting the other day, with the VR in the class I came into. When you said, actually, I don't really know too much about this.

A Not a clue.

Q So I just wondered about how you saw the role of the teacher, and whether you think things are changing a bit, because sometimes children perhaps bring things that we adults don't always know.

A It was interesting talking to the children, to say, I've never seen a VR headset in real life. But a number of them had. Their uncle's got one, or their cousin's got one. Or dad's got one, or whatever. So for me, those very novel things, I feel as though I'm very much behind them in terms of knowledge about how it all works. Which I guess there are going to be situations when it is like that. And that's not necessarily a massive problem. But I think as more and more technologies are developed, it's going to become an increasing thing, and I think we do need to be

upskilling. To upskill people, to be able to do these things the justice that they deserve, really. Because schools generally have invested in lots of technology over the years that perhaps has been underutilised. And it is so quick moving, isn't it?

Q It is.

A It's something you don't get a chance to just sit and establish, what is it that's working well? What could we develop more using the stuff that we've got? Just thinking back, when the microscopes came in that you could plug into a computer, that was amazing. You could do time-lapse photography. There's one in the cupboard upstairs. Never used.

Q And the idea that it tends to get put on the shelf after it's become flavour of the month. And it goes out of fashion. But there also seems to be a point there about just not even having an opportunity perhaps to reflect enough on what's going well and what isn't. How can we use this, how can we build on it.

A Yes. And what tends to happen, and this is not just true about technology, but it's true about lots of things is that leadership in school, they're busy. They go out and they look at other schools, and they see something in another school and go, brilliant. Let's teach that.

No thought about, will it fit with what we're doing? Could it be used in a different way? Could we do it a different way completely? And so it gets introduced. And then, I'm sure you know that the teachers are leaving the profession in droves. There's quite a rapid turnover of staff in schools as well. So then someone else comes in and goes, scrap that, we'll do this. And then, it's such a piecemeal situation. That's quite frustrating I think, really.

Particularly if you're trying to get to grips with something, and never mind that, we're not doing that anymore. We're now only doing this. I was just starting to feel confident. Thanks for that.

Q And presumably embedding those things in your lesson plans and so on.

A It takes a couple of goes sometimes to get it and to have seen all the different ways that it might come in, and to feel it's properly settled in to what you want to instil, what you want to achieve with it. I think there are things that schools do quite well, but I think there are other things that if they were to be honest about it, a bit of time spent thinking about, are we using this for the right reason, or could we use something else? Would be time well spent, to be quite honest with you.

But the pressure is on schools in terms of staffing numbers and time to do things, and all the rest of it. It just means that it is very reactive, rather than proactive I think in lots of ways.

Q And did I pick up earlier in your comment that you feel that there may be a bit more of a commercial concern going on in some of the things that schools buy into, rather than a teaching philosophy, teacher-informed?

A Absolutely. I think that there's a massive issue in education with, obviously, testing. And technology is one of the things that is touted as being the accurate

way to test children. Do we even want to test children? And if so how do we want to do it? When do we want to do it?

Just because we can, should we? And all of those things. But I also think that there is this increasing pressure on people from these really big companies, who are multinational companies operating right across the world, to have the latest product that will supposedly do X, Y, and Z, with knobs on.

And actually, it's just fake news, to coin a phrase. That people get sucked into it and they think that's something we can tick off, and it's an easy win, and all the rest of it. And often, it isn't. And I think the thing that I mentioned, Power Maths, because it is Pearson, who I think are a pretty horrendous company, it must be said, really do have ulterior motives in pushing these things in schools.

Because then they can go and flog them to developing countries and say, in Britain, this is all the rage. And if it's good enough for their world class education system, laugh, laugh, then it's good enough for you. So I think personally the way that education has become a commodity is a real concern.

Q And so I'm thinking about teachers being involved there. And then, I'm thinking about I never properly really let you answer the question about how you saw your own role in relationship to supporting kids using technology in the classrooms, through about the VR, which was really just one example. Which wasn't a fair one. So just on a more day to day basis, the Chromebooks, the iPads. How do you see yourself?

A On my own personal level, I feel relatively okay. I'm all right with stuff, but I would say that I'm not the most. I think some of the younger teachers are much more in tune with stuff. So I would probably say that I don't use it to its full potential. And I think sometimes I'd rather not use it if it's going to be a distraction, unless it's adding something to what we're doing, to be honest with you. Which may or may not be the right thing. I don't know.

Q And when you're actually with the children and they're using devices in one way or another, obviously you've got Times Tables Rockstars, you've got the more formal lesson about this how you log in and this is how you do a Google search, or whatever. How do you see yourself there? Are you just guiding one step ahead? Do you play with them? On the Times Tables Rockstars, do you get involved?

A Sometimes. If we were doing a lesson where we have an extended time on, say, Times Tables Rockstars, there's an element in there, which is called the arena, where you can play against the kids. So they quite like that, because then it gives them the chance of beating you.

Q Beating the teacher, yes.

A I let them win, occasionally.

Q Of course.

A The other that we use, which is Spelling Shed, has a similar thing where you can set them a challenge, it's called a hive game, so they can then interact with each

other. It's not actually you interacting with them. So there is an element of that. But I think a lot of the admin side of it, you've constantly got children coming to you. 'I can't log in'. 'I've lost my password'. 'It's kicked me out'. 'The tablet's not working'. 'The Chromebook's dying', or 'frozen', or whatever. So a lot of the issues that crop up like that actually prevent you I think from doing what you want to do.

Q It reminds me of being on the playground and actually just dealing with all the grazed knees. And I've fallen out with this person and stuff. Rather than just being able to look around and think, that's interesting, what they're playing over there.

A Yes. And you can have the greatest of intentions and think I'd like to do this. And then, because of all the things that happen...

Q And that leads me onto a question, we're also quite interested in the whole range that children might be expressing around the technology as they're using it or as they're thinking about using it, or they draw on that fun side [?]. And what you describe maybe is a range of emotions there. The competitions, the hives, and what have you.

A I think by and large children accept technology as just a necessity, really. I don't think many of them get hung up on that part of it. I don't normally say they've all got to do something if we're playing TTR or something like that. That they've all got to do the arena. I let them opt in or opt out of that, really. So just the ones that want to do that. The others can do their own thing. You can do various different activities within the Times Tables Rockstars.

So I know that there are children who will want to be the best and will be the best, and will show off. There'll be some kids who want to be the best and won't be the best, and will get really upset about it. There'll be other kids, various stages, who maybe would find that whole public arena aspect of it being shown to be not at the same level as their peers problematic. So it's interesting, obviously the person that you've been looking at in my class, who is very capable, quite clearly, but isn't somebody who would rub everyone else's noses in it. So that's quite interesting.

There's some other children who when we're doing the spelling games, who possibly would do better than this child, but he doesn't have a problem with that.

Okay, they're better at spelling than I am. And he's not bad by any stretch of the imagination. But others would find that more difficult in being top dog but having someone else challenging them.

Q Could that actually create problems do you find?

A Absolutely.

Q Actually offline problems.

A Yes. Because it's very public for them to see who's done well and who's done not so well. I think with everything, technology is part of that. And what we're trying to say to children is you do your best, and hopefully you'll feel good about

yourself for doing that. And hopefully, that will be good enough. And it's just really just trying to improve yourself. Not setting false expectations. Just because so-and-so can do it, it doesn't necessarily mean that you can.

Today, because I just happened to be up in the computer suite when the Y2s came in. Oh my God, the amount of them who don't... Because for TTR it is just the first three letters of your first name, the first three letters of your second name, and then a three-letter password. So it's not insurmountably difficult. But the amount of them who struggled with that.

Q And do you pick up the frustration from them as well? Or, that could lead to misbehaviour once they've tried it three times?

A Yes, I think there's not a lot of resilience when it comes to technology. And I think that's understandable because children aren't able to rationalise it particularly well. It's either working or it isn't. And if it isn't, is there any point in spending extra time on it? Obviously, as a teacher, you want to put it right if it's something you can put right. But that isn't always the case. And it is time-consuming, isn't it?

Q It is. It takes you away from other things.

A You've got a stream of this isn't working. And I can't do this. And this key's fallen off.

Q Just before we finish, we've got a couple of more minutes. Is that okay for you timewise?

A Yes.

Q Because we do have questions relating to our case study child, whose name will be anonymised in the transcription. And only the transcription will be used.

A Okay, I'll try not to say it.

Q No, you're okay to say it. So I just wondered about her use of technology or digital tools in the classroom. If you've got any particular observations about that? You've touched on it a little bit already.

A She's very au fait with everything, really. So I would say technology is an aspect of her learning, she doesn't really have any issues with it. She's quite good at helping other people and being empathetic, and supporting other people. So from that point of view, she can be quite good as a mini teacher to go around and help people.

And she's quite good at explaining things. She's quite patient. She's very good in that. I would say mature.

Q That's interesting. And do you find with her or perhaps with the other children as well, that they build on stuff that they've brought in? Or, will they transfer that skill, that knowledge? It's not just about being able to make that thing that you're teaching, that particular day work, but is it something that you can build up and transfer to other things?

A Absolutely, yes. We've done coding and stuff, where they've done things at home that they've brought in to show. The presentations that they do in a sense, going back a couple of years now, it used to be kids would do their homework on a PowerPoint or something, and then bring that in.

Now it's Google Slides, and it's other similar things, but obviously a little bit different. Stephanie would bring stuff in or send stuff in that's she's done out of school, that shows that she's been...

Q Yes, I gather there's a communication you can have between her family. The teachers and the families.

A Yes. And I think it's less formal in Key Stage Two. In Key Stage One we used a thing called a ClassDojo. I don't know if you've seen it, but basically it's a reward.

What you can do is link that so that parents are kept in the loop as well. So you can tell them the scores that the children are getting. So you can get, for example, the good ones, but you can also put homework from it. In Key Stage One, that's more of a thing. In Key Stage Two, we tend to just it all right. I do at least for a behavioural thing. Just to show we're all doing the right thing, or not. Because, obviously, you don't want to be constant. You don't want that person, even though they drive you to distraction. But there are different ways that parents can engage.

Stephanie's mum, for instance, quite often we've got Twitter feeds and stuff coming out. So she'll quite often retweet or tweet in pictures of what they've done at the weekend. Maybe they've been at some sports competition or something like that. Here's some photos.

Q So is that the school Twitter feed, or is it a class?

A There's a school one. There's various school ones. There's class ones. There's teacher ones. So obviously, myself and Isabelle share that class. We've got our own ones as well. So there's various levels of it. I personally don't follow any parent. I will retweet stuff but I don't follow anybody and I don't have any more informal contact with them electronically than the basic. I know that isn't the case with all the teachers and I'm not making any judgement about that.

Q You prefer to keep a boundary there.

A Yes. And with somebody like Stephanie's mum, that would be entirely fine. There wouldn't be any problem at all whatsoever but that wouldn't necessarily be the same for all of them.

Q I understand.

A So they certainly send stuff through that. Or they'll email some stuff that they've done or whatever.

Q That's really interesting. And this is around Stephanie as being the focus child, but actually I'm just thinking about it more generally. I wonder if you used it in any way...

You've mentioned musical skill and you've mentioned inquiry based learning. I just wondered, physical skills, would you use technology in that respect at all?

A Yes, absolutely. One thing that we've done recently was we had in teaching gymnastics... So the gymnastics things. Basically, it was a sequence that the children are learning, which started off with a forward roll and then they had to do an arabesque. So what we did was we did it in steps and then filmed it. And then they critiqued what they'd done. So something that the school's been quite involved with over the last few years is multiple drafts and critiquing. Where you give feedback to your partner, warm feedback in terms of these are the things that you did well. And then what you could do next time to make it even better.

Q Is that peer critique that they're getting?

A Yes. So using the iPads and stuff to film it, and then break it down. And obviously, for things like gymnastics, where you might be saying about where are your feet pointing or is your back straight.

Q Proprioception, I think it's called. It's where your body is in space and all that stuff. Interesting.

A You can actually see it, can't you?

Q Exactly, yes.

A Because it's one thing me saying to you, yes, your back wasn't really straight. But with me showing you, then you can actually do something about it.

Q It's a completely different experience. That's really interesting. Stephen, is there anything that I haven't asked you that you'd like to add or you feel we should have touched on?

A No.