

**Appendix 1: Tower Hamlets Annual Review Framework**

<b>TOWER HAMLETS CHILDREN'S SERVICES DIRECTORATE</b> Special Education Needs Section Town Hall, Mulberry Place, 5 Clove Crescent, London, E14 2BG ☎: 020 7364 5000      📠: 020 7364 4303
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<b>ANNUAL REVIEW FORM</b> Review of Statement of Special Educational Needs or Education, Health and Care Plan Conversion of Statement to Education, Health and Care Plan
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Child/young person's full name:		Gender: M / F	
Dob:	Year Group:	UPN:	LAC: Y / N
Parent/carer names:			
Address:		Postcode:	
Name of placement (School/college/EY setting):			
Attendance in the last year: %		Date of admission:	
If attendance has been below 85% please indicate:		Date of final SSEN/EHCP:	
Authorised absence: %	Unauthorised absence: %	Date of this review:	
Attendance Welfare Service referral? Y / N		Date of last review:	

NAME & ROLE OF PEOPLE INVITED/ATTENDING THE MEETING				
Name	Role	Invited	Attended	Report

CURRENT PROVISION		
<i>Please outline how resources are used to address the child/young person's needs. Include both the school's delegated SEN funding and resources provided through the Statement/EHC Plan.</i>		
Targeted Interventions	Focus	Amount/Frequency/Setting

**What do we like and admire about the child/ young person?**

*Please make a positive comment on the child/young person's character, strengths and achievements. Include views of parents, education staff, classmates, professionals etc.*

**What is important to the child/young person?**

*Please describe the child/young person's preferences, interests, views or aspirations.*

**What is working well?**

*Please comment on progress, successful strategies and effective provision, including progress towards previously set targets. Include the views of the child/young person, parents, education staff and other professionals.*

**What is NOT working well?**

*Please comment on difficulties, problems, barriers to success, disagreements, unmet targets etc. Include the views of the child/young person, parents, education staff and other professionals.*

### What do we want the child/young person to learn in the coming year?

List **up to five** specific, realistic targets or outcomes that are meaningful to the child/young person. Draw on the views of the child/young person, parents, school and other professionals.

1.

2.

3.

4.

5.

### What are we going to do?

List achievable actions to ensure the child/young person is making progress. Plan how these will be reviewed.

What will be done?	Who will do it?	By when?	Who will check?

<b>PROGRESS</b> <i>This table <b>must</b> be completed for <b>all</b> children/young people of statutory school age and above</i>			
<i>Please indicate the child/young person's attainment or attach results of other relevant assessments</i>			
<b>Curriculum area</b>	<b>Current Year</b>	<b>Date</b>	<b>Previous Year</b> <b>Date</b>

<b>IMPLICATION OF REVIEW</b>	
Please indicate potential changes to statement/EHC Plan arising from this review. (please tick)	
<b>Convert to EHC Plan</b> <i>(should only be ticked if review is part of the LBTH conversion timetable)</i>	<input type="checkbox"/>
<b>Cease to maintain Statement</b>	<input type="checkbox"/>
<b>Statutory re-assessment</b>	<input type="checkbox"/>
<b>No amendment</b>	<input type="checkbox"/>
<b>Other amendment to Statement or EHC Plan</b>	<input type="checkbox"/>
<i>Please provide <b>written evidence</b> to support any request for an amendment. i.e. covering letter, teacher report, assessment info, professional report. All proposed amendments will be considered by the Tower Hamlets SEN Panel.</i>	
<b>Signed:</b>	<b>Name:</b>
<b>Position:</b>	<b>Date:</b>
Copies of this form must be sent within two weeks of the review to: <ul style="list-style-type: none"> <li>• Parent(s)/Carer(s)</li> <li>• SEN Section, Mulberry Place, 5 Clove Crescent, London E14 2BG</li> <li>• Educational Psychology Service, Mulberry Place, 5 Clove Crescent, London E14 2BG</li> <li>• All professionals contributing to the review</li> </ul>	
<i>The school, nursery or college must retain a copy The child/young person must also receive an appropriately differentiated record of the meeting</i>	
<b>For LA use only:</b>	
<i>Date received by SEN Section:</i>	
<i>Comments/action:</i>	



## **Appendix 2: Information Sheet for Adults**

### **What are children's narratives about their person centred Annual Reviews?**

This sheet is to inform parents/carers and staff about this research project and what it involves. If you are a parent, I hope this information helps you decide if you want your child to take part.

### **Who is doing the research?**

My name is Barley Birney and I am a Senior Educational Psychologist who has worked in Tower Hamlets schools for over ten years. I have a lot of experience working with children, parents and teachers. I am a chartered Educational Psychologist, registered by the Health Care Professions Council (HCPC).

I am doing this research as part of my Doctorate in Child and Educational Psychology, at the Tavistock Centre. This course is accredited by the University of Essex.

### **Why is the research being done?**

To understand what person centred Annual Reviews of Special Educational Needs are like for children, by interviewing them and asking them to tell stories about them and draw pictures.

Research that has been published so far does not explain what person centred Annual Reviews are like for young people themselves. I think this is important to find out more about.

### **What is a person centred Annual Review?**

Person centred Annual Reviews are part of a new way of working, where children take a more active role in meetings about them.

In person centred reviews:

- Children often come to meetings and make presentations
- Adults talk with the child about the progress they have made, what is going well, what is not going well, and their plans to help the child make progress.

### **Why do you want my child to take part in your research project?**

Your child's school already runs person centred review meetings.

I would like to work with some of the children in this school who have Statements of Special Educational Need and Annual Reviews.

I think talking to these children will help me understand these meetings better.

I would like to know what the meeting was like for your child and what they think about being involved in meetings.

**Do I have to let my child take part?**

No. I will only ask your child to take part in the project if you give me permission to.

**If I say no?**

That's OK. No one will ask your child if they want to take part in the project. Your child will carry on with their normal lessons.

**If I say yes, will my child definitely take part?**

No. if you agree, the next stage would be for us to ask your child if *they* want to take part.

**If I say yes, what will happen next?**

One of the teachers who knows your child well will explain the project to them. They will go through the information sheet, which has been specially designed for children. A copy of this sheet is attached.

**If my child says no?**

If your child says they don't want to take part or they seem unsure about it, then they will not take part. Again, that's OK. They will carry on with normal lessons.

**If my child doesn't understand the project?**

If we think your child doesn't understand what we are asking them, then they will not take part. No one will be upset with them. They will carry on with normal lessons.

**If my child wants to take part?**

If your child wants to take part and we think they understand about the project, I will meet with them to explain about the project, and they can fill in a form with me, showing that they want to take part. This is also attached. I will also sign the form myself, and ask you to sign it too.

**What if I change my mind later?**

If you agree for your child to take part, you can still change your mind later, and ask to withdraw your child from the project.

You or your child can chose to end their involvement with the project, at any time until the data is being analysed. This will be several weeks later.

You would not need to give a reason for withdrawal of your child from the project.

**What would happen if my child takes part?**

I will visit your child to interview them in a quiet room at their school. If your child wants, they can leave any interview at any time. I will make an audio recording of the interview, and take notes.

The first interview will be shortly after the person centred review. I will probably spend about 45 minutes with your child. I will ask your child questions and show them some pictures or cards to encourage them to tell me stories about their Annual Review and to make some drawings.

The second interview will be a couple of weeks later, and will probably be around 30 minutes. I will come back to check I have understood what your child has told me. I will remind them about what we talked about last time. They can change the story, add parts or take parts out. They can add to the drawings if they want.

### **What will happen to my child's drawings and the notes and recordings?**

If your child does drawings, I will photocopy them so that they can take a copy away with them at the end of the interview, if they want.

All records, including audio-recordings, and children's drawings and consent forms will be stored in the same secure conditions as research data. Any personal identity data, such as names and dates of birth, will be kept separate from the other data.

If you choose to withdraw your child from the research, the information gathered will be destroyed, or returned to your child if you both prefer.

### **What about confidentiality?**

Any information provided, if published, will not be identifiable as being provided by particular individuals. Names of the school and the children will be changed.

Sometimes when small numbers of people are involved in a research project, it can be more difficult to keep the identity of the participants confidential.

### **Who makes sure this research is done in a safe and appropriate way?**

This research has been approved by the appropriate ethics committees of The Tavistock Centre; Tavistock Research Ethics Committee (TREC) and by the London Borough of Tower Hamlets. The project is supervised by Dr Halit Hulusi, my supervisor and tutor at the Tavistock Centre. My work in Tower Hamlets is supervised and line managed by David Carroll, Principal Educational Psychologist. Guidance from the Code of Human Research Ethics of the British Psychological Society (BPS 2010) has been carefully considered and followed.

If you or your child have any concerns about the conduct of the researcher or any other aspect of this research project, you should contact Louis Taussig, the Trust Quality Assurance Officer [ltaussig@tavi-port.nhs.uk](mailto:ltaussig@tavi-port.nhs.uk). Mr Taussig works for the Tavistock and Portman NHS Trust, and his job is to make sure research is carried out in a safe and responsible way. This includes dealing with complaints and questions from participants.

## **What are the possible benefits and risks?**

### *Possible benefits:*

I hope that your child will enjoy meeting with me and find the interviews interesting. I will do everything possible to make being in this project a positive experience for your child.

I hope these interviews will show your child that adults take their views and ideas seriously.

I hope that your child's experiences will help children, parents and staff understand more about how to make reviews good for children.

In a small way, I hope that this work will show other adults about what we can all learn from listening carefully to what children have to say.

### *Possible risks:*

As in all of my work I will follow child protection procedures set out by the local authority and the school, to keep your child safe when they are working with me.

If your child becomes upset, for example, if they became worried about being treated differently from other children in their class, I will end the interview and ask staff that your child knows well to help them return to their normal activities.

## **What if I am unhappy or need to complain?**

If you or your child is unhappy about anything that happens during the research, you can speak to me and / or my research supervisor or and / or the course director, and/ or my line manager in Tower Hamlets. Processes for managing the concern would be explained to you and a satisfactory outcome, from your perspective, would be sought.

As stated above, you can also contact Louis Taussig, the Trust Quality Assurance Officer [ltaussig@tavi-port.nhs.uk](mailto:ltaussig@tavi-port.nhs.uk).

## **What will happen to the findings of the research?**

A summary of findings will be presented to the children, and they will be invited to make any comments they wish to. If the parents and children would like to, I will make a presentation to all parents and children at the end of the project. At this time I will show what I have learned from working with the children. I will also explain about what I have done to help others understand this work and what it means. You and your child will not be identified in any write-up or publication.

## **Contact details for further information or discussion:**

I would be delighted to speak with you about the project, and give you any further information that you need. Please contact Barley Birney, Educational Psychologist at: [barley.birney@towerhamlets.gov.uk](mailto:barley.birney@towerhamlets.gov.uk) or telephone 0207364 3079.

**Thank you for taking the time to read this information.**



### Appendix 3: Text of Leaflet for Children

**INFORMATION SHEET FOR CHILDREN** (to be read/ discussed with potential participants)

#### **Will You Tell Me about Your Annual Review Meeting?**

**My name is Barley**

I want to know what you think about your Annual Review meeting. I hope that you will tell me: ‘the story of your Annual Review’.

***Why?***

I want to find out what reviews are like for children. I want to show other people how to make reviews good for children and young people.

***Do my parents know?***

Your mum or dad said that I can talk to you about reviews.

***Do I have to take part?***

You do not have to. It’s your choice.

***If I don’t take part, what will happen?***

You will carry on with your normal lessons. Nobody will be upset.

***If I do take part, what will happen?***

I will visit your school another day. I will meet you in the school house. I will ask you about your Annual Review. We will talk and draw and play some games. I will record what we say.

***Then what will happen?***

Afterwards I will listen to the recording and look at the pictures. I will think about the stories and what they mean.

***What if I change my mind?***

It is OK to change your mind. You can tell me at any time. Or you can tell your teacher.

***What next?***

I will come back later. I will meet you again and check I have understood what you told me. You can then change the story. You can add more or take some parts out.

At the end I will talk to all the children who did the project. I will give you my own story. I will explain what I have learned.

***What will you do with the stories?***

I will keep the stories safe and private. Much later, I will write about the stories. I will not use anyone’s real names. I hope some stories could go in a book or leaflet. If this happens I will show this to you and give you a copy to keep.

**Thank you.**

### Appendix 4: Assent form for children



The Tavistock and Portman **NHS**  
NHS Foundation Trust

**ASSENT FORM FOR CHILDREN** (to be completed by the child and their parent/carer with the researcher)

Project title: **What are children's narratives about their person centred annual reviews?**

Please answer these questions. If you need help, an adult can help you write the answer. If any answers are 'no' or you don't want to take part, don't sign your name!

	Yes	No
<b>Has somebody explained this project to you?</b>		
<b>Do you understand what this project is about?</b>		
<b>Have you asked all the questions you want?</b>		
<b>Have you had your questions answered in a way you understand?</b>		
<b>Do you understand it's OK to stop taking part at any time?</b>		
<b>Are you happy to take part?</b>		

If you do want to take part, you can write your name in this box:

Your parent or carer can write their name in this box:

The adult who explained this project to you needs to sign too:

Child's assent

Your full name (please print)
Sign
Date

Parent or carer's assent

Your parent or carer's full name (please print)
Sign
Date

Researcher's name

My full name (Print Name)
Sign
Date

Thank you for your help

**Appendix 5: Confirmation of Ethical Approval, Tavistock**

The Tavistock and Portman   
NHS Foundation Trust

Quality Assurance & Enhancement  
Directorate of Education & Training  
Tavistock Centre  
120 Belsize Lane  
London  
NW3 5BA

Tel: 020 8938 2548  
Fax: 020 7447 3837  
[www.tavi-port.org](http://www.tavi-port.org)

24.03.14

Barley Birney  
((Home Address redacted))

**Re: Research Ethics Application**

*Title: What are children's narratives of their Person Centred Annual Reviews*

I am pleased to inform you that the Trust Research Ethics Committee has formally approved your application.

If you have any further questions or require any clarification do not hesitate to contact me.

May I take this opportunity of wishing you every success with your research.

Yours sincerely



Louis Taussig

Secretary to the Trust Research Ethics Committee

## Appendix 6: Confirmation of Ethical Approval, Tower Hamlets



Barley Birney  
Education Social Care and Wellbeing  
Early Years  
Mulberry Place  
E14 2BG

Law, Governance and Probity  
Corporate Strategy and Equality  
Corporate Research Unit  
6th Floor  
Town Hall, Mulberry Place  
5 Clove Crescent  
London E14 2BG

Tel: 020 7364 4238  
Email: [rgf@towerhamlets.gov.uk](mailto:rgf@towerhamlets.gov.uk)

**Our Ref: CERGF147**

Date: 21st March 2014

Dear Ms Birney

**Research Title:**

**What are young people's narratives about person centred Annual Reviews**

This is to confirm that your research proposal has been approved by the Research Governance Framework Panel.

Upon completion can you please submit a copy of your report or an extract from your conclusion to the above postal or email address. We may then publish details of your research on the National Social Care Research Register.

I would be grateful if you would complete a short questionnaire to provide feedback on the service that you have received. Please click on the link below.  
<https://www.surveymonkey.com/s/rqfsurvey> We want to ensure that we offer the best quality service to our users and your feedback is essential in improving our services further.

Please do not hesitate to contact me should you need any further assistance.

I wish you well in your research study.

Yours sincerely,

Juanita Haynes  
RGF Co-ordinator

**Appendix 7: Transcript Initial Interview Laura**

Audio title: Recording7 Audio length: 41:48

Participants: I Interviewer L Laura A Alan

- 1 I We'll start recording properly now. ((door banging)) All right, so do you know um, do you  
2 know why we're meeting today, Alan? ((sic))
- 3 L Er no.
- 4 I Because do you remember I came in last week and you said that you... I was asking you if  
5 you'd like to, to help me with a little project I'm doing?
- 6 L Yes.
- 7 I Yeah? So I've come in to school because I wanted to hear about a special meeting that you had,  
8 um your annual review meeting that you had. Was that last week?
- 9 L Yeah.
- 10 I Yeah? Okay, so what, what um what we're going to try and do today is I was wondering if  
11 you'd like to do some drawings and talk about what happened because what we find is if people  
12 start drawing stuff then it's, then you start remembering stuff that's happened. And so really the  
13 stuff I'm interested in is the true story of your annual review meeting. So do you think that  
14 would be, do you think that would be okay? Do you want to start? I've also got a few cards and  
15 stuff, and things if you get a bit stuck that can help, help a few ideas come, but maybe you want  
16 to start, start drawing, um because you could start with drawing all the people who were in the  
17 review, everybody doing something, that might get things, get things going.
- 18 A It would be a big picture wouldn't it? Do you want to start, we can name them maybe if you  
19 want to?
- 20 L Mm-mm.
- 21 I Do you think one piece of paper is enough or do you think maybe we should have two? Because  
22 we could always, if it gets bigger we could always stick them together.
- 23 A That's a good idea.
- 24 I So who's, who's going to be your first person in your....?
- 25 L Er...
- 26 I Who's the star?
- 27 L Alan.
- 28 I ((laughs)) Yeah? Do you want to put Alan in?
- 29 A Is he drawing a picture of my face or just my name? You've drawn a few pictures of me before  
30 haven't you?
- 31 L Your name.
- 32 I He's going to start, he's going to start with your hair. ((laughs))
- 33 A With my hair yeah, my red head.
- 34 L I don't know what to do.

- 35 A That's okay, that's okay, we can... So what we could do first maybe is write down the people,  
36 their names.
- 37 L Yeah.
- 38 A Okay? Do you want to do that?
- 39 I You can do a list of the people.
- 40 A And they were all sitting in a circle weren't they?
- 41 I Alan was there.
- 42 L Me.
- 43 A Here we are.
- 44 I Laura. Fantastic.
- 45 A Who are you drawing?
- 46 L Oh Sammarkhar.
- 47 A Yeah, Sammarkhar's quite a difficult name to spell. S-A-M-M-A-R-K-H-A-R. That's the one.
- 48 I I've never heard that name before. How do you say that?
- 49 L Samarkar ((phonetically)).
- 50 I Samarkar.
- 51 A Yeah, you'd think the H should be after the S but it's not.
- 52 I So it's Alan, Laura and Sammarkhar.
- 53 L Owen.
- 54 A Yeah, Owen was there wasn't he. He's O-W...
- 55 L E.
- 56 A N.
- 57 I O-W-E-N. And is that your head teacher?
- 58 L Yeah.
- 59 A ((0:03:27))
- 60 I He's not here today.
- 61 A He's not here? Who else? What about...?
- 62 L Linda.
- 63 A Yes, Linda was there. L-I-Z. You don't get to write Z much do you?
- 64 I No. So Alan, Laura, Sammarkhar, Owen, Linda.
- 65 A And then next to, who were the two people next to you and Sammarkhar?
- 66 L Oh...
- 67 A Who was next to you?
- 68 L Mum.

69 A That's it.

70 I Polly.

71 A And next to her?

72 L Dad.

73 A There we are.

74 L Oh, I don't know how to spell Mo.

75 A That's okay, I can tell you. M-O.

76 L Mo.

77 I Fantastic. So we've got Alan, Laura, Sammarkhar, Owen, Linda, Polly and Mo.

78 A And then we have, I think, there were three more people.

79 I Three more people, gosh it's such a big meeting.

80 A It was wasn't it, in a big circle, so one of them is taking us to the park today.

81 L Kara!

82 A Yeah. So Kara is spelt K-A-R-A. And then there were two other ladies whose names I don't  
83 know, you might know them though.

84 L I don't.

85 A Okay so we could do plus two ladies.

86 L ((laughs))

87 A ((laughs)) I'm not sure what their names were.

88 I It's okay. But I guess it could be...

89 A Linda will know.

90 L Other people.

91 A Other people plus two others.

92 I Plus mystery lady.

93 A Yes, two mystery ladies.

94 I Because in some stories we do have, we have mystery stories don't we?

95 A We have mystery one and mystery two.

96 I Miss Mystery.

97 A There's been three mystery ladies, I can't remember. It's a big word, people.

98 I Two people, fantastic. I've got some cards in here.

99 L Look, it's really measuring.

100 I Yeah, because it's...

101 A Oh is that how loud we talk?

102 L Yeah. ((loudly))

- 103 I Yeah? Yeah, because that's like the voice level so if we talk really loud ((loudly)) then it gets  
104 quite excited.
- 105 A Oh yeah.
- 106 I Yeah? And it says we've been talking... that also says how many minutes we've been talking  
107 for. That's six minutes. Okay, so you've got some blank cards in here but this one... where's it  
108 gone? ((rustling)) On no, where's it gone? So, so there's a few different things. That's in the  
109 meeting.
- 110 A Oh wow, that's good.
- 111 I Family, during the meeting, I wish. Oh, that's a blank one, maybe we can put something  
112 different on that one. Thoughts. What went well before, after and what didn't go well. So  
113 there's a few little cards to get us thinking.
- 114 A That's amazing isn't it, it's exactly what they said ((?)).
- 115 L Yeah.
- 116 A Oh we didn't have that...
- 117 I You didn't have like a...
- 118 A We didn't get the biscuits.
- 119 I Oh!
- 120 L That's you.
- 121 A Is that me with the glasses? He's got more hair than me.
- 122 I ((laughs)) Okay, so shall we start with that one, that looks like a good one. So what happened  
123 actually in the meeting then?
- 124 L In the meeting they told me or they told the people um to write what you like about Laura and  
125 what Laura...
- 126 A And so what Laura does really well?
- 127 L Yeah, and what Laura doesn't do really well.
- 128 A Maybe what we wish.
- 129 L What we wish.
- 130 I I'm very interested in hearing about the things that people liked about you. What did they like?
- 131 A Were you shocked? There was lots of stuff wasn't there?
- 132 L Yeah. It was a week ago.
- 133 A It was a week ago. Um do you remember what you wrote, because you got to write things on  
134 each one didn't you?
- 135 L I don't know.
- 136 A I think I remember what you wrote...
- 137 L I like myself in general.
- 138 A That's exactly what you wrote. That was such a nice thing to write.
- 139 I Oh that's good.



- 140 A I think I remember, I remember writing I think everyone said you were funny.
- 141 L Yeah.
- 142 A Quite a few people said that didn't they?
- 143 I Ah! So people said you were funny and you liked yourself in general. And there was quite a...
- 144 so people, so, and do you remember what Alan said about what you, what he liked about you?
- 145 L Um...
- 146 A I think we all did it...
- 147 L That I was funny.
- 148 I That you were funny.
- 149 A I think most of the stuff we kind of just put it up on post its didn't we so we didn't know who'd
- 150 said everything but a lot of people said the same things didn't they?
- 151 L Yeah, like Laura's good at maths, Laura's got on well with maths, Laura's improved with
- 152 maths.
- 153 A Yes, I think almost everyone said that, certainly me and Kara and everyone.
- 154 L And Sammarkhar.
- 155 A And Sammarkhar, yes because Sammarkhar sits next to Laura.
- 156 I Yes, so he's, so Sammarkhar's noticed that you've got much better in, in your maths.
- 157 L Um there was...
- 158 I So that's good, you're looking at the list of names.
- 159 L There were ten people.
- 160 I Ten people. And what did...? So we've heard about Alan, Laura and Sammarkhar and Owen,
- 161 but what did Owen, do you remember what Owen said that he liked and admired about you?
- 162 L Um... ((pauses for thought))
- 163 A I think we, we didn't really know what everyone had said.
- 164 L About the hamsters.
- 165 A Oh yeah. ((laughs))
- 166 L Mum put down he cares about his hamsters.
- 167 I Yeah? So they noticed that you, you care about animals and you can...?
- 168 L Yeah.
- 169 I Any, any other things that came out then?
- 170 L ((no audible response))
- 171 I Okay so that's quite a lot of things that they liked, that you're funny, you're good at maths, um
- 172 or you're making progress in your maths rather, um and that you're um kind with animals.
- 173 A ((laughs))
- 174 L I'm not that kind.

175 A I was going to say, that's not the stories Laura tells me.

176 I Oh did I get it wrong?

177 A No, no.

178 L Well I do stuff secretly behind my dad's back like I put it in my bed and cuddle it.

179 A That's a nice thing though.

180 L And like sling-shotted it.

181 A I don't think you did.

182 L It hit the wall.

183 A They're the less good stories.

184 I Okay.

185 L There was one time when with the shock of the bite it fled across the room and hit the curtain.

186 I Ah.

187 A You do get a lot of finger bites don't you?

188 L I've got a scar there.

189 I Ah. Okay, so you said that there were things that, people started saying things that liked and  
190 admired about you...

191 L Yeah.

192 I And then they talked a bit about the things that were less good or you might need a bit more  
193 help with?

194 L Yeah.

195 I And do you remember what, what they said about that?

196 L Er...

197 A I think maybe not just in class, sometimes lunchtime or break times?

198 L Oh, staying away from Niall.

199 A Niall was mentioned yes, he's another friend in the class.

200 I So this, is this the things that haven't gone so well?

201 L Yeah.

202 A What about sometimes when you get excited?

203 L Oh it gets a bit loud. But it has to be loud. I get a bit...

204 A Yeah, but sometimes you need... You wanted to help...

205 L Yeah, I need to calm down sometimes.

206 I Yeah? And so you get excited about stuff in school and you need a bit of help to calm down?

207 L Yeah.

208 I Okay, so that's something that you need more help with. Anything else that you need more help  
209 with?

- 210 L Oh...
- 211 A What about when you're working in class, things that make it...?
- 212 L In class...
- 213 A Because that's kind of outside but in class sometimes, if you say to me you're a bit agitated,  
214 you're a bit fizzy.
- 215 L I calm down outside, outside of the classroom.
- 216 A That's it. So maybe just a little time we'll go outside the classroom.
- 217 L Yeah.
- 218 I So in the meeting we talked about the fact that you need help to calm down and that stepping  
219 out of the classroom helps the fizzy stuff get a bit less fizzy.
- 220 L Yeah.
- 221 I Yeah? And what was it like having everybody talk about the stuff that they liked about you and  
222 the stuff that, that you found difficult?
- 223 L It made me laugh.
- 224 I Did it? Did you feel funny about it?
- 225 L Yeah.
- 226 A But you were smiling weren't you?
- 227 L Yeah. ((smilingly))
- 228 A It's like that.
- 229 I Yeah? Was that because everyone's looking at you or you feel that everybody's really  
230 understood what you're like or something else?
- 231 L It's just they knew what I was like.
- 232 I Yeah, they knew what you were like.
- 233 L They knew more than I thought.
- 234 I Okay so in the meeting you found out they knew more than you thought?
- 235 L Yeah.
- 236 I Oh okay and was that okay?
- 237 L Yeah.
- 238 I You're nodding.
- 239 L Yeah.
- 240 I Yeah, so they knew more than you thought. What kind of things had they noticed?
- 241 L Um I'm improving my maths.
- 242 I Yeah, that came out quite a lot. Yeah, so, and so in the meeting lots of people were talking and  
243 you've mentioned post it notes, or I think Alan mentioned post it notes and people moving  
244 around and then they talked about... What else happened at the meeting?
- 245 L Oh... I don't know, I forgot.

- 246 I Okay, so sometimes in a meeting there's... at the end of a meeting people talk about their plans  
247 for what's going to happen next and in the meeting they explain what they're planning to help  
248 you do the next...? And was that something that happened in your meeting?
- 249 L Er, yeah.
- 250 I Yeah? So do you want to tell me a bit about that bit?
- 251 L Um I think it did but I'm not really sure.
- 252 I Yeah?
- 253 A We talked about things to do at lunchtime.
- 254 L Oh yeah, ((0:14:31))
- 255 A Yeah which we've done this week haven't we?
- 256 L And choosing a friend to go with me if I'm calm and had a good day.
- 257 I Yeah? And so is that like a reward, if you've been calm then you could choose a friend to come  
258 with you and do something?
- 259 L Only on Wednesdays.
- 260 A Just on Wednesdays, that's a Sammarkhar day isn't it, Wednesday?
- 261 I Yeah?
- 262 L And they're thinking of um bringing the other people.
- 263 A Possibly bringing other people, well....
- 264 I On that Wednesday?
- 265 A Well on a Friday like today what did we do last Friday? Who did we go in with at lunchtime?
- 266 L We go in with Candice.
- 267 I Your sister?
- 268 L Yes.
- 269 A And that's quite nice to have that, we have that every Friday and every Wednesday, it's  
270 Sammarkhar, and it's all about clubs. Have you been to any clubs recently?
- 271 L Football.
- 272 A Football on Tuesday?
- 273 I All right, so, so, you did, they did talk a bit about plans and also about what, what could happen  
274 next to help you.
- 275 L Yeah.
- 276 I And, and if you were talking to somebody else about having a meeting, that you were in this big  
277 meeting, you've got ten people in the meeting, and they're all talking about you and stuff, it's  
278 quite a lot isn't it?
- 279 L Yeah.
- 280 I Yeah. If you were talking to somebody else about your meeting...
- 281 L Oh I know!

282 I Go on?

283 L Amanda.

284 I Amanda.

285 A Yes, good, good. Put that down too. Good memory.

286 I So one of the mystery ladies is actually called Amanda?

287 L A-M-A-N-D-A

288 A I hope Amanda doesn't hear this, that I'd forgotten her!

289 I Oh no, I'm sure she won't mind. So let's just check that we're recording. So um... So Amanda  
290 was there and what did Amanda...? If I talked to, I was wondering about if you were talking to  
291 another kid who, who was maybe thinking about having a meeting like this, do you think it's a  
292 good thing, bad thing, okay?

293 L Good.

294 I You think it was good? What, what was good about being in a meeting like this?

295 L So they knew what things they should do to calm me down and do stuff.

296 I So is that actually because the meeting talked about stuff that would help you?

297 L Yeah.

298 I Was there anything else that was...?

299 L They got to know more stuff about me.

300 I So do you think everybody meeting together in that circle...?

301 L Yeah, they got to know more stuff about me because there was ((0:17:15)) and some people  
302 didn't know I got better at maths.

303 I U-huh. So you found, you said you found out something knew and people understood more  
304 about you than you'd realised, but also it sounds like you think other people found out new stuff  
305 in the meeting.

306 L Yeah.

307 I Yeah? So if you talked to another kid you would say actually that helps?

308 L Yeah.

309 I Yeah? Was there anything...? If I talked to, let's say if I talked to some of these other people  
310 and I said, "okay... okay Owen, what did you think about um, about the meeting for Laura,"  
311 what do you think Owen might say or...?

312 L It was good.

313 I That it was good?

314 L Yeah.

315 I And what would he think was good about it?

316 L Um I'm not really sure but in general it was good.

317 I Yeah?

- 318 L Yeah.
- 319 I Do you think there was anybody else...? So Owen might think it was good, of these people do  
320 you think there's anybody who, who might have a different feeling about the meeting, anybody  
321 who maybe didn't like it so much or found it a bit more tricky?
- 322 L Mm-mm I'm not sure.
- 323 I Well you could guess.
- 324 A Shall we have a look at the names again? I think maybe...
- 325 I Yeah.
- 326 A So if Owen's the headmaster it would be really helpful to know more about the headmaster and  
327 the teachers. Sorry.
- 328 I That's okay.
- 329 A What about Sammarkhar.
- 330 L Yeah, Sammarkhar.
- 331 A It would be interesting for Sammarkhar would it? And he knows you've got better at maths  
332 because he sits there.
- 333 I So that might be, it might be good for him?
- 334 L Yes. No.
- 335 A What about mum and dad?
- 336 L Yeah.
- 337 A Do you think it would be good for them as well?
- 338 L Yeah.
- 339 I So if Polly, like we've got a spare seat here, and if, if Polly sat down here and I said, "so tell me  
340 what did you think about Laura's meeting, what was, what was, what happened in it, what did  
341 you think?" What do you think she would have noticed about the meeting?
- 342 L It was good.
- 343 I Yeah?
- 344 L Yeah.
- 345 I Do you think she found anything new about you?
- 346 L Maybe.
- 347 I Okay, all right. So would you like to do a little picture of the meeting, all the people?
- 348 L Yeah.
- 349 I Yeah, so, and I've got some pens, and I've also, these, these are quite nice pens but also this  
350 one, um these are quite nice because if you, they're bright pens but also the white one means  
351 that you can actually, if you've done a bit you need to get rid of you can get rid of it. So I  
352 thought you might like that one. You can do pencil and colour in with pen or just start with a  
353 pen.
- 354 L Start with a pen.

- 355 I Yeah? Good. So these ones they've also got this clever thing. They go like... it props itself up.  
356 They're quite posh these pens.
- 357 A Yes, very arty.
- 358 I It's quite an arty thing isn't it? Do you like drawing normally?
- 359 L Yeah.
- 360 A Oh I should have brought down the ((0:20:28)).
- 361 L Oh yeah.
- 362 I Well no because I'll come back. Well why don't you stay because we did say that you'd be  
363 here.
- 364 L I'll draw a picture of you.
- 365 A You'll draw a picture of me, okay.
- 366 I Make sure you include his hair!
- 367 A Yes, freshly shaved.
- 368 I Fantastic. So this is in the meeting, ((laughs)) so this is in the meeting, this picture?
- 369 L It's like an elephant.
- 370 A It is like an elephant, it's very true. It's like being back at school.
- 371 I I think it's a bit like a photograph, this picture.
- 372 A Yeah, thanks very much.
- 373 L They're too big, the ears.
- 374 A I don't know, I think that's...
- 375 I No that's okay, in pictures we sometimes...
- 376 A Yeah, it's a caricature.
- 377 I You can add, you can make the bits that seem important a bit more definite.
- 378 A I've got sun cream on today so you haven't got my red head either.
- 379 I So I can see that Alan is there, he's got his glasses on, he's got his ears, because sometimes  
380 when kids draw people with big ears it means that they think they're good at listening.
- 381 L ((enthusiastically)) Yeah!
- 382 A That's very positive.
- 383 L Is there a red in here?
- 384 I Yes, there's red one, these are the ones, those don't rub out those ones but they're quite nice.
- 385 L Red head.
- 386 A It's going to be red after today, we're going to the park for two hours.
- 387 L You should have brought your cap.
- 388 A Oh you're right, I should have brought a cap. I've got sun cream, that'll do me I think.
- 389 I So this is Alan in, in the review meeting.

390 L Yeah.

391 I And what's he...? Is he...? What's he doing?

392 L He has red hair.

393 I He has red hair. Okay, are you going to do the whole bodies or are you just going to do the  
394 heads?

395 L Heads. ((children playing in background))

396 I Yeah, heads is fine. Definitely some very interesting ears.

397 A The details.

398 I I can see, the glasses look very nice and square.

399 A Yes, they're the right angle.

400 I The right angle, I can see some, some hair. Fantastic.

401 L ((0:23:15))

402 I That's okay, so is that... is that...? Are we going to have the next person?

403 L Yeah, this is hair.

404 A It's quite nice hair. It's Kara?

405 L My mum.

406 A Oh Polly, lovely.

407 I Is that curly hair?

408 L Yeah.

409 I Yeah? That's good. Sometimes people draw like an egg shape for a face and that can, that can  
410 be part of it, so that's your mum. ((crayoning sound)) So you're quite interested in hair colour.

411 L Oh...

412 M Have a look at the list maybe.

413 I So is that mum?

414 L Yeah.

415 I So is she going to have a face?

416 L Face, yeah.

417 I Yeah? ((background noise)) There's a printer happening over there, someone's woken up.

418 L Black.

419 I For her face. Try that one.

420 L That's going to look ((0:24:51?)).

421 I Okay. So you can get rid of that.

422 A Oh that's good, it's erasing. ((asides))

423 I Someone's just come in to pick up some printing. Okay, so we can get rid of that bit.



- 424 L Oh it is good.
- 425 I When you've done the erasing thing then if you do another one of those ones on top then it will  
426 get rid of it so you can use a pencil or one of these other ones to draw on top of that bit. So you  
427 were drawing her face, you were thinking it was going to be a sad face but now you're doing, is  
428 that more of a neutral face?
- 429 L Yeah.
- 430 I Yeah? So that's your mum. Do you want to label them or do you want, do you want me to label  
431 them?
- 432 L Yeah.
- 433 I So I'll just write Alan here.
- 434 L This is her necklace.
- 435 I Alan is there in the meeting and then it's, then it's mum.
- 436 A Oh it's a nice necklace.
- 437 L Because she chats all the time.
- 438 I She chats all the time?
- 439 L I need Mo.
- 440 I So if she's doing, they're doing stuff in the meeting we need Mo next, so you said mum chats  
441 all the time, shall we write that down next to her so we remember that because I said  
442 everybody's doing something.
- 443 L She was talking about me.
- 444 I Yeah, if I say so mum talking about me. And did you want me to write down what Alan is doing  
445 in the picture? Obviously he's looking beautiful, so this is about what they're doing in your  
446 meeting, so mum's talking about you, Alan is...?
- 447 A What's the next picture Laura? Who are you doing?
- 448 L My dad.
- 449 I That's your dad. So shall I write the name, the word dad there? 4
- 450 L Yeah.
- 451 I Dad. And what's your dad doing?
- 452 L He has a beard.
- 453 I He's got a beard, yeah.
- 454 A Has he? ((laughs))
- 455 L He did grow one.
- 456 I So he's using a bit of... so that's okay, but in the meeting what was your dad doing?
- 457 L He was looking at me and smiling at me.
- 458 I Okay, so looking at me and smiling at me and talking about me.
- 459 L This is a strange one.

460 A It's a triangle one.

461 I This is a triangle pencil because some children find it easier to hold.

462 L Yeah, it is actually quite easier.

463 A It's good, do you like that? Good.

464 I So we've got mum, dad, Alan.

465 L And Kara.

466 I Kara, good. So shall I tick the ones that we've done? What do you think?

467 A Yeah, so we can tick off ones we've done on the other sheet.

468 L Yeah. We've done Alan.

469 I Okay, you can tick that one, all right.

470 L We've done...

471 I Polly and Mo, that's great.

472 L And I'm doing Kara.

473 I Kara, okay, lovely.

474 L I don't like it.

475 A I like it, I think Kara does her hair like that. It's kind of yellowy isn't it more than brown?

476 I It's a bit like Marie Antoinette.

477 A That's it, yeah.

478 L Eyes.

479 I Okay those are the eyes. What colour are Kara's eyes?

480 L I don't know, I'll just say blue. I think they are blue.

481 A They might be, we'll check later.

482 I Yeah, you can check later. And what's Kara doing there?

483 L She's chatting.

484 I There's a lot of chatting going on isn't there? Chatting. And what's she chatting about?

485 L Me!

486 I Chatting about me.

487 L And then I'll do, we've done Kara.

488 I Yeah, that's fine.

489 L Amanda.

490 I Amanda okay, fantastic. And she's your social worker?

491 L Yeah.

492 I Do you know, is she somebody that you know well?

493 L Yeah.

494 I Good. Okay that's Amanda, I'll write the name Amanda.

495 A She's got a crown on her head.

496 I What's on her head?

497 L A hat.

498 A Or a cape.

499 L I don't know.

500 I Okay, so Amanda who's the social worker and what does she, what was she doing in the  
501 meeting?

502 L She was listening.

503 I Oh, listening. So maybe she was somebody who found out some new things about you?

504 L Yeah. No, found out how I go at school.

505 I Yeah that's good, because maybe she knows you, often social workers know more about what  
506 happens outside school...

507 L Yeah.

508 I ...and it's good to find out a bit more about what happens in school. And the maths thing is  
509 probably a surprise. So we've got Amanda. Do you think Amanda's finished?

510 L She's orange.

511 I Is she orange?

512 L Yeah. Beak.

513 I Kara's got a beak.

514 L Yeah. That is going to be sunglasses. I don't think she was wearing sunglasses.

515 A She was wearing... She's often wearing glasses isn't she?

516 L Yeah, they're orange glasses.

517 A Yeah, I think they could be orange glasses.

518 I Orange glasses, okay. I've written that down, wearing orange glasses. Yeah?

519 L I'm drawing Owen.

520 I Owen.

521 L Look, there's his ears.

522 I There's his ears.

523 A Yeah, dressed up as BFG.

524 I Oh good. Is he going to have giant ears too?

525 L Yeah.

526 I Do you think there are some people who are very good at listening in this meeting?

527 L Yeah.

528 I They're so big that they're covering up Amanda. ((laughs))

- 529 A Poor Amanda.
- 530 I I don't think she minds. Yeah, so that's Owen. I'm writing the names, is that okay?
- 531 L Yeah.
- 532 I O-W-E-N. Are you all right for time, do you need to go quite soon?
- 533 A Um we've got assembly in about eight minutes.
- 534 I Okay, we won't worry about assembly but I don't want you to miss your...
- 535 A No, we won't go until half past.
- 536 I So that, so that's Owen, and what's Owen doing?
- 537 L Owen's um writing.
- 538 I Writing okay, and what's he writing about?
- 539 L Me!
- 540 I About me. Is this his hair?
- 541 A It is, he's got a new haircut.
- 542 I He's got a new haircut, everyone's got a new haircut. Okay so there's Owen, shall we cross him  
543 off on the list? Owen. And then there's Linda.
- 544 L Oh yeah, Linda.
- 545 I I think there's a very important person who's not in this picture yet.
- 546 L Oh, Sammarkhar. Me!
- 547 I Yes.
- 548 L Me! ((excitedly))
- 549 I You're the most important person in the meeting aren't you? Is that you?
- 550 L Yeah. I've draw you a picture.
- 551 I Do you remember we, I did say that if you wanted to add, if there's not enough space we can  
552 always make it bigger, we can just stick it on. So when you first drew you I thought you were  
553 just going to be that tiny little dot. ((laughs)) And you've got eyes. And is that you or is that  
554 someone else?
- 555 L Me.
- 556 I That's you. So that's you and you're down in the corner there.
- 557 L Yeah.
- 558 I So should I write me or should I write Laura?
- 559 L Me.
- 560 I Me. And what are you doing in the picture? Putting Laura. And then...
- 561 L Laura, Laurie.
- 562 I Laura, Laurie, Laurie. Um do you know what \*\* means?
- 563 L Yeah, \*\*\*. Yeah, in Spanish. Laura.

564 I Laura, so it means like you're... if somebody is given the name Laura...

565 L The Kings of \*\*.

566 I The Kings of \*\*

567 L And the car.

568 I Yeah. ((laughs))

569 L And the \*\*\* King.

570 A And the café.

571 L And the \*\*\* King, yeah.

572 A And the \*\*\* King.

573 L The \*\*\* King! ((excitedly))

574 I The \*\*\* King. Well it's a good name isn't it because it means you've got strong stuff inside  
575 you?

576 L I just, I just typed Laura in the internet and then I went to images and then there were pictures of  
577 the \*\*\* King but then they said Laura King.

578 I Because it's el rey \*\*\* in Spanish, which means the king \*\*\*. Okay, so there's you and what  
579 are you doing in the picture? You look like you're smiling?

580 L Yeah, I'm watching.

581 I You're watching, okay. You're watching, that's great.

582 L And those are my eyes.

583 I And your eyes. So you're watching and you've done yourself some really big eyes, someone's  
584 doing, sorting out the parents over there, so Laura is watching.

585 L I think that's all.

586 I Yeah? And so do you think that's all? Because you don't have to put everyone in because it's  
587 your picture.

588 L I've done Linda.

589 I Oh, I haven't seen Linda.

590 L And she was talking about me.

591 I Linda, she was talking about me. Yeah? Do you remember what she said?

592 L No.

593 I No?

594 L Er...

595 A Linda was kind of leading the meeting a bit wasn't she?

596 L Yeah.

597 I Yeah, it's called, it's called chairing the meeting if you're the person who, who's kind of  
598 running it, who's like the teacher.

599 L I've done Laura. I'll do Sammarkhar.

600 I Sammarkhar, okay fantastic. Sammarkhar looks a little bit like a flower there. ((laughs)) So  
601 we've got Sammarkhar, it's a very interesting name, Sammarkhar, and what's he doing there?

602 L Just sitting there.

603 I Sitting there.

604 A Are you all right?

605 I Do you want to get up and walk around?

606 L No.

607 I Okay, so do you want to cross out Sammarkhar? Oh yeah, that's fine, so we've got Linda, Polly,  
608 Mo, so we've got all the important people but there's one mystery lady who's there.

609 L I'll just do this.

610 I Yes, a question mark, the mystery lady. Shall I write mystery lady?

611 L Yes.

612 I Okay.

613 L I need to go to the toilet.

614 I Yes, I think we've probably, I think we've done quite a lot, you've explained to me about your  
615 meeting and you've done some drawing of it. So you're going to go to the toilet. Is there  
616 anything you want to say before we finish about your meeting?

617 L Er, I liked it.

618 I You liked it?

619 L Yeah.

620 I What did you like about it?

621 L Everything.

622 I Yeah?

623 L All the, all the good things about me.

624 I Yeah?

625 L Yeah.

626 I Did you think people were honest in the meeting or did you think people were just trying to say  
627 nice things?

628 L Honest. They were honest.

629 I What was honest? What was the...?

630 L I was getting nice things and some of the children in the personal area said Laura's kind when  
631 he's friend, when he's happy. And that's true.

632 A So when we were in the meeting the class were all writing saying they think this about Laura.

633 L When Candice's meeting was going on.

634 A That was when Candice was having her meeting.

- 635 I Okay so Candice was having her meeting and then... It's great to put those pens back, thank  
636 you, that's really helpful. You can add them all together to make a rocket. But so your class said  
637 things about you.
- 638 L Yeah.
- 639 I And was that, was that a good bit of the meeting or not so good or...?
- 640 L It was a good piece of the meeting.
- 641 I And so what did they, what did they say?
- 642 L They said nice things.
- 643 I Yeah?
- 644 L Yeah, most of them said he's happy, he's kind to play with when he's kind, when he's happy.
- 645 I And after the meeting did you feel, did you feel the meeting changed anything for you? Did it  
646 feel different after the meeting?
- 647 L Yeah.
- 648 I What was different?
- 649 L I got on better outside.
- 650 I Yeah?
- 651 L Yeah.
- 652 A Yeah, it's true.
- 653 I So it helped you with the playground, which was one of the things you needed a bit of help  
654 with.
- 655 L Yeah, and helped with the class.
- 656 I Okay good, well thanks then. What I'm going to do is I'm going to come back and see Candice  
657 another day because it's park time for you guys.
- 658 A Mm-mm.
- 659 L After assembly.
- 660 I Do you want me to take a picture of this um for you to take with you?
- 661 L Yeah.
- 662 I Because we could photocopy...
- 663 A I could do a photocopy here.
- 664 I Oh that would be wonderful. And do you want the list of the people or is that not really...?
- 665 L No.
- 666 I So that was just like a bit of a draft. So I've got these, the cards that I've got, do you think I  
667 need to do any more cards for the next, because when we were feeling a bit stuck that helped us  
668 get going but do you think I need to do any other ones or do you think they were okay?
- 669 L I think they were okay, I need to look through them.

- 670 I What went well, the staff, during the meeting, your thoughts, family, what didn't go well, after,  
671 before. Is there anything you've left out that you wanted to say?
- 672 L No.
- 673 I Okay, all right. So we'll put them back in. Yeah, that was the best one wasn't it?
- 674 L Yeah.
- 675 I So I put some blank ones in case we needed to add some more. Okay, so what I'll do we'll get  
676 your picture to take away and then it's going to be park time. Thank you so much for helping  
677 me with my project. I'm just going to stop it. Do you want to hear what you've said at all?
- 678 L Yeah.
- 679 I Okay, here we are, I put my code in. Let's hope it's recorded.
- 680 L How many minutes was it?
- 681 I Let's have a look. It was 41 minutes okay, and we're going to stop it now. That's quite a long  
682 time isn't it?
- 683 L Yeah.
- 684 I Okay, what's it doing?
- 685 L Your one's great, I like it.
- 686 I You like it? Okay there we are.



**Appendix 8: Transcript Re-interview Laura**

Audio title: Laura\_2 Audio length: 23:10

Participants: I Interviewer, L Laura, A Alan

- 1 I So, we're back again. And what I've done is, obviously we met on Friday, and you were telling  
2 me some stuff about your annual review meeting. What I've done is I've listened to... Oh sorry,  
3 Alan, do you mind popping that shut? I've listened to the recording and I've also written down a  
4 few things that we said at it and I've brought that with me. And you know one of the first things  
5 that I noticed, you know at the beginning of the meeting, do you know what I called you?
- 6 L What?
- 7 I I called you Alan. ((laughs)) So it is funny when you listen to a recording there's all sorts of  
8 things that you might not even notice. I do know that your name is Laura so I'm sorry about that  
9 one. So what I'm hoping to do today is just to look at the stuff that we talked about last time and  
10 to make it a bit more like a story, so it's like the story of your review. And I've brought back  
11 your drawing and the list of people that we can look at, and I've also typed up some of the stuff.  
12 First off there were a couple of things that I thought you might not want to be in the story, and I  
13 thought I'd mention that at the beginning, just so you can choose, because there were a few bits  
14 when you, and also when Alan was a bit embarrassed, I thought embarrassed on the recording.  
15 Do you remember when you forgot Amanda's name and you were worried about that?
- 16 L Yeah.
- 17 I I just thought that doesn't need to go in the story, unless you want it to it can.
- 18 A Yeah, it's up to you, it's your story.
- 19 L What do you think?
- 20 A Well, I think maybe if Amanda heard it she might be disappointed that we couldn't remember  
21 her name.
- 22 I And you did remember it afterwards, do you remember? I was asking you a different question  
23 and you went, "I know, it's Amanda!" So what it says it, and this is what I've written and this is  
24 like a draft, so you know when you do stories or you do writing you do a draft and then you  
25 make it better, so things that don't need to be shared, forgot Amanda's name so I'll cross that  
26 one out. The hamster stuff, you know you were saying about...? ((laughs))
- 27 L Yeah.
- 28 I I mean if you're worried about looking after your hamster, that wasn't really to do with the  
29 review? Or do you think it was to do with the review?
- 30 L They did say he cares about his hamsters.
- 31 I Yes, but when you were saying that one of the things I thought you might really be saying is  
32 that, because you said that you felt that people were honest in the review?
- 33 L Yeah.
- 34 I But also you were saying they said that you were kind with your hamsters but also I thought  
35 what you were really saying with that is that people don't know everything about you.
- 36 L Yeah, they don't know everything about me. They knew more than I thought.

- 37 I Yeah, so I thought when you were talking about the hamster what was important about that for  
38 me was you were saying was you discovered stuff in the meeting, they knew more stuff, they'd  
39 kind of seen you, but they don't know everything, because nobody knows everything.
- 40 L Yeah. Except for me!
- 41 I ((laughs)) You know everything?
- 42 L About me.
- 43 I Oh yeah. It's interesting because...
- 44 L I don't know everything about me though.
- 45 I Well, because when I was listening to the recording I was listening to what my voice sounds  
46 like and I was surprised by things I'd said and what my voice sounds like, so even if it's me I  
47 don't know everything about me. There's a thing, I'll do a quick drawing for you, there's a  
48 thing called the Johari Window and it's about things that people know, so it's other people  
49 know and it's I know, and so there are things that everybody knows which other people know  
50 and you know, and there are things that nobody knows about you, but there's also this bit where  
51 other people know stuff about you that you don't know. Like I didn't know what my voice  
52 sounded like; other people would know what it sounds like better. And this bit which are the  
53 secret things which you know and nobody else knows. And when we're talking I'm not trying  
54 to get you tell me your secrets, what I want to do is know about the review meeting, yeah?
- 55 L Yeah.
- 56 I Yeah? Okay, so the hamster stuff, in a way it is important because it's showing us you don't  
57 know everything about you. And the other bit I thought you were a bit embarrassed is when you  
58 were talking about your mum, Polly, and you said that she talks a lot and then you were  
59 laughing and I said I thought you were saying she does talk a lot and that's fine and you didn't  
60 want that to be a bad thing. So that doesn't need to be in in a bad way because people talk a lot.  
61 Yeah?
- 62 L Yeah.
- 63 I So shall I cross that one out as well?
- 64 L Yeah.
- 65 I So this is what I've written down and I've got a copy that you can take away as well and so  
66 that's a copy that you can take away. So this says the true story of my review, and what we can  
67 do is we can read through it and you can stop me if there's something that you want to add. So it  
68 happened at school. There were ten people in a circle, Alan was there and he was the star of the  
69 meeting.
- 70 L No. Me.
- 71 I No, okay. So me, so actually what you want to say is I was there and I was the star. I was there  
72 and I was the star of the meeting. Yeah?
- 73 L Yeah.
- 74 I Yeah? That's good. I sat between my mum and dad.
- 75 L Yeah.
- 76 I There was also my teacher...

- 77 L Alan.
- 78 I Yeah, I crossed out Alan because I'm changing it.
- 79 L Oh yeah.
- 80 I Because you said, because when I said who is the star, you laughed and you said Alan. And  
81 obviously Alan is a very important person.
- 82 L Yeah, but.
- 83 I But actually you were the star of the meeting weren't you, because it's all about you. So that's  
84 right. I'm just changing it. And I was the star of the meeting. I sat between my mum and dad.
- 85 L Yeah.
- 86 I Yeah? There was also my teacher, head teacher, Linda, and two other ladies from outside the  
87 school and my social worker was there.
- 88 L Yeah.
- 89 I Do you know who I've missed out?
- 90 L Sammarkhar.
- 91 I Sammarkhar.
- 92 A Ah, poor Sammarkhar.
- 93 I Shall we put something good about Sammarkhar because he's in this bit?
- 94 L He's Laura's friend and he's my friend and he's very kind to me.
- 95 I So my friend. Sammarkhar, my friend was there.
- 96 L Yeah. And he said nice things about me.
- 97 I He's my friend and he's very kind about... Very kind about me?
- 98 L Yeah. Kind to me.
- 99 I Kind to me. And what was the next bit you said?
- 100 A You said what Sammarkhar said.
- 101 L Lots of nice things about me.
- 102 I He said lots of nice things about me.
- 103 A Do you like these new chairs?
- 104 L Yeah. They're new.
- 105 A They're good aren't they?
- 106 I They're posh aren't they? The parent's room has improved, we don't have to sit on the floor  
107 anymore. Okay, so I've said it was a lot but it felt okay. Because it was a lot of people looking  
108 at you.
- 109 L Yeah.
- 110 I It felt okay? Do you want to change that word?
- 111 L No.

- 112 I One. We started with things people liked about me.
- 113 L Yeah.
- 114 I We wrote on post its.
- 115 L Yeah.
- 116 I People said I'm funny, getting better at maths. Lots of people said the same things, I found out  
117 new things.
- 118 L Yeah.
- 119 I I realised that people knew a lot more about me than I thought.
- 120 L Yeah.
- 121 I It was good. Yeah? Do you want to change that word good for a different one?
- 122 L Brilliant.
- 123 I It was brilliant. Okay. Number two. Then we talked about what I need more help with. And we  
124 move onto the next page.
- 125 L Is that all?
- 126 I That's just all, I printed out a few spare ones just in case we got a bit scribbly on this one. So  
127 that's the whole thing so far. I can get loud. My behaviour can get fizzy. I need help to calm  
128 down and stay away from... so there was one child's name?
- 129 L Niall.
- 130 I It was Niall.
- 131 L NL.
- 132 I Because when I write this NL, when I write this I'm not going to use real names because it's not  
133 really about... It's about what you think but it hasn't got to be personally about you, it's about  
134 I've talked to people about their reviews and then this is the story. Yeah? So we'll have  
135 different names because no one needs to know it's about you. So we'll think about the name  
136 changes, maybe you've got a...
- 137 A You can have a little think, it's like when we're writing a story you need characters.
- 138 L Alan can be called LJ.
- 139 A LJ.
- 140 I Oh you see, you've got a cool name. So Alan can be LJ. Have you thought of a name that you  
141 would like? Sometimes it's good to have the same...
- 142 L Laurie.
- 143 I Laurie, yeah that's fine.
- 144 L That's my short name.
- 145 I Do you think that's different enough?
- 146 L Laura. You can call me Laura.
- 147 I Well it could be about a boy.
- 148 L Yeah.

- 149 I Because sometimes when somebody's told a story they change details so it can't be tracked  
150 back.
- 151 L Yeah, Laura.
- 152 I So we could call it Laura, that's fine, because then we're using a bit more imagination aren't  
153 we? Okay, so I can get loud, my behaviour can get fizzy, I need help to calm down and stay  
154 away from NL.
- 155 L Or...
- 156 A Perhaps someone's name from a film or a cartoon or something, as long as it's a normal name.
- 157 L Harry.
- 158 I Harry? That's fine. There's lots of films about Harrys aren't there? I need help to calm down  
159 and stay away from Harry. Number three. Then we talked about plans to make things better.
- 160 L Yeah.
- 161 I I haven't put any of the things that you said about plans to make things better. Do you  
162 remember what you said?
- 163 L No.
- 164 I You said...
- 165 L I don't do...
- 166 I Sorry?
- 167 L I don't want to put it down.
- 168 I Because you said stuff about going out of the classroom to calm down and the playground stuff.
- 169 L No.
- 170 I You don't want that in the story?
- 171 L Yeah.
- 172 I That's fine, we can leave it out. It's enough to say we talked about things that could make things  
173 better.
- 174 L Yeah.
- 175 I The meeting was good, people were honest. I understood what was said and it made things  
176 better.
- 177 L Yeah.
- 178 I Yeah? Do you agree with that?
- 179 L Yeah.
- 180 I It made me laugh. I smiled a lot. People were listening to each other. I've already tried some of  
181 the ideas to help and that's helped me behave better in the playground.
- 182 L Yeah.
- 183 I Yeah? I would recommend somebody else having a meeting like this because I think it helped.
- 184 L Yeah.

- 185 I Yeah? So are there any other things, because you know I showed you the cards before.
- 186 L Yeah.
- 187 I I had a few different cards, I wondered about whether you wanted to put – have a look at these –  
188 what's different now after the meeting, because the aim of a meeting like this is to change some  
189 things in school.
- 190 L It's got better.
- 191 I What's got better?
- 192 L Outside.
- 193 I It's got better outside. In the classroom.
- 194 A Mm-mm.
- 195 I Do you feel different about school since the meeting?
- 196 L Mm-mm yes.
- 197 I In what kind of way?
- 198 L In every way.
- 199 I Okay, so it's made you feel differently.
- 200 L Yeah.
- 201 I Do you want to say a bit more about that?
- 202 L I'm not sure how to say.
- 203 A Is it in class or outside?
- 204 L In class. Outside, yeah.
- 205 A Oh both, okay that's good.
- 206 I Because when I chatted to Alan this morning about when we were going to meet up Alan said  
207 he thought that since the meeting you'd been smiling more in school and that you seemed a bit  
208 happier.
- 209 L Yeah.
- 210 I Do you think it did change anything? That's quite a big change, just for a meeting to happen. So  
211 what do you think? It made you happier?
- 212 L Yeah.
- 213 I That's an amazing thing, how did it do that?
- 214 L Because people understood me more, yeah.
- 215 I And that was a good feeling for you? And people all in the circle, people understood you more?
- 216 L Yeah.
- 217 I Yeah? So that's what's different now. Surprises? You already said a bit about a surprise that  
218 there was.
- 219 L They knew more than I thought.

- 220 I Yeah, they knew more than you thought, that's good. Are there any things about feelings that  
221 you want to add in to the story?
- 222 L I'm not sure.
- 223 A So you were saying you're feeling happier which is nice.
- 224 L I forgot.
- 225 A That's okay. So I think in class you haven't got as fizzy recently.
- 226 L Yeah, I haven't got as fizzy.
- 227 I Yeah?
- 228 L Yeah.
- 229 I So the meeting might have helped you get a bit less fizzy.
- 230 L Yeah.
- 231 I How could it do that?
- 232 L Because they understand me more.
- 233 I Yeah, and feeling understood makes things feel less fizzy?
- 234 L Yeah.
- 235 I So do you think before one of the things that made you feel fizzy was...?
- 236 L Well the one thing that would make me feel fizzy was when I was getting adopted and now it's  
237 all sorted.
- 238 I It's all sorted, okay.
- 239 L And now I'm less fizzy.
- 240 I So often lots of people whose behaviour is fizzy, they've got complicated things happening  
241 outside school haven't they and that can make it hard to concentrate in school. So that's  
242 interesting so it might be that the meeting happened at the time when your adoption was being  
243 sorted.
- 244 L Yeah.
- 245 I And so it may be that you're happier because of the meeting but also may be happier because  
246 actually things are sorted at home.
- 247 L Yeah.
- 248 I And things have gone the way that you want them to be.
- 249 L No the way which my family want it to be.
- 250 I Yeah. Yeah that's good, it's really good.
- 251 A I think either you or your mum or dad did mention it in the meeting that the adoption was being  
252 sorted later that week and so it happened in between that meeting and us seeing you on Friday.
- 253 I Yes, so that means everything's sorted and that it's all going to work. Great.
- 254 L It happened about five days ago.
- 255 I I'm so pleased for you, it's really good news.

- 256 A It's great.
- 257 I It's really good news. But is there anything else you want to tell me?
- 258 L No.
- 259 I One thing that Linda said to me was that this time last year they were having a meeting about  
260 you and you chose not to come into that meeting. Is that right?
- 261 L That's my sister.
- 262 A So that would be just when I started at the end of year four and we had a similar meeting with  
263 Hannah, remember when Hannah was a teacher?
- 264 L Yeah.
- 265 A And your mum and Linda and me and I guess Linda asked Laura if he wanted to go.
- 266 L I don't remember.
- 267 A No it's a long time ago, it's a long time ago.
- 268 I And maybe if somebody asks you something and you say you don't want to do it that's not a  
269 big deal.
- 270 A No it's not a big deal at all.
- 271 I But so this time before the meeting were you asked if you wanted to come in?
- 272 L Yeah.
- 273 I Yeah? And what did you say?
- 274 L Yes.
- 275 I And did you know what to expect in the meeting?
- 276 L Yeah.
- 277 I Yeah? So it was as you thought.
- 278 L Yeah.
- 279 I Were you worried before the meeting?
- 280 L A little bit.
- 281 I A little bit, okay. I think that's... You were looking at your watch?
- 282 A Oh not at all.
- 283 I Is there anything else you wanted to say? Shall we read over the story one more time to check  
284 I've changed it right?
- 285 L Yeah.
- 286 I Okay. The true story of my review. It happened at school.
- 287 L Yeah.
- 288 I There were ten people in a circle.
- 289 L Yes.
- 290 I I was there and I was the star of the meeting.



- 291 L Yes.
- 292 I I sat between my mum and dad.
- 293 L Yes.
- 294 I There was also my teacher, head teacher, Linda, and two other ladies from outside the school  
295 and my social worker was there.
- 296 L Yeah.
- 297 I Yeah? Sammarkhar, my friend, was there. He's my friend and he's very kind to me, he said lots  
298 of nice things about me. It was a lot but that felt okay.
- 299 L Yes.
- 300 I We started with things people liked about me. We wrote on post its. People said I'm funny, I'm  
301 getting better at maths. Lots of people said the same things. I found out new things, I realised  
302 that people knew a lot more about me than I thought. It was brilliant. Then we talked about what  
303 I need more help with. I can get loud. My behaviour can get fizzy. I need to calm down and to  
304 stay away from Harry. Number three. Then we talked about plans to make things better. The  
305 meeting was good, people were honest. I understood what was said and it made things better. It  
306 made me laugh, I smiled a lot.
- 307 L Yeah.
- 308 I People were listening to each other. I've already tried some of the ideas to help and that has  
309 helped me behave better in the playground. I'd recommend someone else having a meeting like  
310 this because I think that it helped. It's got better outside and in the classroom. Okay?
- 311 L Yeah.
- 312 I Yeah? So next year would you like to have a meeting like this again?
- 313 L Yeah.
- 314 I Yeah? Because that might be the ending of the story, so if you say maybe I hope for next year.
- 315 L I hope for next year it's the same thing.
- 316 I It's the same thing. Will you still be working with Alan next year?
- 317 L Yeah.
- 318 A He should, yeah.
- 319 I I hope it's the same thing. And is there anything that you'd like to be different for next year?
- 320 L No.
- 321 I No? Do you think you'll bring Sammarkhar again?
- 322 L I might bring someone else.
- 323 A See how it goes, it's a long way away.
- 324 I Yes, it's a long way away, but basically you were happy with it and it would be another thing; I  
325 wonder what else you would find out next year.
- 326 L Yeah.

- 327 I That's fantastic. Brilliant. So what I'll do is I'll tidy that up a bit, you've got a copy of this  
328 picture and when I've tidied it up. I've got your email now, Alan...
- 329 A Yes.
- 330 I So if I maybe email a copy to you. I'll take out the bits we didn't want to put in and maybe I'll  
331 put some different names in. So if you think of some names that's fine but otherwise I can think  
332 of something.
- 333 L Yeah.
- 334 I Thank you so much for your help with my project. I met with Candice today and I'll tidy up the  
335 story that I've got from her as well and I'll do the same thing with meeting her again after half  
336 term, and then much later on when I've interviewed other kids in the school then maybe I'll do a  
337 thing where I show the stories.
- 338 L Yeah.
- 339 I Yeah? Okay.
- 340 A Thank you very much.
- 341 I But we'll think about it. Thank you so much guys.
- 342 A No, not at all.
- 343 I And have a great Monday, enjoy the sunshine. Keep drinking that water.
- 344 L Yeah.
- 345 I I'm so glad it's worked out well for you Laura, that's really good.
- 346 A Laura, are you all right going up by yourself, I'll be up in a minute, okay? I don't know how  
347 important that is to your story but just that I'm leaving ((?)).
- 348 I Oh so it's probably better not to put that in.
- 349 A I don't know, what you think's best, but he's not aware that I'm leaving.
- 350 I No that's fine, so are you leaving the school?
- 351 A I'm leaving the school.
- 352 I I do think that's something that, given that everything else is going well.
- 353 A I think...
- 354 I Let me switch this off because this isn't part of it.

**Appendix 9: Transcript Initial Interview Candice**

Audio title: Recording8 Audio length: 38:11

Participants: I Interviewer C Candice, K Kate

- 1 I So do you see, this is the iPad and do you see these little things there?
- 2 C Yeah.
- 3 I That's the recording level um and, and I'm also going to record it with my phone as well, just in  
4 case um, in case the other recorder doesn't work.
- 5 C Oh, 1, 5...
- 6 I Okay. And so it's on airport mode that one, so my phone actually won't ring, it's just so it won't  
7 disturb us. So do you know, do you remember why I came in to see you today, Candice?
- 8 C To record um what I thought about the meeting.
- 9 I Yeah, that's right, because um do you remember a little while ago I came in and asked you if  
10 you'd help me with my project and it's about finding out what people think about their annual  
11 review meetings?
- 12 C Mm-mm.
- 13 I Because lots of kids are having annual review meetings where they're in the meeting um and  
14 nobody's really asked kids what they think about it, whether it's a good thing or a bad thing or,  
15 or whatever. So you said it would be okay, and your dad, Mo, said it would be okay for me to,  
16 to talk to you. Um and so really what I'm here to ask you about is to tell me the story of your  
17 annual review, the true story of your annual review, um and it might be that you want to do  
18 some pictures, so to help, because sometimes that can help um help you remember what was  
19 happening. And I've also got a few cards with a few prompts, so if you get a bit stuck you can  
20 have a look at them. So when I, when I interviewed Laura one thing he did at the beginning  
21 which seemed quite helpful was he just started with making a list of all the people who were  
22 there to just, to remember that. Do you think that would be a good thing to start with?
- 23 C Mm-mm, no.
- 24 I No that's fine, how would you like to start?
- 25 C Saying how um helpful it is and then saying what wasn't good about it.
- 26 I Okay, so you want to start by saying how helpful it was and what wasn't good. Good, because,  
27 you know, it's fine if there wasn't something that you didn't like particularly about it that you  
28 can say that, nobody will be upset about that, it's just, it's just important just to be honest and  
29 say what you think because that's... Other people are going to have meetings like this and we  
30 need to know what kids think about it really. Yeah? And I talked to Owen um and Linda before,  
31 before doing the project and I said, "What happens if the kids say something quite difficult?"  
32 and they said, "That's fine..."
- 33 K Yeah.
- 34 I ...that's completely fine because we want to know how to make it, to make it good." Okay, so  
35 do you want to start by telling me what, just what happened in your, in your review? What was,  
36 what was...? Do you want to, was it something that was good that you wanted to start with?
- 37 K Something that was helpful was it, did you say how helpful it was?

- 38 I Helpful.
- 39 C Like noticing um how um people notice about them.
- 40 I Yeah? So it was something about noticing? Was it things that people noticed about you?
- 41 C Yeah.
- 42 I Yeah? So what, what was helpful about that? They notice things about you?
- 43 C Yeah and then, and then... And then I notice they actually do listen really hard.
- 44 I Ah, you notice they listen pretty hard. So they, they you felt that people in the meeting were  
45 telling you that they were listening carefully to you in general? Or was it just in the meeting you  
46 felt they listened hard?
- 47 C Just in the meeting.
- 48 I U-huh, so they listened hard and they noticed stuff. What kind of stuff do they notice about  
49 you?
- 50 C Mm-mm I like um mostly dogs.
- 51 I That you like dogs? Yeah? So there were things about things that you liked, like things about  
52 dogs. And what other things do they notice about you?
- 53 C Um how I'm not allowed to be right on the spot.
- 54 I How you're not allowed to be...?
- 55 C Er they're saying, Candice, what do you think, just getting you to answer straight away.
- 56 I Oh, so is it that if people ask you a question and they want you to answer it immediately that  
57 doesn't work for you but if they give you a bit more thinking time? Is that one of the things that  
58 they were saying, they notice that that's the way to help you? Yeah? So putting you on the spot  
59 doesn't help.
- 60 C Yeah.
- 61 I Okay. So is there anything else?
- 62 C ((pauses for thought))
- 63 I I'm doing exactly that aren't I, putting you on the spot! ((laughs))
- 64 K You were talking about some of those things that Hettie, their teacher, asked the children didn't  
65 she, to write things down? And that was about that, that you really like dogs, those things that  
66 people noticed about you as well.
- 67 C Yeah, and yeah, and I liked the way they wrote them on post its.
- 68 I So it was they wrote the things on post its in the meeting itself or was it getting ready for the  
69 meeting?
- 70 C Er in the meeting itself.
- 71 I So people were walking around and putting stuff on post its...
- 72 C Yeah.
- 73 I ...and then did they have the thing with like the posters on the wall...
- 74 C Yeah.

- 75 I ... where people could put things in the right, in the right bits? And so what did you like about  
76 them writing stuff on post its?
- 77 C Mm-mm because I know they actually er remembered a lot of things.
- 78 I Yeah, they remembered a lot of things and maybe they were thinking and, and writing. And I  
79 guess in, you know you were saying that you don't like being put on the spot, if you can write  
80 things down on post its it's like in the meeting people weren't being put on the spot, they could  
81 take their time and write it down so they'd have enough thinking time. Yeah? So, so you liked  
82 those things, and when, when there's all the stuff that the class has said about you that's often  
83 quite a, that's an amazing part of the meeting, people find that quite...
- 84 K Mm-mm.
- 85 I ...it's quite an intense thing sometimes having that, so what was it like for you?
- 86 C Um kind of um weird, like when they just kept writing mostly the same thing.
- 87 I Ah, so it was weird because people said that they noticed similar things about you?
- 88 C Yeah.
- 89 I And that was weird? Yeah, it's quite a lot isn't it when you feel like everybody's, you feel like  
90 everybody's noticing stuff about you, it's quite a, it's quite a strong thing. So in the meeting  
91 ((clears throat)) sorry, I've got a little bit of a cold, in the meeting um it starts, so what, do you  
92 remember the first part and how the meeting began and what was the first part of the meeting?
- 93 C Um inducing ((sic)) themselves.
- 94 I Yeah, they were choosing... What was that, they were choosing...?
- 95 C Inducing theirselves.
- 96 I Introducing, introducing.
- 97 K Introducing themselves.
- 98 I Yeah, absolutely, that's a great, that's a great way to start. So they, they started by introducing  
99 themselves and saying why they were there, so that was the first thing. And then what happened  
100 after that?
- 101 C Um they were kind of um getting on with the post it notes.
- 102 I Post it notes, yeah. And so they got on with post it notes um and then, and then so there was  
103 quite a lot of writing and moving around and what happened after that?
- 104 C Er Linda was saying what the people have said.
- 105 I So Linda was what they call the chair of the meeting, who is running the meeting, and she was  
106 reading out some of the post it notes and explaining it so that everybody could hear. Yeah. And  
107 did she start... sometimes people start with um the things that they really like and admire about  
108 somebody, that's like one of the beginning parts of the meeting, was that the way it happened in  
109 your meeting?
- 110 C Yeah.
- 111 I Yeah, and do you remember some of the things that people said about you?
- 112 C Mm-mm ((pauses for thought)) mostly I quickly go on my laptop and I do lots of dog research.

- 113 I U-huh, so that you quickly get your laptop and get on with your work and do research about  
114 things like dogs was something that was picked up on.
- 115 C Yeah, that I really like. And I like drawing.
- 116 I Yeah.
- 117 C I'm um I'm good at art.
- 118 I Yeah, so you like drawing and you're good at art. And, and things from the class, were they at  
119 that time? Was it that, that bit where they put, where Linda shared the things that your, your  
120 friends in class had said or was that later, later on in the meeting?
- 121 C Er that was kind of afterwards.
- 122 I Okay.
- 123 C And Linda didn't really read them out, my teacher, Hettie, did.
- 124 I Okay yeah, and do you remember some of the things that, that came out there?
- 125 C Good drawer, understandable, um helping kids.
- 126 I So they were saying that you help other kids?
- 127 C Yeah.
- 128 I Okay, good. So there was the things that, there was the introduction, then there was the things  
129 that people liked and admired about you and then what happened, was it then the stuff in your  
130 class?
- 131 C Mm-mm.
- 132 I And then what, what happened next?
- 133 C I went out of the room and they discussed.
- 134 I They discussed other stuff?
- 135 C Mm-mm.
- 136 I Okay, so, so, so would you say that you were in the meeting for most of it, half of it, just a little  
137 bit of it?
- 138 C Half of it.
- 139 I Probably half of it, okay. And was that okay going out?
- 140 C Yeah.
- 141 I Yeah? Did you feel ready to go out at that time? Yeah. And so um when, when you were in the  
142 meeting did they talk about plans or what's going to happen next to help you? ((background  
143 noise))
- 144 C Yeah, when I was there.
- 145 I You were there, okay. So do you want to tell me a bit more about the plans or ideas that people  
146 talked about in the meeting?
- 147 C Um I kind of can't remember.
- 148 I Okay, well maybe, maybe then it's a good thing for you, we could start doing a little picture, we  
149 could do a little picture of everybody in the meeting doing something, because sometimes that

- 150 helps, it helps trigger some, some more remembering. Yeah? Will that be okay? Or do you want  
151 to look at the, because, or do you want to look at the cards?
- 152 C Cards.
- 153 I ((papers being moved)) Okay these are the cards with some ideas, so it could be before the  
154 meeting, because sometimes people want to talk about the preparation for the meeting, what  
155 happened before, things that they got ready. After the meeting, that could be something to talk  
156 about. What didn't go well in the meeting. Your family in the meeting, because some... often  
157 family members are there in the meeting and Mo and Polly were there in your meeting.
- 158 C Mm-mm.
- 159 I Um your thoughts um during the meeting. I think one of them may be stuck. Um friends,  
160 because sometimes people bring a friend in the meeting and that can be quite a nice thing in it.  
161 Staff. What went well. Wishes, I wish. And actually what the meeting, in the meeting itself.  
162 So...
- 163 K Would it help to choose one to talk about?
- 164 I You could choose one to talk about if you wanted to. Shall we spread them all out now so you  
165 can see all of them? And I've also brought some blank cards so if you think there's one missing  
166 you could just quickly make another one. Because I was thinking you had thoughts but I didn't  
167 actually have one for feelings. Okay, so the I wish one. Right. So let's put the other ones away  
168 and we can talk about that one. Okay, so what did you wish?
- 169 C I need to have more time er out of the room working stuff out.
- 170 I So it would be good to have more time out of the room working stuff out.
- 171 C Mm-mm.
- 172 I Would that be before the meeting or, or in general in school?
- 173 C Before.
- 174 I Before. So do you think it would have been, you would like to know a bit more about the  
175 meeting before?
- 176 C Yeah, a little more.
- 177 I Yeah?
- 178 K Pardon?
- 179 I ((laughs))
- 180 I So to talk about the meeting before you went in it, you mean rather than wish you could work  
181 generally outside, because I know that's a wish as well?
- 182 C Mm-mm.
- 183 I Okay, so sometimes people get ready before the meeting. Did you have a, did you guys have a  
184 chance to talk about the meeting before?
- 185 C Um kind of.
- 186 I Yeah, but you, it might have been good to talk a bit more about it?
- 187 C Mm-mm.

- 188 I Did you know what to expect before the meeting?
- 189 C Yeah.
- 190 I Yeah? So with the time that you, you would have liked to have had before the meeting to get  
191 ready, what, what kind of things would it have been good to do in that time?
- 192 C ((pauses for thought))
- 193 I Because sometimes, sometimes people have, sometimes people bring some work that they want  
194 to show or they um even bring like a picture that they've drawn or their, their special helper will  
195 take some photographs of them doing things that they enjoy. Or people do other things to get,  
196 get ready for the meeting um and then you can bring the pictures to show if you want to say I'm  
197 really proud of the work that I've been doing in this, so that can be something that people do.  
198 Do you want to get, do you want to do some drawing now? You've starting drawing, are  
199 you...?
- 200 K It's her speciality, drawing without looking.
- 201 I ((laughs)) Okay, so is this, is this, is this going to be a picture of the meeting?
- 202 K I know what that's going to be. ((laughs))
- 203 I Is this one of your favourite pictures to draw?
- 204 C Yeah. ((background noise, children playing))
- 205 I Okay, so what's your mystery picture?
- 206 C Um a miniature schnauzer.
- 207 I Sorry.
- 208 C Miniature schnauzer.
- 209 K Miniature schnauzer.
- 210 I Miniature schnauzer.
- 211 K Yeah, a little dog.
- 212 I Is that one of your favourite dogs?
- 213 C Mm-mm.
- 214 I Do you have a dog at home?
- 215 C No.
- 216 I Because, because um your brother said he's got a hamster, is that a hamster that you share?
- 217 C Er two hamsters, one's called Lightning and one's called Thunder and they're really fat and  
218 they scratch all the time to get their food. It stretches and comes out of its bed. Once they eat  
219 ((?)) they go straight into bed and then one goes up the tunnel and goes straight into the other  
220 bed.
- 221 I And do they share a cage?
- 222 C No, the first time we did that, fight, fight, fight, fight, fight, so we had to separate them, buy a  
223 different cage for them and now that's all right.



- 224 I Yeah, okay. So the, so you, so you have hamsters at home but you would really like Miniature  
225 Schnauzers. You mentioned the thing about really liking dogs, dogs as well.
- 226 C Yeah.
- 227 I What is it that you like about dogs in particular?
- 228 C They're playful.
- 229 I U-huh, they're playful.
- 230 C Um some of them are nice to children, especially one, who's pretty smart and sometimes  
231 naughty but....
- 232 I So because they can be nice to children and they can be affectionate and also they can be quite  
233 cheeky as well.
- 234 C Er one of them's perfect smart, not dumb, and ends up in fights with other dogs but is nice to  
235 children. So here if there's one Miniature Schnauzer it's fine but if there's more than one it's  
236 not fine, they're naughty.
- 237 I So I guess it's a bit like what you were saying about the hamsters, that they, they're good on  
238 their own but if there's more than one then you can see some problems. ((laughs))
- 239 C They get um naughty.
- 240 I Okay good, so shall we...? Would you like to do a picture of the meeting?
- 241 C I'll try but it's not...I might have to do stick people.
- 242 I It's fine you can do, it's fine to do stick people, however, however works. So this is going to  
243 be... because what we could do is do everybody in the meeting doing something. You didn't  
244 want to do a list of the people but shall I maybe do a list of the people?
- 245 C Yeah.
- 246 I So do you want to tell me the names of, the names of the people who were there? ((coughing))  
247 There was Candice. ((writes))
- 248 C Polly, my mum.
- 249 I Polly, your mum and...?
- 250 C Um Morris.
- 251 I Morris, your dad.
- 252 C And Hettie.
- 253 I Hettie.
- 254 C Kate.
- 255 I Kate.
- 256 I I'm not putting capital letters. My writing's not very good. Kate.
- 257 C What's his name called again?
- 258 K Oh, the man who we went to see last Wednesday. Johny.
- 259 C Yeah, Johny.
- 260 I Johny.

- 261 K He was at Wapping wasn't he? At the secondary school.
- 262 I Oh, is he from your secondary school? Oh that's... is he the SENCo ((?)) there?
- 263 K Yeah, we visited him last Wednesday as well.
- 264 I That's really good. Okay so there's Kate, Johny, and was, was your head teacher in the  
265 meeting?
- 266 C No.
- 267 I No? Was, let me think, sometimes people have somebody like a SENCo who is, in your school  
268 that's Linda. She sometimes comes to the meetings. I think you did say Linda was there didn't  
269 you?
- 270 K Yeah.
- 271 C Yeah.
- 272 I Put Linda then. And...
- 273 K And there were two more weren't there? Two more ladies but I can't remember their names.  
274 Can you remember their names?
- 275 C Mm-mm no.
- 276 I Sometimes people have other helpers like um speech and language therapists or social workers  
277 or um other people who come from outside school. Yeah.
- 278 K Oh the lady from Somerset ((?)) Social Services was there, the lady was there from, I think that  
279 she seemed to know about Family Futures, I can't remember her name and there was a lady  
280 from Tower Hamlets.
- 281 I It is somebody called Anne?
- 282 K It could have been, I can't remember.
- 283 I It's okay, we can just have a question mark, because also...
- 284 K I know she'd come up because she'd come on a train journey, she'd come from there and there  
285 was another lady from Tower Hamlets, a representative from...
- 286 I Okay, so we can say Tower Hamlets, Hamlets lady.
- 287 K And there was a lady who was probably a social worker or had a connection.
- 288 I Lady from, what would you call that? What do you call...? Because also when I write about this  
289 um I won't use real names, so it's fine if we don't the real names so we don't need them, it's  
290 fine.
- 291 K We don't need real names.
- 292 I Wow, who's that one? Somebody sitting on a chair. I'll just check this is still recording. You  
293 carry on. That's quite a good stick person.
- 294 C ((singing))
- 295 I That's my password. Yeah there we are, it's still working. So who's that first person that you've  
296 drawn?
- 297 C It's my mum.

- 298 I It's your mum?
- 299 C Mm-mm.
- 300 I Good, so that's Polly. And what's Polly doing?
- 301 C Writing on a post it note.
- 302 I Writing on a post it note. She looks quite thoughtful in that picture.
- 303 C Mm-mm.
- 304 I Maybe she's thinking quite carefully about what she's writing on that post it note.
- 305 C They're not really detailed.
- 306 I That's fine, it's just if people draw stuff it helps you remember it, so if you just.. it doesn't  
307 matter what the drawing looks like, it's just to help remember what was happening in the  
308 meeting.
- 309 K Oh, are you looking at me to get a profile of my messy hair? ((laughs))
- 310 I Messy is good.
- 311 K Is that you there with your mum? Yeah, that's good.
- 312 C Yeah I was talking to you blah, blah, blah about...
- 313 K You were talking to me blah, blah, blah.
- 314 I So Kate's talking. ((laughs)) You're being very quiet today.
- 315 K I realised I was, but yeah.
- 316 I No it's fine for you two to...
- 317 K Okay. I should have asked before we came in just to...
- 318 I That's fine.
- 319 K Okay, I thought I should be completely...
- 320 I No, no it's... you know when we talked about whether you would be in here, it's meant to be as  
321 normal as possible.
- 322 K Yes, yes, oh okay.
- 323 I That's good, so we've got, the first person is Polly and then that's you.
- 324 C And Kate with the messy hair.
- 325 I Kate with the messy hair.
- 326 K ((laughs)) Always with the messy hair.
- 327 I Lovely.
- 328 K What are we doing there?
- 329 C Um we were having a discussion.
- 330 K We were.
- 331 C ((0:24:54)) and then you were adding some stuff and then blah, blah, blah.

- 332 K Oh that's right because you were telling me what you wanted me to write on the post it note for  
333 you weren't you? So I was doing my notes and your notes at the same time.
- 334 I That's good. So in terms of the order, Polly was the first person that you drew, your mum, and  
335 then it was you and then it was Kate, because sometimes what people do is, is they draw the  
336 most important, who they think are the most important first.
- 337 K Okay.
- 338 I So maybe it's, you know, that that's happened, so these are some of your very important people.  
339 And who's that one?
- 340 C My dad who's bald.
- 341 I Your dad who's bald. ((laughs)) And what's he doing there?
- 342 C Writing on a post it note.
- 343 I Writing on a post it note, good.
- 344 K Is that when Linda was hanging them all up?
- 345 L They look like those poster...
- 346 K They look like those poster...
- 347 L Poster type things so it's like you have a piece of flip chart paper with the, with the writing and  
348 then you put the post it notes on. Okay, so your dad's doing that. Just while I remember,  
349 Candice, just to think, you know we were thinking a little bit about names and you wrote on, on  
350 the special form to say it's okay to do this project, you wrote your name, Candice is your name,  
351 and that's perfect, the way that you did it is great.
- 352 C Should I do it like that?
- 353 L You just do it however you're most comfortable, that's fine.
- 354 C I didn't do my signature.
- 355 I Yeah, but that's, but the important thing is that you were saying that you were writing your  
356 name to say that you were okay with helping with my project and that was, that was great, thank  
357 you. Because people do this, they do it in all sorts of different ways don't they?
- 358 K Oh yes, yes, and they change. This reminds me the way you're working is something that came  
359 out is Candice is so good at drawing and doing very fine detailed pictures.
- 360 I And the detail, yeah.
- 361 K Just like this.
- 362 I And who is this person here?
- 363 C Linda.
- 364 I That's Linda. Do you want to put the names on or do you want to put initials? Or shall I just try  
365 and remember who they are? Because sometimes I write on the picture but I think it's such a...  
366 I don't really want to start writing on your picture because it's...
- 367 K No. That's your dad isn't it?
- 368 I He's Mo.
- 369 K Morris there, yeah.

- 370 I Or I can write Mo. When I met him he called himself Mo.
- 371 C Yeah, he calls himself Morris or Mo or he calls himself Pappy, I don't know why.
- 372 K Pappy! ((laughs)) Does he call himself Pappy?
- 373 I Ah. Well that's like a, like a pet way of saying daddy isn't it?
- 374 K Yes, Pappy, that's a sweet way of saying it.
- 375 I And some people say things like Pop or Pappa.
- 376 K Yeah, I call my dad Pop. I need my glasses quite often to see what Candice is doing.
- 377 C Yeah, I can do it smaller.
- 378 K No, we don't need it smaller! ((laughs))
- 379 I You see one thing I notice about this picture is everybody looks very focused on what they're  
380 there to do, it's not like you've got people looking out the window or....
- 381 K No, we look like we're all concentrating on what we're doing.
- 382 I Everybody's really concentrating on, on their task which is thinking about stuff. So do, do you  
383 want to put some of these other people or they're not... You might want to leave them out if  
384 they're not so important to you?
- 385 C Mm-mm.
- 386 I Okay, so tell me about your picture. Polly's doing the...?
- 387 C Post it note and everyone's doing the post it note, post it note, post it note, doing the post it note  
388 on the...
- 389 I And did you have a friend who came with you to the meeting?
- 390 C No. Laura did.
- 391 I Oh Laura was there? Oh really, okay. Do you want to put her in or is she...?
- 392 C No, my sister, Laura brought a friend with her.
- 393 I Oh Laura brought a friend but you didn't, you chose not to.
- 394 K Mm-mm.
- 395 I You didn't feel you needed one.
- 396 C Yeah.
- 397 I Okay good. So, so if you were explaining about this meeting to somebody else, maybe if I've  
398 got, there's another child who was thinking about having a meeting like this and you were  
399 saying what it was like what kind of things are important to know about this kind of meeting for  
400 other children?
- 401 C What people will try and notice about you.
- 402 I So people will try and notice about you, there'll be a lot of noticing of things about you. Yeah?
- 403 C Yeah, and if people had just met you they might try and tell what you look like, what, what you  
404 might like or something.

- 405 I So that people are going to focus on you and they're going to, to notice lots of things and talk  
406 about the things that you like. Did you discover anything new in your meeting, were there any  
407 surprises for you that came out?
- 408 C ((singsong)) No.
- 409 I No? Well that's good, because maybe that means that you, the communication is quite good  
410 already, that people are telling you about what you're doing well and what you need more help  
411 with. Were there any...? So if you were talking to another person about having a meeting like  
412 this what would you... Would you recommend it or would you say it's not a great idea or  
413 maybe? What kind of things would you say?
- 414 C It is a good idea, but the point is you have to just chill out and write on a post it note if you want  
415 to.
- 416 I Yeah, so, so if you were talking to another child you might say you might want to chill out  
417 during it because it could be... do you think it could be quite stressful or, or intense?
- 418 C No.
- 419 I No. It's okay. All right, so if... and what about changes? Do you think having the meeting  
420 changed anything for you at school?
- 421 C Mm-mm not really.
- 422 I Not really? Okay, that's interesting, so it didn't, it was just... Did you feel the meeting was  
423 quite a normal kind of thing to do?
- 424 C Yeah. ((tapping))
- 425 I Yeah? You mentioned that somebody from your secondary school came, because you're about,  
426 you're going to change to a new school in the autumn term. What was it like having that person  
427 there in the meeting with your mum and dad and...?
- 428 C I don't really know.
- 429 I Okay, but it's good, maybe good to meet somebody from your new school because it's quite a  
430 big change.
- 431 K Yes it's a really big change so it's probably quite good that, you know, like on Wednesday we  
432 knew who he was when we met, and you recognised him from having been at the school in that  
433 meeting.
- 434 I Okay, now do you think that you've said all that you wanted to say about the meeting?
- 435 C Yeah.
- 436 I Yeah? Any...? Shall we very quickly look at the cards and see if there's anything else?  
437 ((shuffles)) So it was after the meeting, so after the meeting did you feel okay?
- 438 C Yeah.
- 439 I Yeah? During the meeting?
- 440 C In the middle.
- 441 I In the middle, yeah. Staff?
- 442 C Mm-mm I don't know.
- 443 I Friends. You said about there was stuff people in the class had said.

- 444 C Yeah.
- 445 I Um before the meeting you said you'd have wished to have done a little bit more preparation  
446 maybe before the meeting.
- 447 C Yeah.
- 448 I Um in the meeting itself, we talked about that and your thoughts about it, you thought it was  
449 okay.
- 450 C Yeah.
- 451 I What went well, any things about things about what went well?
- 452 C Yeah... Yeah um...
- 453 I ((laughs))
- 454 K Was there something that you liked about it, did anything make you feel good in there? I quite  
455 enjoyed hearing all those things.
- 456 C I still remember what you were like.
- 457 K What I was like.
- 458 C At the secondary school. Oh wow, oh wow.
- 459 K Oh yes. I know. ((laughs))
- 460 I What was that?
- 461 C Just at the secondary school Kate was going wow, wow, wow, look at this, look at that and I  
462 was saying I've seen this, I've seen that.
- 463 K Yes, we were laughing after because Candice has been and I didn't realise she's been there four  
464 times before so she was laughing at me because I was really impressed all the time thinking  
465 wow, wow and Candice, you were taking it in your stride weren't you?
- 466 I You were kind of...
- 467 K Yes, she's quite a cool customer. I was getting over excited.
- 468 I Good okay. So you stepped out of your meeting and then they carried on talking. Do you think  
469 that was a...? Was that...? What did you think about that, the fact that they carried on talking  
470 and you, you weren't there anymore?
- 471 C Er it was good because er Hettie and Kate had told me what they said in the meeting when I was  
472 gone.
- 473 I Oh so you stayed in the meeting, Kate?
- 474 K Yeah, I took you back, I took Candice back to class and started her on work just for a few  
475 minutes just to check and then I came back in and we were talking then weren't we, what I  
476 explained after about what our wishes for Candice were. We talked about secondary school and  
477 the things that would help.
- 478 I So do you know why you weren't in that part of the meeting?
- 479 C Mm-mm maybe it was a bit long and it might have been tiring, and so go and do some learning.

- 480 I Yeah, okay. So you think it was quite a long meeting and that stepping out was fine. Um and  
481 you wanted to get back on with your learning. Do you think you learned something in the  
482 meeting?
- 483 C Mm-mm no.
- 484 I No, okay. All right. Is there anything else that you wanted to add to your picture?
- 485 C No.
- 486 I Okay, so what I'll do, after this I will listen to what the recording is and I will type up, type it up  
487 into a little bit more like a story and then I'll come back after half term and just check that I've  
488 understood what, what you've said. Would you like to do a copy, maybe Kate could do a copy  
489 of this picture for you so that you could take it away?
- 490 C No.
- 491 I No? Okay, now... And when we meet again I'm going to... when I write about what you said I  
492 will change all the names but if you've got an idea about what names I should use for you and  
493 Kate you could help me, otherwise I'll just choose names. Okay?
- 494 K That's an interesting challenge. ((laughs))
- 495 I Well it makes it a bit more like a story.
- 496 K Yes that's nice, make up names for the characters.
- 497 I Okay? That that's great. Thank you, I'm going to stop my recording now. There we are.
- 498 K Clever that isn't it, it's just recording.
- 499 C Mm-mm.
- 500 I Are you noticing my password?
- 501 K Candice is very good at noticing passwords. ((laughs))
- 502 I Okay, I'm going to do stop. Or do you want to do it?
- 503 C No.



**Appendix 10: Transcript Re-interview Candice**

Audio title: Recording10 Audio length: 38:25

Participants:, I Interviewer, K Kate, C Candice

- 1 I So, we're all back, we're back again.
- 2 K Yes, hello.
- 3 I Hello, hello. Do you know why I'm here to, to see you today?
- 4 C Yeah, kind of.
- 5 I Kind of. Because you're helping me with my project which is about um...
- 6 C The meeting.
- 7 I About what people think about their annual review meetings and being in them, and I asked you  
8 to tell me the true story of your annual review meeting and do, do a picture, and what I did was  
9 I recorded what you said and what we said last time and then I've written down some of it on,  
10 on these pieces of paper and I've also brought back the picture that you did because you might  
11 want to look at that. And what, what I'm hoping today is that we, I want to check that it makes  
12 sense, what you've said, that you think that's, that's what you wanted to say um, and we can, if  
13 there's bits that you think have been left out or bits that need to be taken out then we can, we  
14 can make it, we can make it into more, more like a story. And so we've got the sugar paper and  
15 the glue and so when we've decided what order, what bits are going to be in, then we can, we  
16 can stick it in and then it's a bit more like a story. Yeah? Does that sound all right?
- 17 C Yeah.
- 18 I Good. Okay, so shall I, shall I read it out?
- 19 C Yeah.
- 20 I What I did was I tried to put your words, to write down your words, and I did notice that  
21 sometimes I hadn't understood exactly what you were saying, um just a few times...
- 22 K Yeah.
- 23 I ...and it's quite interesting when you listen to the recording. I was trying to think, actually I  
24 thought you said that but you really said this.
- 25 K Okay, that's quite interesting.
- 26 I So this is the true story of Candice's review. I want to start with just saying how helpful it was  
27 and wasn't, what wasn't good about it. People were introducing themselves, then they got on  
28 with the post it notes, then Linda was saying what other people have said. If, if there's anything  
29 that you want me to, that you want to take out you can just stop me and I can change it. I notice  
30 they actually remembered a lot of things. It was helpful noticing what people notice about me,  
31 and then I noticed that they actually do listen pretty hard in the meeting. They notice that I like  
32 mostly dogs. How I'm not allowed to be right on the spot. Do you remember that bit where you  
33 were saying you didn't like being put on the spot?
- 34 C Yeah.
- 35 I Do you want to change that bit at all?
- 36 C No.

- 37 I No? Um I like the way they wrote them on post its in the meeting itself, because you know they  
38 actually know and they remember a lot of things, so I think you were saying about the post its,  
39 you know, you saw the things that they know and that they remembered some things. And it  
40 was kind of weird because people in my class all notice mostly the same things about me, little  
41 post it notes. They said I'm good with my laptop doing stuff, research about dogs. I like  
42 drawing, I'm good at art. Understandable and helping kids. I want to have more time out of the  
43 meeting working stuff out. I'd like to know more about the meeting before to get ready, so that  
44 was kind of wishes, you know you talked about your wishes, I put those two together. I wish to  
45 have more time working stuff out before the meeting. I went out of the room after half of the  
46 meeting. I wish I had more time out of the room working things out. Those kind of are, we're  
47 going to get those ones. I was in the meeting for half of it, we talked about plans when I was  
48 there, I can't quite remember, you couldn't quite remember what the plans that were made were.  
49 Linda didn't read out what they said, it was Hetty, my teacher, we had a discussion. There was a  
50 lot of listening, and these are the animal bits. I like dogs, especially Miniature Schnauzers, they  
51 are playful, nice to children, pretty smart, perfect smart, not dumb. If they're going to end up  
52 in fights they can kill other dogs. Is that what you said? They're nice to children? Yeah, if  
53 there's one Miniature Schnauzer that's fine, it's there's more than one that's not fine, they're  
54 naughty.
- 55 K That's true.
- 56 I Um I... and when you said that I was interested because, because you were saying how you  
57 wanted some time out and you like doing stuff on your own.
- 58 K Mm-mm.
- 59 I And I wondered if that was something you liked about the Schnauzers is they're a bit like you,  
60 they like time on their own.
- 61 K Yeah.
- 62 I I've got two hamsters, when the two are together, fight, fight, fight, fight, fight. If there's one  
63 Miniature Schnauzer that's fine, if there's more than one that's not fine, they're naughty that  
64 time, you have to separate them, but I think separate them was about the hamsters wasn't it?
- 65 C Yeah.
- 66 I So I'll cut that and you can put it next to that bit maybe. ((cutting)) Um people there were  
67 Candice, Polly, Morris, Hetty, Kate, Johnny from my secondary school, Linda and two more  
68 ladies.
- 69 C Yeah.
- 70 I And then this bit I was asking about what other kids would need to know about the meeting.
- 71 K Oh okay.
- 72 I Um and this bit, if another child had a meeting like this they should know what people try to  
73 notice about you, if people have just met you they might try and tell you what you look like, tell  
74 you what you look like and what you like or something. Um it didn't really change anything,  
75 the meeting, it's a good idea, but the point is you just need to chill out in the meeting doing the  
76 post it notes.
- 77 C Mm-mm.
- 78 I So do you recognise this stuff?

- 79 C Mm-mm.
- 80 I What do you think we should, we should do with it?
- 81 C I'm not quite sure.
- 82 I Um do you think, because what we could do is, are there any bits that you think we should take  
83 out that aren't really part of the story for your review?
- 84 C The hamsters and the miniature schnauzers.
- 85 I We could take those bits out if you like? Yeah. So, so these are the hamster bits, and the  
86 Miniature Schnauzers ((clipping)) and I think you put those things in because um people had  
87 said that you like animals and that you like do the research about dogs, but if that's not such an  
88 important part we can take that out. So we're going to take those bits out, any other things that  
89 you think would be good to take out? You're looking at them. If there's any, I can always read  
90 them out again for you if you're not sure.
- 91 C No thanks.
- 92 I Okay. So you're just happy with taking the animal bits out and leaving the other stuff in. So  
93 then if we think that's, that's mostly the right things there, is there anything else that you think  
94 has been left out of this that we need to put in there? Do you think it's kind of, most stuff is  
95 there?
- 96 C Most stuff is there.
- 97 I Okay, so is there anything you'd want to pop in?
- 98 C No.
- 99 I No, okay. Good, all right, lovely. So then we could think about what order. Was there anything  
100 you think is in the wrong order? I kind of did it in the order that you said because at the  
101 beginning do you remember you said you wanted to say about how helpful it was and what  
102 wasn't good.
- 103 K Okay, yeah. Do you like the order that that's in?
- 104 C Yeah.
- 105 I So that's at the beginning and then the people introducing themselves, that is something that  
106 seemed quite logical at the beginning. Then they got on with the post it notes and Linda was  
107 saying what other people have said. So that's that bit, they remembered lots of things. They  
108 notice I mostly like dogs. Do you think that's okay to have in?
- 109 C Yeah, because they're noticing.
- 110 I Yeah.
- 111 K And is that the children or the post it notes? Do you remember if the children noticed when  
112 Hetty was reading out the class?
- 113 C Yeah.
- 114 I Okay, so if I change that to 'the children'.
- 115 K I think I remember, is that right? I think I remember. The children had written things.
- 116 I Yeah. The children noticed that I like mostly dogs. I'm not allowed to be right on the spot. Is  
117 that the best way to explain that do you think?

- 118 C Mm-mm.
- 119 I Yeah? I think I know what that means. The pressure of people making you say stuff  
120 immediately. I like the way they wrote them on post its in the meeting itself, because you know  
121 they actually, that know or remember a lot of things. Yeah?
- 122 K Yeah?
- 123 I It's kind of weird because people in my class will notice mostly the same things about me. And  
124 it says, post it notes, things that people have noticed about me. Should we maybe take that bit  
125 out?
- 126 C Yeah.
- 127 I It doesn't make sense that. Yeah okay, so this is the bit about wishes. We could... And this is  
128 the bit about how much of the time you were in the meeting. This is about who was there. I was  
129 wondering if you might want the people who were there to be earlier in the story.
- 130 C Yeah, they could be, yeah.
- 131 K So nearer the top? Where would you like them?
- 132 I Let's just leave it at the beginning. I want to start with saying how helpful it was and what  
133 wasn't good about it. People introducing themselves. Do you think that might be a good one?
- 134 C Yeah.
- 135 I Yeah, because if I cut that ((cutting)) and we can maybe pop the names of the people there.
- 136 K It seems a good idea.
- 137 I That's logical isn't it. People introducing themselves, people there were, and then we've got the  
138 list of the people and two more ladies. Then they got on with the post it notes. Then Linda was  
139 saying what other people have said. I don't know...
- 140 C Kind of right at the end.
- 141 I You think that should be nearer the end, because we've got the stuff about them noticing and  
142 the fact that you'd like the post it notes there. If this is, 'cos, nearer the end, because there's the  
143 bit where you went, you went out of the meeting, so this is the bit where you're in. It's tricky  
144 isn't it?
- 145 K It is tricky because there was the bit, do you remember when Hetty started with reading out  
146 what children had said that they liked about you?
- 147 I Oh yes.
- 148 K That was near the beginning
- 149 I Okay, so in terms of the order we've got the, the introducing themselves, the people who were  
150 there and then what was the bit with Hetty, can you see the bit with Hetty?
- 151 K It seems like these bits are talking about both those bits um because it's the children that  
152 noticed, it's the children on the sheet wasn't it that noticed about...? We didn't read out what  
153 they said, it was Hetty my teacher that has a discussion, because she read out those sheets, do  
154 you remember?
- 155 I Yeah okay, so let's cut these bits up so we've got you in the meeting, half of it is separate. And  
156 then... ((cutting)) So they do the post its, sometimes people use um conjunctions, so joining

- 157 words like then, because, next, however, I'm sure you've got some possible conjunctions  
158 you've been working on. I put 'then' in because I thought that was a neutral one but if you want  
159 to change that to maybe when we read it over, we'll read it and check it. So we've got the Linda  
160 didn't read out bit, so the people there, then is it the post its after?
- 161 K Then Hetty read out the children's comments, do you remember, before the post its? Am I right,  
162 Candice? And then some of these we could snip I was thinking, because some fit with Hetty and  
163 some fit with the post its.
- 164 I Okay, so the order was the people are there then Linda read out...
- 165 K Linda read out the post its and Hetty read out what the children had said. Is that right Candice?
- 166 I Yeah, and then this bit about you noticing that they remembered a lot of things, is that what you  
167 were thinking about the children?
- 168 C Mm-mm.
- 169 I Yeah, so that links to the bit where you've got Hetty, you notice the children, and then children,  
170 so that actually does link and then this bit where you're talking about the post it notes, that's  
171 actually, you're talking about what happened in the meeting itself there.
- 172 C Mm-mm.
- 173 I Yeah? So um this one also and look, we've got then they got on with the post it notes and  
174 maybe then, so we've got the introductions, who was there, what your class said, post it notes  
175 and what happened with the post it notes, but then actually this bit is, that needs snipping  
176 doesn't it?
- 177 K Because it was kind of weird with people in my class noticed, you could snip that and put that  
178 with the class thing.
- 179 I Yes, that's right. I think we're working out a much more logical order this way.
- 180 K Mm-mm.
- 181 I So I like the way they wrote on the post it notes, okay that's, and this is the children. And then  
182 they actually... I like the way they'd written it on post it notes, they knew a lot of things. Then  
183 you've got this bit, I was in the meeting for half of it. Linda was saying what other people were  
184 saying. Does that go after the post it notes?
- 185 C Mm-mm, yes.
- 186 I So Linda read out the actual post it notes?
- 187 C Mm-mm.
- 188 I So they wrote on the post it notes then Linda was reading out what people had said. And then  
189 this is your wishes, there, and that's you in the meeting. They talked about the plans. But maybe  
190 all these wishes should be, there's one that's not a wish in the middle of that which is after the  
191 meeting. So we'll move that one. If you think. So we've got I wish, I wish, I would like. So, so  
192 it didn't really change anything.
- 193 C No.
- 194 I Do you know where that...? Is that your thoughts after the meeting or is it something that would  
195 be more...?
- 196 C After.

- 197 I After, okay. And this thing about another child having a meeting like this should know.
- 198 C After.
- 199 I Yeah.
- 200 K That's nice.
- 201 I Yeah, because I think that's quite... it's like you're thinking about it afterwards. Um and so  
202 that's your... So it's a good idea but the point is you just need to chill out in the meeting doing  
203 your post it notes. So is that something another child would need to...?
- 204 C Mm-mm... ((pauses for thought)) Kind of.
- 205 K Is that like advice to a...? You just need to chill out. It's like you're reflecting on it, you're  
206 thinking about it, is it after? They sound reflective don't they?
- 207 I Yeah, reflective things afterwards. Um okay, and so you've got wishes, it didn't really change  
208 anything. Um Linda was saying what other people have said. Then you went out of the meeting.  
209 So what about, Linda was saying what other people have said, I was in the meeting for half of it,  
210 went out of the room for half the meeting. What about the plans? You talked about the plans?
- 211 C Mm-mm kind of..
- 212 K Would that be plans for, wishes for the future? Is that what...?
- 213 C Yeah, I think so.
- 214 I Because um I was asking about, in the meeting people talk about what's gone well this year and  
215 what people have noticed about you, but also they talk about what they think would be good to  
216 work on next and that's the kind of plans bit. Um and you said there were some plans, I think  
217 you said that there was some planning when you were there, but some of it Kate stepped out to  
218 get you settled doing some work and then she came back.
- 219 K That's right, yeah.
- 220 I And then she could tell you some of the plans.
- 221 K I told you, yeah, I could tell you afterwards.
- 222 I Some of the plans and then talking about stuff for secondary school and you said it was good to  
223 be back in class because you could get on with some real work.
- 224 K That's right, yeah. ((laughs)) I remember that.
- 225 I Something like that. So they talked about plans when I was there, you couldn't quite remember  
226 the plans. So is that before you went out of the meeting? I haven't... What do you think about  
227 this one which is it didn't really change anything. Is that still what you feel?
- 228 C Mm-mm.
- 229 I Yeah okay, that's fine. Do you know where might be good to...?
- 230 C Make sure it's straight after I go out.
- 231 I Straight after you go out. Because then you've got the wishes and advice for another child of the  
232 last two sections. And this is kind of the order that the meeting happened in. Um so I think we  
233 are ready to stick it onto the paper, do you think?
- 234 K That's good, I've got a picture in my head now, now that the order's changed.

- 235 I Yes, it makes much more sense the way that we've done it I think.
- 236 K Shall we do it in half like that? Is that big enough or do you want it bigger? Shall we go large?
- 237 I Let's go large. I can move this recording equipment.
- 238 K We were doing something like this in Wapping ((?)) weren't we the other day. It was a similar  
239 exercise.
- 240 I And was your, when you went to your secondary school again?
- 241 K Yes.
- 242 I And was Kate saying wow, wow, wow this time?
- 243 K Was I a bit tamer this time? I kept my mouth shut, but we did make, because we'd taken some  
244 photos the week before so we thought we could make... what were we doing, setting them out,  
245 a sort of visual map.
- 246 I Lovely. So do you want to help stick them on? We've got this big sheet of sugar paper.
- 247 K You may have used it...
- 248 C I'm not a good sticker.
- 249 I You're not a good sticker? I don't believe that.
- 250 K Shall I go first? Tell me where I can go down to. You measure half.
- 251 I And when it's stuck on...
- 252 K And right in the middle, are you going to write things round the...?
- 253 I Yeah, I think quite high so that we use, we've got more space underneath. And so the title is A  
254 True Story of Candice's Review. Do you think that...? Does that make sense?
- 255 C Yeah.
- 256 K A little gap between? How do you like it?
- 257 I Yeah that's fine. Shall we have a quick look at your picture while that's...? It's lovely this  
258 picture.
- 259 C It's not really simple.
- 260 I No it's got a lot of detail on it hasn't it? Because you chose, you put Polly first, then Candice,  
261 then Kate, then your dad and then there's...
- 262 K That's what my children were doing, looms this morning. Did you do those yourself?
- 263 C They're handmade.
- 264 A Yeah that's what Ike and Billy did this morning.
- 265 I Shall I keep going?
- 266 C Yeah, up to...
- 267 I That one.
- 268 K My fine motor skills aren't as good as yours. Practice makes...
- 269 I Practice, that's true.
- 270 K I'll get gluey fingers.

- 271 I It'll stop people drinking their coffee, do them some good. Fantastic. So um I tell you what, I  
272 was wondering if you would, you'd able to read it out so it's actually in your...
- 273 C Mm-mm no.
- 274 I Oh. Candice!
- 275 K Do you want to give a go? I can help you with any words.
- 276 C No.
- 277 K Okay.
- 278 I So all right, so, but I will read it again and then... but if you're not going to read it I'd really, it  
279 would be really helpful if you can really stop me if it's not quite right and add, add bits. Do you  
280 want to do those bits? Brilliant, so Candice is going to stick the bit from 'it didn't really change  
281 anything'.
- 282 C If I just stick it here?
- 283 I Yes. I'll just do these bottom two. It doesn't have to be perfect does it, just as long as it's got  
284 enough glue to stick on otherwise all these pieces of paper will just be flying around inside my  
285 bag which wouldn't be very good. Now I can roll it up and it will stay. Also, remember what I  
286 was saying when I turn this into the story and I will use different names do you have any ideas  
287 about what names you'd like me to use or would you like me just to make something up?
- 288 C Make something up.
- 289 K ((whispering)) Do you not want to? I have a vague memory you might have talked about that.  
290 Do you just want Barley to make a name up?
- 291 C Yeah.
- 292 K Okay that's fine. There we are, lovely.
- 293 I So I'm going to really try to read just exactly what's on your paper and if it doesn't sound right  
294 then... Okay, the true story of Candice's review. I want to start with just saying how helpful it  
295 was and what wasn't good about it. People were introducing themselves. People there were  
296 Candice, Polly, Morris, Hetty, Kate, Johnny from my secondary school, Linda and two more  
297 ladies.
- 298 C Mm-mm.
- 299 I Yeah? Um Linda didn't read out what they said, it was Hetty, my teacher, we had a discussion.  
300 Do you think it's clear then that that's about what the class said?
- 301 C Mm-mm Yeah.
- 302 I Do we need to add something? So Linda didn't read out what they said, it was Hetty, my  
303 teacher, we had a discussion. They read out... Do you want to say something about what  
304 happened then? Because your teacher brought something to the meeting didn't she?
- 305 C Yes she brought some paper.
- 306 I So if I said my teacher, my teacher brought a sheet of paper with...
- 307 C Mm-mm.
- 308 I Do you want to change that? Yes that's fine.
- 309 C Some pieces of paper.



- 310 I Okay, so brought sheets of paper with a picture in the middle.
- 311 C Of me.
- 312 I Of me. And so it had a picture in the middle of you and was it things your friends had said or  
313 things the class had said?
- 314 C People in the class.
- 315 I And so, and things people in my class said. Linda didn't read out what they said, it was Hetty,  
316 my teacher. We had a discussion.
- 317 C Yeah.
- 318 I Yeah? I noticed they actually remembered a lot of things. Is that the word, remembered?
- 319 C Yeah.
- 320 I Yeah. Um it was helpful noticing what people noticed about me and then I noticed that they  
321 actually do listen pretty hard in the meeting. The children noticed that I like mostly dogs, how  
322 I'm not allowed to be right on the spot.
- 323 C To be put.
- 324 I Oh, to be put. Is it not allowed or I don't...?
- 325 C I don't like being put on the spot.
- 326 I Okay, I don't like, I don't like to be put right on the spot.
- 327 C Yeah.
- 328 I It was kind of weird like because people in my class all noticed mostly the same things about  
329 me. They said I quickly get with my laptop, doing stuff, research about dogs. I like drawing, I'm  
330 good at art, understandable, helping kids.
- 331 C Yeah.
- 332 I Yeah? Then they got on with the post it notes. I like the way... Did you want to say something  
333 about that bit? I like the way they wrote, writ them on post its in the meeting itself.
- 334 C Mm-mm.
- 335 K You're not sure.
- 336 I So you're not sure about what? That they wrote it on post notes? I'm putting you on the spot  
337 aren't I?
- 338 K Can you read that bit again, is it that I like the way?
- 339 I I like the way that they writ them on post its. Yeah? In the meeting itself because you know they  
340 actually meant and they remember a lot of things.
- 341 C Mm-mm.
- 342 I It looks fine to me, if you want to change it you can change it. Then Linda was saying what  
343 other people have said, I was in the meeting for half of it. We talked about plans when I was  
344 there, I can't quite remember. I went out of the room after half of the meeting. Is there a 'but'  
345 bit there?
- 346 C Yeah.

- 347 I But... because you went out but?
- 348 K Is there anything you want to add?
- 349 C No.
- 350 I Are you sure? I thought you were going to say that you went out but Kate stayed in.
- 351 C No.
- 352 I You want to leave it? Okay that's fine. So shall I cross out that but then? It didn't really change  
353 anything.
- 354 C And then use... Oh.
- 355 I When I was...
- 356 K You can say it and we can try and help you put it in words. I know what it's like when you want  
357 to say something. When I was...?
- 358 C I've forgotten.
- 359 K You've forgotten it. It didn't change anything when I was...
- 360 I Because I think last time you were saying you were in a meeting um but when you were in the  
361 meeting it was kind of a bit like people talk to you about that normally at school, it wasn't so  
362 different.
- 363 C Yeah.
- 364 I Okay. All right, well I want to have more time after the meeting working stuff out, I'd like to  
365 know more about the meeting before to get ready. I wish to have more time working stuff out  
366 before the meeting. Do you think that's the same? We could take one of those out if you think  
367 it's the same?
- 368 C No, leave it.
- 369 I You want to leave it, okay. I wish I had more time after the meeting working things out. It's a  
370 good idea but the point is you just need to chill out at the meeting doing your post its.
- 371 C Put down that like I was doing it for the other kids in the future.
- 372 I Okay, so my, my advice for other kids, kids in the future is - oh that's a really good thing isn't  
373 it, it makes much more sense - my advice for other kids in the future is it's a good idea, because  
374 you say it's a good idea to have the meeting, but the point is you just need to chill out in the  
375 meeting and do your post it notes. Another child having a meeting like this should know people  
376 try to notice about you, if people have just met you they might try and say what you look like or  
377 what you're like or something. The last thing I notice about this, I think it's a really, there's a lot  
378 of detail just like you were saying, other people noticing the drawings that you do lots of detail,  
379 because there's lots of detail, it really gives a good idea about what the review is like and there  
380 weren't so many feelings words as um as I was expecting, and do you, is that the way you want  
381 it to be?
- 382 C Yeah.
- 383 I You don't want to put in any particular feelings? Because sometimes people say that they were  
384 happy or sad or worried or surprised or uncomfortable but that's something that, would you  
385 want to put any of those words in?

- 386 C No.
- 387 I It's absolutely fine, I think this is really so helpful, Candice, I really think you've given a lot of  
388 your time and that you're very thoughtful. And I think we're going to finish actually. It's a good  
389 story.
- 390 K It's a good story and it makes a lot of sense.
- 391 I It makes a lot of sense and it explains it really well and what I'll do is I'll just tidy it up a bit and  
392 I will email it to Catherine. So that's it really.
- 393 K Is that okay, Candice?
- 394 C Yeah.
- 395 K Yeah?
- 396 I Was it a bit too long this time?
- 397 K You did really well.
- 398 I You did really well and you've really helped me with this, thank you. So shall I do my thing,  
399 you can work out what my password is again. Do you remember it from last time?
- 400 K Her speciality! ((laughs))
- 401 C H-U-M-B-E-R
- 402 I I've got to do it quickly so you can't work it out. Okay, well I'll stop there.

**Appendix 11: Transcript Initial Interview Adham**

Audio title: Recording13 Audio length: 41:37

Participants: I Interviewer, A Adham, L Linda

- 1 I Now we are recording, Adham.
- 2 A Look, we're stopping.
- 3 I We'll just leave that one on the table darling, that's right.
- 4 A na na na nar
- 5 I So Adham, do you know why I've come in today?
- 6 A Why?
- 7 I Because I wanted to talk to you about something really interesting that happened this morning.  
8 What happened this morning?
- 9 A Serena take me to my mum and dad.
- 10 I Serena took you to your mum and dad. And your... So your mum and dad were in the school  
11 and Serena was in school. And why did your mum and dad come in?
- 12 A 'Cos.
- 13 I Because?
- 14 A He wanted to talk to Serena.
- 15 I Your mum and dad wanted to talk to Serena. And, and was there anyone else there as well?
- 16 A Ella.
- 17 I Ella? Who's your teacher.
- 18 A Yeah.
- 19 I And was there anybody else there?
- 20 A I don't know.
- 21 I Was Linda there?
- 22 A No. Yeah.
- 23 I Was Linda there?
- 24 A Yeah.
- 25 I Yeah, okay. So this morning you had a special meeting which is called an Annual Review  
26 meeting...
- 27 A Oh.
- 28 I And you are helping me with my project, which is I'm doing some work, I want to know...
- 29 A I want to stay there tomorrow.
- 30 I You want to stay there tomorrow? Do you want to stay here tomorrow?
- 31 A Yeah for my mum come up.

- 32 I Do you want to be...? Do you like being in this room?
- 33 A Yeah.
- 34 I Yeah, we're in the school house at the minute aren't we, and we are... Helena lent us her thing.  
35 Okay.
- 36 A I want to keep it!
- 37 I You want to keep Helena's name badge. Okay, so I've come in today 'cos I want to hear about  
38 your special Annual Review meeting...
- 39 A I'm wearing it.
- 40 I You can wear it if you like.
- 41 A And I'm not, I'm not Helena.
- 42 I You're not Helena, no. That's right. ((banging)) So if you can sit in your seat, Adham? Adham?  
43 Here's your seat and here are the colours. Here's the paper that we're going to work on.
- 44 A Oh, oh my book!
- 45 I Your book is here, yeah.
- 46 A I want to finish. ((agitated))
- 47 I You want to finish your book, okay. So what I would like you to do today is tell me about your  
48 special meeting that you had this morning, so you said that there were some people there, there  
49 was...
- 50 A People there.
- 51 I People there, yeah, so your mum was there, your dad was...
- 52 A My mum is there and my dad is there having a meeting and Helena's here and Mum was there.  
53 And then Linda was there.
- 54 I Yes, Linda was there and Serena was there.
- 55 A And Serena was there.
- 56 I And was there any... Let's leave that on the table darling.
- 57 A It was only me.
- 58 I It was only you?
- 59 A Yeah.
- 60 I Okay so...
- 61 A And my Adil.
- 62 I And Adil.
- 63 A Adil.
- 64 I Adil. Let's leave that one there.
- 65 A And, and he came back to school.
- 66 I So Adil was there. Is that your friend?
- 67 A No, my baby sister.

- 68 I Your baby sister, okay. So Adil. I'm going to write a list of all the people there. Do you want  
69 to...? What we could do is we could do a picture of all the people who are in the review,  
70 because you're really good at doing pictures.
- 71 A I'm not going...
- 72 I You want to go in the cupboard?
- 73 A Yeah.
- 74 I Um Adham, do you see what I've got here? I've got some paper, some pens, and I've also got  
75 some, some people, some play people that we can use, because I thought that would help you  
76 tell me the story...
- 77 A I want to do a drawing.
- 78 I Yeah, you want to do a drawing?
- 79 A Yeah.
- 80 I Okay. And you can show me what happened this morning.
- 81 A I'll take the...
- 82 I So there's the play people. Shall we get them out?
- 83 A Yeah.
- 84 I Because what we can do is we can choose... can you choose somebody who's going to be your  
85 mum. Who's going to be your mum? So we're looking at the play people now. That lady can be  
86 your mum. Yeah?
- 87 A No, no, no.
- 88 I Bob the Builder's going to be your mum!
- 89 A No, my dad.
- 90 I Your dad can be, Bob the Builder can be your dad, okay that's fine.
- 91 A I can't take this off.
- 92 I That's all right, shall I change the leg? You want him to stand up. All right, I'll just move his  
93 leg then he can stand up. Hello Bob, you're going to be Adham's dad today.
- 94 A And him can be mum.
- 95 I And that's your mum?
- 96 A Yeah.
- 97 I Yeah, and you chose that nice lady. Do you think she's going to stand up? She can stand up,  
98 that's good. So we've got Bob the Builder...
- 99 A couldn't She's falling off.
- 100 I She's falling down. Maybe she can sit.
- 101 A No, no...
- 102 I You want somebody who's going to stand? So this piggy one can be your mum, yeah?
- 103 A It can stand up.

- 104 I So dad is Bob the Builder.
- 105 A and paper.
- 106 I You want the paper, okay.
- 107 A I'm going a, I'm going to draw a nice pig.
- 108 I A nice pig.
- 109 A I don't want to draw, I want to draw it, I don't want to colour in this one, I like this...
- 110 I So we've got these two, that's two of the people who were in the review um and you mentioned  
111 Serena. Shall we choose...? Who's going to be Serena from these people? Serena can be this...  
112 Is that? That looks like, a bit like a superhero. You've chosen a superhero to be, or is it a knight  
113 to be Serena? What would you call that one?
- 114 A I don't know.
- 115 I That's Serena. Now, which one do you think is like Linda?
- 116 A And Ella and Linda. ((rummaging))
- 117 I So Linda can be...
- 118 A Anna.
- 119 I Yeah?
- 120 A Anna.
- 121 I Anna?
- 122 A Yeah.
- 123 I Okay, this can be that one. That's fine. So you'd like that lady to be Linda?
- 124 A No, no, Ella.
- 125 I Ella. Do you want me to get her to stand up?
- 126 A This... Ella.
- 127 I So that's Ella. So we've got Ella, Serena, Mum, Dad and...?
- 128 A Mum.
- 129 I Mum is this one.
- 130 A No Mum is... And then it's going to be me, that's my one.
- 131 I Is that Ella?
- 132 A Me, and me. I'm a boy, I'm a boy.
- 133 I You're a boy.
- 134 A And this one.
- 135 I That one, yeah. That boy. Okay. And was there anybody else there?
- 136 A No.
- 137 I Is this one Linda?
- 138 A No that... That was...

- 139 I Shall we put labels next to them? Because that will help us. I've got some, we've got post it  
140 notes.
- 141 A I don't want...! I want that. ((agitated))
- 142 I What do you want?
- 143 A No, this is Linda.
- 144 I It's just we're getting a bit confused about which one is which person. I'm just wondering if  
145 there's a... Do you see these ones?
- 146 A These ones are white, 'cos...
- 147 I They're white because they've got no names on. So what I can do is I can write the name on  
148 there, so if I write the name, Serena, and I put it underneath that one, that, you said that figure's  
149 going to be Serena.
- 150 A And where's my mum?
- 151 I Your mum was going to be that one.
- 152 A Pig.
- 153 I Your mum's going to be the pig. Your mum. Do you think that's the best one for her or is there  
154 another one that you want to choose for her? ((rummaging)) There we are, so write Mum.  
155 ((background noise))
- 156 A What's that noise?
- 157 I I don't know. Mum, Serena...
- 158 A Dad.
- 159 I Bob the Builder's easy to remember, that's, Dad is Bob the Builder, there we are, and that one,  
160 the blue one, who's that blue one?
- 161 A Linda.
- 162 I That's Linda, okay. So there's all these people. We like the people who can stand up, so that  
163 one says Linda.
- 164 A It's falling off.
- 165 I It's falling over a bit, there we are, we've got it balanced, and then this, is that Ella?
- 166 A Yeah.
- 167 I Did you have a friend with you this morning? Sometimes in people's Annual Review meetings  
168 they have a friend who comes with them.
- 169 A I didn't.
- 170 I No, you didn't have a friend, not this time?
- 171 A Because I said no.
- 172 I You said no, okay that's fine. It's good to choose isn't it? So you chose, you didn't want to have  
173 a friend with you.
- 174 A I said I haven't.
- 175 I You said?



- 176 A I don't have a friend.
- 177 I You said you don't have a friend?
- 178 A Yeah, 'cos they take only me. Serena is going to take me.
- 179 I So Serena is going to take you, so you thought it would be better just to come with Serena?
- 180 A Come to Serena.
- 181 I Are you saying that you don't have friends in school?
- 182 A Yeah.
- 183 I Oh, but when I've come to see you before to get to know you I thought you did have some  
184 friends.
- 185 A I didn't. I said no. ((strong voice))
- 186 I Ah.
- 187 A I said and Adil was there.
- 188 I And Adil is your sister. Do you want to choose one of these people to be your sister?
- 189 A This one.
- 190 I Looking in the box. Okay, so that one, so Adil.
- 191 A A.
- 192 I A.
- 193 A D.
- 194 I D.
- 195 A I.
- 196 I I.
- 197 A L.
- 198 I L. Adil, that's your sister. Fantastic. Who's she going to be near to?
- 199 A Me.
- 200 I She's going to be... And where were you? You're so important. Here you are. So do we need to  
201 put a name for you?
- 202 A Over there.
- 203 I We just know that that's you?
- 204 A Yeah, can you write my name.
- 205 I I'll write your name.
- 206 A A-D-H-A-M.
- 207 I Okay, so I'll put that there. You were sitting there and then Adil is there. Now are they...? This  
208 is the beginning of the meeting, is everybody in the right place do you think?
- 209 A Yeah.
- 210 I Okay, where did you want Adil to be?

- 211 A Next to me.
- 212 I Adil can be next to you. Okay, I'm just going to take a photo of this to help remember.
- 213 A I'm going to take my paper.
- 214 I That's fine, you take your paper.
- 215 A ((fussing)) I want the colouring!
- 216 I You want the colouring? That's fine. I'm very happy for you to have the colouring.
- 217 A Because I excited.
- 218 I You're excited, that's good. I'm just going to take a quick picture...
- 219 A And then.
- 220 I So we can remember what they look like. And do you want to have a picture of you?
- 221 A No.
- 222 I No, okay that's fine. All right, so we've got the pens there, so this is the beginning of the  
223 meeting.
- 224 A I don't know where the paper's going to go.
- 225 I You don't have somewhere to sit?
- 226 A The paper has to go.
- 227 I Okay, where do you want the paper to go? Do you want to pop it here? You can come next to  
228 me. So yeah, we've chosen the people, was there anybody else in your meeting?
- 229 A No.
- 230 I Do you want to have this seat?
- 231 A No.
- 232 I No, okay. So let me move your chair so that you can...
- 233 A Barley was there.
- 234 I Barley was there, that was Barley's seat.
- 235 A Oh, oh! ((agitated))
- 236 I That's fine, I'll put the pens right next to you, that's what you were asking for, that's fine. And  
237 now you've got your piece of paper. And this is the, we're talking about the beginning – I'm  
238 just changing my seat – this is the beginning of the meeting, everybody's around here. So what  
239 happened at the beginning of the meeting?
- 240 A Serena was there and my mum was there.
- 241 I Yeah? And who was there?
- 242 A My dad, my mum and dad and Adham and Adil.
- 243 I So all these people were there in your meeting?
- 244 A Yeah.
- 245 I And were you there in the room before they came in? At the beginning?

- 246 A Yeah.
- 247 I And they came in, and so they all came into the meeting. It's quite a lot of people isn't it? And  
248 do you know why they came in today?
- 249 A Why?
- 250 I Did they tell you?
- 251 A Serena told me.
- 252 I They wanted to tell you? What were they going to tell you about?
- 253 A Something they're filming.
- 254 I They did some filming didn't they? When they were getting ready for...
- 255 A Gold's going to do a filming.
- 256 I Gold, Gold class, that's your class?
- 257 A It's going to filming, they're filming in Gold, they filmed. I'm hot.
- 258 I So when I... You're hot? You're a bit, you're not so near this one. I'll move this, Adham, here  
259 we are. I'm going to be next to you. Look there we are, try sitting there.
- 260 A There.
- 261 I You want the window open?
- 262 A Mm-mm. The blinds.
- 263 I You want the blinds down? Okay, we'll put the blinds down.
- 264 A It'll make me dark.
- 265 I Now if you sit... It's a bit dark?
- 266 A Yeah. Need to make it dark
- 267 I All right, let's go back to your seat.
- 268 A We'll make it dark 'cos...
- 269 I We'll make it dark so we can concentrate. So at the beginning of the meeting all these people  
270 were there.
- 271 A I don't want to see the window opening.
- 272 I No the window... Shall I shut that then?
- 273 A Yeah, and the blinds a little bit more.
- 274 I A little bit more down.
- 275 A Down, down.
- 276 I So you don't have to see that.
- 277 A I don't see any people screaming
- 278 I So you're doing a picture now and so who's the picture of?
- 279 A Pig.
- 280 I The pig. That's your mum?

- 281 A I'm drawing a pig. ((drawing))
- 282 I Oh hello. Hello Adham's mum. So you did the first pictures of your mum...
- 283 A And my eyes are gone, I made a mistake.
- 284 I Do you...? It doesn't have to be a mistake because what you can do is you can mark the eyes in  
285 a different colour. Do you remember when we did drawing before? You can just... If you colour  
286 over the same colour it makes it disappear, but you can also draw on top, you can draw some  
287 pencil on top to make it, to make the eyes come back. Yeah, you can draw there or if you want  
288 to you can use a piece of, you can use pen. You can use this pen to make a nice mark on there.  
289 Yeah? That's fine. Yeah, so you're drawing your mum first.
- 290 A Er I want to I want to I want to go ((fussing))
- 291 I Do you want to go to the toilet? Is that what you need?
- 292 A No.
- 293 I No, okay.
- 294 A Adil.
- 295 I So you want to do Adil next?
- 296 A I don't...
- 297 I Do you want to start again?
- 298 A Yeah.
- 299 I You can start with a new piece of paper, that's fine.
- 300 A No, no, no, no, no, this one is my one.
- 301 I Okay that's fine, you can do on that side.
- 302 A I want to do it...
- 303 I And you want to do it that way round, no that, that way?
- 304 A No.
- 305 I This way?
- 306 A Yeah.
- 307 I Good. And what are you...? You're drawing a picture of the meeting?
- 308 A No.
- 309 I What are you drawing?
- 310 A Mm-mm.
- 311 I Because your mum and dad and Serena and Linda and Ella were all together talking about you  
312 today weren't they?
- 313 A You.
- 314 I You want to do a picture of me?
- 315 A Yeah.

- 316 I Ah. Well quickly do a picture of me and then let's go back to talking about your meeting. Look,  
317 Linda has fallen over.
- 318 A Why? Why?
- 319 I I don't know.
- 320 A ((laughs))
- 321 I You're laughing. You're doing me and I've got very nice hair. I've got a watch. You're doing  
322 my necklace. I'm looking quite happy.
- 323 A This...
- 324 I Yeah, that's called a lanyard, it's like a thing that you have round your neck.
- 325 A When you're new.
- 326 I Yeah, it shows people who you are doesn't it? It's got your name and your picture on normally.  
327 We've got Helena's one haven't we?
- 328 A When someone comes.
- 329 I As a visitor.
- 330 A Yeah and then they've got these. It says...
- 331 I It says who are you visiting?
- 332 A Adham.
- 333 I And then it says Adham. I wrote your name because I was coming to visit you today and then  
334 before... And that's my signature, I signed my name. Okay.
- 335 A Oh! Oh!
- 336 I That's fine. And I've got some legs and shoes.
- 337 A I don't need shoes.
- 338 I That's good, that's me. Do you want to label it? Are you going to put my name on it?
- 339 A Yeah.
- 340 I Barley. B. I haven't written it very clearly. Let me write it more clearly so you can see. Barley is  
341 B-A-R-L-E-Y.
- 342 A ((laughs))
- 343 I Are you laughing at my writing?
- 344 A I want me.
- 345 I You want Adham?
- 346 A Yeah.
- 347 I A.
- 348 A D
- 349 I D
- 350 A H

- 351 I A
- 352 A A-M
- 353 I Okay that's you, Adham.
- 354 A That's me.
- 355 I That's you. We're doing some work together because I'm interested in your meeting that  
356 happened today...
- 357 A That I did.
- 358 I And you had, you said that there was a film, that the children in Gold class did a film of you.
- 359 A Yeah, of our playtime.
- 360 I And they talked about...was it at playtime? And they talked about playtime did they?
- 361 A Yeah, and phonics and, and handwriting and...
- 362 I Phonics, handwriting, playtime.
- 363 A And making.
- 364 I And making. Phonics, handwriting, making...
- 365 A And, and cross your legs and cross your arms.
- 366 I So are you saying, Adham that...?
- 367 A Yeah, everybody in year one did it.
- 368 I Everyone in year one did the film. And what were they talking about?
- 369 A Filming every... in Gold, but not everybody was going to be filming.
- 370 I Not everybody. Who...?
- 371 A Jaylan and Chuck.
- 372 I Jaylan and Chuck were there? Or did they do it or they didn't do it?
- 373 A They didn't do it.
- 374 I So Jaylan and Chuck didn't um but lots of other children were there talking about... and were  
375 they talking about...?
- 376 A Can you write all of the names on Gold please?
- 377 I You want to write all of the names on Gold?
- 378 A No, you.
- 379 I I can, if you tell me them. I don't know the children because I've just come to see you and some  
380 of the other children who have special meetings.
- 381 A Wasima.
- 382 I So Wasima. You did handwriting with her before didn't you?
- 383 A No, no, no.
- 384 I Do you remember we looked at that piece of paper yesterday and it was Wasima and I called  
385 her 'Nasima'.

- 386 A Wasima.
- 387 I Wasima. So these are the names, Wasima. Was Ishaan there?
- 388 A Yeah.
- 389 I Ishaan. Adham. Was it Henry?
- 390 A Yeah. No, no not Henry. It was...
- 391 I So, so, so what I'll do is I'll put 'yes' here, the children. Wasima, Ishaan, Adham.
- 392 A And Henry, next to me 'cos
- 393 I And then the no, this is the children who weren't in the film, we've got Jaylan, Chuck.
- 394 A Chuck.
- 395 I So...
- 396 A And Imtiaz, and Imtiaz.
- 397 I Imtiaz. Where was, Imtiaz, was he, was Imtiaz in the film?
- 398 A Yeah.
- 399 I So Imtiaz. So...
- 400 A Taslima.
- 401 I Taslima. Taslima.
- 402 A Tangina.
- 403 I Tangina. Yeah?
- 404 A Olive.
- 405 I Olive. Yeah?
- 406 A Maria.
- 407 I Maria. Yeah.
- 408 A And, and Sachariah.
- 409 I Zachariah.
- 410 A Sachariah.
- 411 I Zachariah. There's lots of different ways of spelling Zachariah.
- 412 A It's Sachariah.
- 413 I Sachariah.
- 414 A It's an S.
- 415 I Okay, because often that name is written with a Z isn't it, but your friend is called Sachariah  
416 with an S.
- 417 A And Naleema.
- 418 I And Naleema. So we've got all these children and they... a film was made and it was all  
419 about...

- 420 A No, no, not everybody.
- 421 I You haven't finished?
- 422 A It was... not Lily wasn't there, Lily was there.
- 423 I Lily? She's in the yes. Lily was in there. And there's... your teacher is called Ella.
- 424 A Ella.
- 425 I And there's Mandy as well in your classroom?
- 426 A Yeah.
- 427 I Was she in the film?
- 428 A No.
- 429 I No, OK, that's fine. So Naleema, Lily?
- 430 A Friends...
- 431 I You've remembered a lot of names.
- 432 A Maria.
- 433 I Maria, we've had Maria. Maria, Sachariah, Naleema, Lilly.
- 434 A And Zachariah.
- 435 I Is there a Zachariah with a Z? Really? Fantastic. Zachariah, okay, so that's 13 children.
- 436 A And no more.
- 437 I No more, okay. So these children made a little film and they were talking about you. Is that  
438 right? Have I understood?
- 439 A Yeah.
- 440 I They were talking about you and the work that you've been doing this year...
- 441 A And Billy.
- 442 I And Billy. And they said something about...
- 443 A Frankie.
- 444 I Frankie.
- 445 A Um and Emmanuel.
- 446 I Emmanuel. They were talking about the playground, they were talking about phonics. They  
447 were talking about crossing your, was it crossing your legs, crossing your arms?
- 448 A Yeah, and doing phonics.
- 449 I And doing phonics. And so they were talking about the things that you've done well this year?  
450 Yeah? And did they say anything...?
- 451 A I made a mistake.
- 452 I You made a mistake. Oh let's not scrunch it up! I think that's beautiful, that picture.
- 453 A No, I don't, I don't like it. ((stressed))
- 454 I Okay, shall we cover it up then?



- 455 A Yeah.
- 456 I We'll tuck it away and then we can look at it in a minute. Would you like another piece of  
457 paper?
- 458 A This.
- 459 I Well that's got lines on it, it's not so good for drawing, let's use this one, one of these ones. And  
460 would you like to do a picture of your review meeting? I'd really like it if you did, Adham. A  
461 picture of your review, you can use pencil or pen.
- 462 A Pen.
- 463 I Before you did outlines with the grey pencil and then you coloured in.
- 464 A No, no, I don't want to. ((pencils moving around))
- 465 I Okay, that's fine. Now can you do a picture of everybody in the review? We need a few  
466 reminders. Who's that one? Who are you drawing first? He's a very big person, he's going to  
467 take up the whole piece of paper. Who's that one?
- 468 A A drink, I don't know. It's a drink.
- 469 I Who's the most important person in the review?
- 470 A It's a drink.
- 471 I It's a drink? Shall we pretend it's a person?
- 472 A A person and drink.
- 473 I A person with a drink. Sometimes people have drinks in reviews don't they because it's a bit...
- 474 A Coke. That's like Coke.
- 475 I Was there Coke in your meeting?
- 476 A Yeah.
- 477 I Did you have anything to eat as well?
- 478 A No, at home, I got one.
- 479 I You got Coke at home. You're writing the word 'Coke'.
- 480 A Plus, how do you write person?
- 481 I Person. P... Well, shall I write it out and you can copy it. P-E-R-S-O-N. A Coke person? That's  
482 quite funny.
- 483 A I'm a bit late. I'm late for home time I.
- 484 I You're not late for home time, you're fine.
- 485 A I stayed there for a long... Everybody's going to... It's going to be home time soon.
- 486 I It will be home time soon because it's afternoon. It's been a big day today for you hasn't it?
- 487 A Yeah, my dad is...
- 488 I Your mum and dad came in?
- 489 A Yeah, and then my dad is, my dad is there because he's no, no going anywhere because...
- 490 I He's not going anywhere.

491 A Because...

492 I So he came in to see your meeting. And, and your mum and dad came in and they saw the film.

493 A I think it's not warm this...

494 I Is it not warm enough?

495 A I think it's finished.

496 I Do you want to have it stronger?

497 A No, no it's finished.

498 I Do you want to turn it off?

499 A Yeah.

500 I Yeah okay. I'll just switch it off like that. ((turns fan off)) If you get too hot we can turn it back  
501 on. Okay, so all the people came to your meeting and there was a film.

502 A Of these.

503 I And what else happened?

504 A What's these.

505 I Adham, in your meeting...

506 A There was a bad knock.

507 I There was a bad knock? In your meeting?

508 A ((laughs)) It was a person Coke.

509 I Yeah okay. All right. Hello Linda.

510 L Sorry to bother you, can I just come in and get some stuff.

511 I That's absolutely fine. We're just talking about Adham's special meeting and we've got all the  
512 people who were in the meeting...

513 L Okay.

514 I And Linda, this is you.

515 L Is that me! ((laughs))

516 I You're looking very sorted today.

517 L Is that what I look like? You cheeky thing.

518 A ((laughs))

519 I Okay, so well I think you've done better than certain other personnel. ((laughs)) Who's that?

520 A My mum and dad.

521 L Where's Ella?

522 I Ella is here.

523 L Oh, she looks nice.

524 I Serena's here.

- 525 L Serena, now that is very fitting for Serena.
- 526 I Linda thinks this is a good choice for Serena because you've chosen, chosen somebody who  
527 looks very strong.
- 528 L Very strong, and knows what she's about.
- 529 I Okay, now I've heard about the film that you made, that your friends in Gold made, and all the  
530 things they notice about you. And I heard that there was some Coke there in the meeting, and  
531 were there any snacks at all?
- 532 A No.
- 533 I No?
- 534 A And then light blue.
- 535 I And you're doing the light blue.
- 536 A I'm going to colour it.
- 537 I I'm still hoping that you'll do me a picture of all the people in the meeting.
- 538 A I'm not going to do, I'm do one.
- 539 I You're going to do one? You like having one person on the, in the picture, okay. So in the  
540 meeting can you tell me - you've got a bit of pen on you - in the meeting do you know what  
541 people were talking about? They talked about, the film was talking about your learning and  
542 what you did well.
- 543 A I've got...
- 544 I Oh look, we've got all these people here. What did Adham do in the meeting? What did Adham  
545 do in the meeting?
- 546 A Everybody did filming in year one. Filming.
- 547 I Everybody in year one did filming apart from Jaylan and Chuck, yeah? And do you know why  
548 they did that film?
- 549 A Why? I didn't see Lilly on the film?
- 550 I You didn't see Lilly in the film. Okay maybe she wasn't there. Do you know why they did that  
551 film?
- 552 A What?
- 553 I Can you guess?
- 554 A 'Cos everybody was there and then I didn't...I don't know, and then everybody wasn't there  
555 'cos they had to finish with that, they had to finish it.
- 556 I They had to finish the film? I think the film was, they made the film because your teacher  
557 thought it would be really good to, for everybody to think what you've done well this year and  
558 to talk about what you've done well.
- 559 A I'm gonna do lots of colours.
- 560 I You do lots of colours. So...
- 561 A I'm doing a different colour and then I'm going to make it pretty.

- 562 I You're going to make it pretty, okay. So in the meeting, what, we've got all these people, what  
563 was, what was your mum doing in the meeting? Here's your mum.
- 564 A Talking.
- 565 I She was talking. And what was she talking about?
- 566 A Something in the post it, post it for someone, Adham.
- 567 I She got something in the post for you?
- 568 A Yeah, or how to do and how to look and how to look after.
- 569 I How to look after you?
- 570 A Yeah, how to look after propert, how to look after toys.
- 571 I How to look after toys. Okay. So your mum got something in the post and it was about how to  
572 look after toys.
- 573 A And now it's going home time.
- 574 I It's going home time soon. And, and then what did your dad...?
- 575 A Can I get down 'cos my mum's going to be late?
- 576 I Your mum. Well there's a bit of time before home time, let's just see...
- 577 A Everybody was reading and...
- 578 I So people were reading in your class weren't there?
- 579 A No, they were doing...
- 580 I They were doing some story time weren't they?
- 581 A The target.
- 582 I So what was Ella doing in the meeting?
- 583 A I don't know.
- 584 I Did Ella do any speaking in the meeting?
- 585 A Yeah.
- 586 I And do you remember what she said? What did she say?
- 587 A I don't know.
- 588 I Was she happy or sad?
- 589 A Happy.
- 590 I What, she was happy? What was she happy about?
- 591 A Naughty things.
- 592 I Naughty things! Really? (surprised)
- 593 A Yeah.
- 594 I She was happy about you being naughty?
- 595 A No, happy about things, something they didn't, because they say naughty, don't do filming.

- 596 I Ah, so Ella was happy because... I'm not quite sure I understand the thing about being naughty.  
597 Does Ella think you're naughty?
- 598 A Yeah, everybody is... This one is falling off.
- 599 I It's falling off?
- 600 A The colours.
- 601 I Okay, shall we, shall we... and you want me to sort that out, okay. I'll show you how it works.  
602 It clicks like that and then they all the pens fold in place. If I click it it should hold and then  
603 we'll get them all sorted. You like things to be organised don't you?
- 604 A How did you find these?
- 605 I I found them in a shop.
- 606 A Why?
- 607 I Because I thought they would look like nice pens. Look, that's how it goes, you see each one  
608 has its place. You like these pens don't you? Pink, black, there we are. Does that look good to  
609 you?
- 610 A Yeah, green is the best.
- 611 I The green, and you're using that one. Okay, so in the meeting, let's just check this is still  
612 recording. That's fine, because I'm recording what you're telling me.
- 613 A It's finished.
- 614 I You've finished?
- 615 A It's finished 'cording.
- 616 I It's still recording now. So can you tell me what Serena was doing in the meeting?
- 617 A He did, he did anything I did, he was doing notes with everybody.
- 618 I She was doing notes. So did people do writing on post it notes in the meeting?
- 619 A Yeah.
- 620 I So sometimes people do writing and then they all put it on a poster.
- 621 A and I've finished all the colours.
- 622 I And they talk about things that you've done well.
- 623 A I'm going to finish them all.
- 624 I So what did, what did Adil do in your meeting? That's your little sister.
- 625 A Adil.
- 626 I What did she do?
- 627 A He looked at his Mum.
- 628 I She stayed with her Mum?
- 629 A Looked at his mum.
- 630 I Yeah, she looked at her mum, okay that's fine. And what did your dad do?
- 631 A He wrote a note, a note.

- 632 I And do you know what he wrote on his note?
- 633 A Yeah.
- 634 I What did he write?
- 635 A About for Adham to listen something.
- 636 I So is your dad happy about your listening?
- 637 A Yeah.
- 638 I He thinks... Does he think you do good listening or does he want you to do better listening?
- 639 A Better listening.
- 640 I He was talking about your listening. Does he think your listening's got better this year?
- 641 A Yeah.
- 642 I Yeah? That's good, so he wrote on the post it something about your listening?
- 643 A I think it's going home time soon.
- 644 I It's because we shut the blind isn't it, it makes it look dark. So dad wrote on a post it note  
645 something about your listening...
- 646 A And we'll turn the lights off.
- 647 I Yeah, we'll turn off the lights when we go. And what did...? Oh look, look at Linda, what did  
648 Linda do in your meeting?
- 649 A He did nothing.
- 650 I She did nothing! I think... are you sure she didn't do anything?
- 651 A Hot, I'm hot.
- 652 I Yeah, so what did Linda actually do in the meeting?
- 653 A Mm-mm?
- 654 I You said Linda did nothing?
- 655 A Yeah.
- 656 I But she did probably do something, Linda works quite hard.
- 657 A She did notes, Linda.
- 658 I She did notes?
- 659 A Yeah. Everybody.
- 660 I Yeah, she did the notes.
- 661 A How to do something.
- 662 I She did the notes of how to do something. And so she was writing down notes about how to do  
663 something, so she was making some plans maybe?
- 664 A Gold was doing filming and I just saw it.
- 665 I What did you think about the film?
- 666 A Happy!

- 667 I The film was... were you happy or were the children happy?
- 668 A The children happy and me.
- 669 I And how did you feel?
- 670 A Happy. Ten years ago.
- 671 I Ten years ago? No that's a number ten and do you know why it says number ten on these pens,  
672 because we're looking at the pens, because there's one, two, three, four, five, six, seven, eight,  
673 nine, ten pens, so that doesn't mean ten years it means ten pens.
- 674 A Ten pens and if you get white you'd have to be 11 pens.
- 675 I So you would like there to be a white pen in that set...
- 676 A And then we have...
- 677 I And then it would be better.
- 678 A And then better if you changed blue.
- 679 I Now, Adham, would you like...? You know I want you to do a picture of you in the meeting  
680 and everybody doing something and you didn't... you wanted to do just one person, who is that  
681 person that you've drawn?
- 682 A A Coke person.
- 683 I A Coke person?
- 684 A Yeah.
- 685 I Somebody drinky?
- 686 A Yeah.
- 687 I What about, what about on this new piece of paper? Do you think you could do a picture of  
688 you?
- 689 A No.
- 690 I No?
- 691 A Yes.
- 692 I What do you think?
- 693 A Yes, I don't want this one.
- 694 I You don't want that one. Okay, I'll pop that one away. I'll just pop it underneath here so it  
695 doesn't distract us.
- 696 A I don't want to 'cos I want to take it home.
- 697 I You can take it home, that's fine, you can take that with you, but this one, I would like you to  
698 do a picture of you in your meeting.
- 699 A No, this is...
- 700 I Shall I fix it for you? That's okay.
- 701 A I did it!

- 702 I You did it. It just opened up, that's okay. So I would like you to do a picture of you in your  
703 meeting...
- 704 A ((upset)) Oh, stop it!
- 705 I It's good, it's fine. You don't like the pens being out of the right way. Look there we are, does  
706 that look good again?
- 707 A Yes.
- 708 I Are you happy? Okay.
- 709 A I'm going to draw.
- 710 I So who are you drawing?
- 711 A A gingerbread man.
- 712 I Who are you drawing?
- 713 A A gingerbread man.
- 714 I A gingerbread man? Was he in your review?
- 715 A A box of gingerbread men.
- 716 I Did you read about the gingerbread men?
- 717 A Yeah.
- 718 I Do you feel like the gingerbread man sometimes?
- 719 A Yeah, in class. I got a hard book one, I got hard one, had a princess one, it had gingerbread men  
720 on, we had that at class.
- 721 I Yeah, so it says 'run, run as fast as you can, you can't catch me I'm the...?'
- 722 A Little fox.
- 723 I You're a little fox?
- 724 A Yeah.
- 725 I There's a fox in the gingerbread man story isn't there?
- 726 A Yeah. I'm not drawing... I'm drawing a gingerbread man.
- 727 I Okay, all right, so in your meeting, we keep coming back to your meeting, all the people were  
728 there, you saw the film and people were writing on post it notes and your mum was there and  
729 your dad was there and Adil was there and Ella was there and Serena was there and Linda was  
730 there. And what happened at the end of the meeting?
- 731 A Eat is Donuts, it's donuts.
- 732 I You had a donut?
- 733 A ((laughs)) Ella is naughty, Linda is naughty.
- 734 I Ella your teacher is naughty, Linda your Semco ((?)) is naughty?
- 735 A Yeah, and Serena is naughty. Serena is naughty.
- 736 I Do you think she is naughty?
- 737 A No, she's happy.



- 738 I She's happy.
- 739 A Are you happy?
- 740 I I'm happy because I enjoy talking to you and trying to listen to you. Um so is there anything  
741 else you want to tell me about your meeting?
- 742 A I made a stopping card.
- 743 I You made a stopping card. Is it stop, is it time to finish our talking now?
- 744 A No.
- 745 I Do you want to tell me something else about it?
- 746 A I'm going to draw on that one.
- 747 I No, I've got another piece of paper, there you are.
- 748 A I made lots of 'stakes.
- 749 I You made lots of mistakes?
- 750 A Yeah.
- 751 I Do you think we need to worry about mistakes?
- 752 A Yeah.
- 753 I I don't worry about mistakes.
- 754 A I don't know how to draw something.
- 755 I That's okay.
- 756 A Can you draw me a gingerbread man?
- 757 I You want to draw a gingerbread man? Well what I might do is I might try it on one of these  
758 post it notes.
- 759 A And draw it.
- 760 I 'Cos, and I'll just do a practice one here and then I'm going to do a little round head.
- 761 A I know how to do that.
- 762 I And I think a gingerbread man has a little smile and he has some raisins on his tummy. Does  
763 that look like a gingerbread man to you?
- 764 A Yeah. Can I draw it bigger.
- 765 I Do you want to copy it?
- 766 A No, you do it.
- 767 I Okay.
- 768 A Bigger.
- 769 I Do you like that one? We'll do a big red... It's not red, it's green. Because I think you do very  
770 good drawings, Adham.
- 771 A I don't know how to draw a gingerbread man.

- 772 I Well maybe you just need to look at what they look like in picture books. Do you want to do the  
773 face because you could do a nice face and you could do the buttons. Yeah, I think it's home  
774 time soon. Yeah, I think what we'll do, we'll, you can finish that one off. Adham, I'm going to  
775 come back, I'm going to think about what you've said and I'm going to listen to the recording...
- 776 A Tomorrow?
- 777 I I won't come back tomorrow. I was here yesterday to see you but I'll come back next week  
778 some time and I'll show you what I think you've told me.
- 779 A Yesterday, I'm going to be seven.
- 780 I You're going to be seven?
- 781 A Yeah. When I grow up, seven.
- 782 I All right, when you grow up you're going to be seven. I'm going to switch this off, I'll switch it  
783 off in a minute but before we do that I'll come back again and I'll talk to you, we'll see some of  
784 the stuff about your meeting...
- 785 A Oh!
- 786 I Is it going to be okay to talk to me again?
- 787 A No!
- 788 I No? Well if when I come and see you again you don't want to do work with me then I'll just go  
789 away.
- 790 A You've got to go.
- 791 I Because we're going to go and we're going to get you...
- 792 A My book bag.
- 793 I Get your book bag.
- 794 A And go home.
- 795 I Yeah, and it's going to be time to go home. Thank you very much for working with me.
- 796 A And I want to work with you again.
- 797 I Do you not like working with me?
- 798 A Yeah, working again please ((begging))
- 799 I Yes, I'll definitely come back.
- 800 A No! No! ((fussing))
- 801 I I will come back.
- 802 A No.
- 803 I I'm telling you the truth, Adham, I always tell the truth when I can. Ah, all right, but it's going  
804 to be fine to go home isn't it?
- 805 A Yeah. fine
- 806 I Yeah, all right.
- 807 A When are you going to come back?

808 I I will come back.

809 A Yeah! ((happy))

810 I Yeah?

811 A I want to finish my...

812 I You haven't finished it?

813 A No. I want to put ice on the legs.

814 I You want to put ice on the legs, okay. Now I'm a bit concerned that we need to go and let you  
815 get home. Okay all right, let's... I'm going to stop this, I'm going to put my things in my bag.

816 A Why?

**Appendix 12: Transcript Re-interview Adham**

Audio title: Recording14 Audio length: 58:29

Participants: I Interviewer, A Adham

- 1 I Okay, so I'm recording. I'm just going to make this one record as well.
- 2 A Is that record?
- 3 I Do you remember last time I came in to see you and you were helping me with my project? Do  
4 you remember?
- 5 A What's these?
- 6 I What are those? I don't know. We are... I'm doing a project and I'm very interested in people's  
7 special meetings, their annual review meetings...
- 8 A I don't want to talk about the meeting.
- 9 I You don't want to talk about the review meeting? Well let me show you what I've brought.  
10 We've got the play people that we used last time, we've got your Care Bear and we've got... I  
11 wrote the things that you said on special pieces of paper and typed it with my computer, and it's  
12 lots of things that you said. And I wanted to show it to you...
- 13 A What's this there, up on the wall?
- 14 I I don't know. If you come here I will show you, Adham, because the reason I came in today, I  
15 wanted to check that I understood what you were saying last time, because you were telling me  
16 about your special meeting, yeah? And you told me some really fantastic things about your  
17 meeting, I thought you'd really understood lots of things about it. Okay, so I've got, on the table  
18 I've got lots of writing and do you know what, these are your words.
- 19 A Mine.
- 20 I Yeah, these are your special words that you were telling me.
- 21 A These are little words that...
- 22 I Okay. You know I recorded what you were saying and then I went home and I listened to what  
23 you said and I heard all the words that you were saying about the film...
- 24 A ((makes noise))
- 25 I ...about the people in your class, about your mum, about Adil, about Linda and I've written  
26 them all down. So...
- 27 A Can we cut them out?
- 28 I I'm going to cut them out and what I thought we could do, so what I've done, this, do you know  
29 when you do a story...
- 30 A Can I...?
- 31 I ...that's the title. Do you want to do some cutting?
- 32 A I want the blue one. ((footsteps))
- 33 I You want the blue scissors, that's fine. So we'll do some cutting and what I'm interested in is  
34 your story about your special meeting, because that was a really important thing that happened.
- 35 A ((makes noise))

- 36 I Do you want to cut it? That's fine.
- 37 A No, you do that, I'll do this.
- 38 I Okay I'll do that one, okay that's fine, we'll cut together. ((cutting)) Because sometimes when  
39 you're telling a story there's the different parts of the story.
- 40 A I'll do Ella.
- 41 I Yeah, that's 'Ella is naughty. Linda is naughty and Serena is naughty and happy.' ((laughs))  
42 That was one of the things that you said and I thought that you were joking because you were  
43 laughing when you said that to me. Do you remember, you said, 'Linda is naughty'? Okay.  
44 So...
- 45 A I did it.
- 46 I You did it. So we've got the title which is The True Story of Adham's Meeting and then we've  
47 got some different parts of it, you've got people in the meeting, because that's one of the  
48 important things, who was there.
- 49 A What's that?
- 50 I That one says jokes because I think you like jokes don't you, you like being funny? So if there's  
51 anything that's a joke we can put it, we can put it in that one. Did you think this one where you  
52 were saying 'Ella is naughty'...
- 53 A Yeah, it...
- 54 I Does that go in the joke one because that was a...? Or do you think it's really true?
- 55 A Really true.
- 56 I Okay, well we can think about where to put that.
- 57 A No it's going to go, it's going to go...
- 58 I There's people in the meeting? What happened before, what will happen next. The film. What  
59 people did in the meeting.
- 60 A I'll pick...
- 61 I What happened before.
- 62 A At the angry ((?)).
- 63 I Because I thought it might be what people did in the meeting. Was Ella being naughty in the  
64 meeting?
- 65 A No. Happy.
- 66 I She was happy, okay. So what you said here, we'll come back to that one. The first thing you  
67 said was, 'Serena took me to my mum and dad because they wanted to talk to Serena.' Is that  
68 right?
- 69 A Can I cut that one?
- 70 I Shall I cut it with the red ones?
- 71 A No, I want to cut this one.
- 72 I You can cut it, that's fine. That says, 'Serena took me to my mum and dad.'

- 73 A I'm going to cut this one.
- 74 I That one says, the one that you started cutting says, 'I'm a boy.' And another thing you said  
75 which is, 'I'm the little fox'.
- 76 A You cut that out.
- 77 I Shall I finish it?
- 78 A The boy.
- 79 I The boy one, I'm a boy. Because I thought that could be who I am, because that's one of the  
80 important things in the meeting. Sometimes the meetings help you think about who you are and  
81 what's important. So 'I'm a boy'.
- 82 A What's a boy?
- 83 I You're a boy aren't you? That's one of the things that you said, you said, 'I'm a boy', that one  
84 says, 'Serena took me to my mum and dad'.
- 85 A Where's it going to go?
- 86 I Well, what happened? What happened before the meeting?
- 87 A Serena took me to my mum and dad.
- 88 I Yes, Serena took me to my mum and dad.
- 89 A That was Serena.
- 90 I Yeah. And then we've got...
- 91 A That's a long word. This one is a long word.
- 92 I It's a long word.
- 93 A Can you cut it for me? ((cutting))
- 94 I Gosh, you're doing very good cutting then. And that's another one, I'll read that one to you.  
95 Those, you've got two there, one says, 'because they wanted to talk to Serena'. You were  
96 talking about your mum and dad, 'they came into the school because they wanted to talk to  
97 Serena', that's what you said.
- 98 A Serena's not here.
- 99 I She's not here, she's got another appointment hasn't she? So for your meeting you said, 'Serena  
100 took me to my mum and dad because they wanted to talk to Serena.'
- 101 A It's sad.
- 102 I You're sad that Serena's not here? I would have liked to see her too. I thought she would help  
103 us today but she couldn't.
- 104 A Serena gone, 'cos she's gone 'cos...
- 105 I It's sad that Serena's gone?
- 106 A Yeah, she's gone because she's in another hospital.
- 107 I She's in another hospital? You know there's some very good doctors in hospital and they're  
108 very clever at making people well again so I hope that they'll help her get well.
- 109 A That's another one.

- 110 I That's another one. That was the one that said 'Ella is naughty, Linda is naughty and Serena is  
111 naughty'.
- 112 A I'll cut a bit down here.
- 113 I Well you can do but I think that's okay that bit.
- 114 A No...
- 115 I This one...
- 116 A Can I cut?
- 117 I You can. So what we've got in our story so far, we said 'Serena took me to my mum and dad  
118 because they wanted to talk to Serena', is that right?
- 119 A Mm-mm. ((singsong voice)) Hello Care Bear!
- 120 I Hello Care Bear. And then 'my mum is there, my dad was there having a meeting. Linda was  
121 there and Serena was there, Ella was there'. So do you think that's the people in the meeting?
- 122 A People in the meeting.
- 123 I Or do you think that's...?
- 124 A Right.
- 125 I It's good, it's right isn't it?
- 126 A ((banging)) What's that noise?
- 127 I Yeah, it's just a little bump isn't it?
- 128 A What?
- 129 I It's just a little bump. We're cutting up the things that...
- 130 A It says Ella and Nasima.
- 131 I It says Ella, you've seen the word, 'Ella'. You've written, I've written, 'my mum is there, my  
132 dad was there, having a meeting. Linda was there and Serena was there, Ella was there'.
- 133 A There was three of them. Where does it say three?
- 134 I Um, that's the word 'there'. My mum is there, my dad was there, having a meeting. Linda was  
135 there and Serena was there, Ella was there. So...
- 136 A Adil was there.
- 137 I Adil is there. Do you see your Adil is there? So 'Serena was there and Ella was there, my dad,  
138 mum and Linda and Adham and Adil'.
- 139 A And Adil.
- 140 I And Adil, because Adil was an important person who came to your meeting. Is Adham, sorry, is  
141 Adil a boy or a girl?
- 142 A A boy.
- 143 I A boy, so Adil is your baby ((with emphasis)) brother or sister?
- 144 A Brother.
- 145 I Brother, okay. Now...

- 146 A It's not a girl anymore.
- 147 I It's not a girl, so that's a mistake, so what I will do is I will change it, because we want to make  
148 everything right. 'It's only me and my Adil. She came back to school, that's my baby sister',  
149 but actually you're saying it's your brother. Yeah? It's your brother.
- 150 A I want to cut it, I want to cut it.
- 151 I You cut it, that's fine, then I'll change it to brother because we want to get the story right.
- 152 A I want blue.
- 153 I You want the blue, that's fine.
- 154 A Then I can write it.
- 155 I You can write it, good. Because I want to check I've understood what you were saying and if  
156 there's something wrong we can change it, because we want to make the story right about your  
157 meeting.
- 158 A I need to change it, it needs to change.
- 159 I I'll change it, absolutely. You want me to change it with the blue?
- 160 A Brother.
- 161 I Rubber? Well that's printed so we can't rub it out, so what we'll do...
- 162 A Brother, sister.
- 163 I Oh brother, okay. My baby...
- 164 A Brother.
- 165 I Brother, and then we'll read it and check. 'It's only me and my Adil. She come back to school,  
166 that's my baby brother'. But it's not she, she's for a girl isn't it, so we'll change it to he. So  
167 we'll cross out that S, so 'it's only me and my Adil. He come back to school', he 'came' back to  
168 school?
- 169 A Yeah.
- 170 I Which one? Come or came?
- 171 A Came.
- 172 I He came back to school. That's my baby brother.
- 173 A Came back to school.
- 174 I Okay, that looks right, you've corrected that, that's great. So is that people in the meeting?  
175 What happened. The film.
- 176 A What happened in...
- 177 I What happened?
- 178 A Adil was there.
- 179 I Adil was there. Is that what people did in the meeting?
- 180 A Yeah.
- 181 I Mm-mm okay, let's put, we'll put that there. 'Adil was there'. Okay and...And we'll keep  
182 changing things, that says Adil there. Now these two look the same a bit to me, so maybe we



- 183 can choose which is the best one. We've got 'my mum is there, my dad was there, having a  
184 meeting'.
- 185 A My dad is there.
- 186 I Linda was there and Serena was there, Ella was there.
- 187 A And Dad was there.
- 188 I And your dad was there. But in this one it says, 'Serena was there and Ella was there, my dad,  
189 mum, Linda, Adham and Adil was there'. So this one is good because it says, 'having a  
190 meeting' and that was a really good thing to say because you were talking about the meeting,  
191 but this one's got Adil in. So what about with this one that's a good one that has having the  
192 meeting, what about if we add Adil in? Shall we put Adil there? Because it says 'my mum was  
193 there, my dad was there, having a meeting. Linda was there...
- 194 A And me. And me.
- 195 I Oh yeah, so we need Adham and we need... But look, you see we've got Adham and Adil, we  
196 could just cut it out from here. Shall I cut it?
- 197 A No.
- 198 I You want to write it, okay. So I'll put this one away which is 'Serena was there, Ella was there',  
199 because you just want, ((slowly)) 'and Adham and... Adil.' Adil, A-B-I-D. Fantastic, okay, so  
200 we've got...
- 201 A I like Adil.
- 202 I Yeah, I saw his this morning, he looked so... You gave him a lovely hug and a kiss, he looked  
203 really, really happy. I noticed you were wearing the same, you were wearing the same little  
204 jacket. You've got this smart jacket that's the same as Adil's.
- 205 A I've got...
- 206 I The purple jacket's really nice.
- 207 A I've got other ones.
- 208 I You've got other ones? Because you said lots of things, those are your words.
- 209 A These are mine.
- 210 I Yeah, you can put them next to you, that's fine.
- 211 A And then I don't... You have to cut this one.
- 212 I Yes. What I'm going to do is I'm going to take a little picture. Do you remember, I'm not going  
213 to take a picture of you, I'm going to take a picture of what we're, of what we're doing so I can  
214 just see in the middle. ((camera shutter))
- 215 A ((emotionally)) No, don't take me.
- 216 I I'm not taking a picture of you no, because you don't like that, that's fine. Do you want to...?  
217 Your hands are in the picture, do you want to move them away? ((camera shutter)) Okay, that's  
218 all right, you can't see your face, that's fine.
- 219 A Can I see? Can I see?
- 220 I Do you want to check the picture? Look, this is what the picture looks like. Look, that's our  
221 work.

- 222 A Ah, my hands are in there.
- 223 I Do you want me to get rid of that one?
- 224 A Yeah.
- 225 I So this one is better isn't it because that hasn't got your hand and it shows what we're doing.
- 226 A Yeah.
- 227 I We're making a story from the words that you said before. Okay.
- 228 A Which story now?
- 229 I This is the story that you told, that you've been telling me, that you told me last time. So you  
230 said, this was something I really liked, you said, 'I'm the little fox.'
- 231 A I'm the little fox.
- 232 I It was so funny and lovely. ((laughs)) Do you think that goes in the...? Is that a joke? Or is that  
233 people in the meeting?
- 234 A People in the meeting.
- 235 I Or is that things from other stories?
- 236 A People who were here.
- 237 I Or jokes? Which one do you think?
- 238 A This one.
- 239 I This one says, things from other stories because the fox came from the gingerbread men story  
240 didn't it?
- 241 A Yeah, that was wrong ((?)).
- 242 I And we put...
- 243 A You cut this bit.
- 244 I That's fine. Okay, so we'll get rid of these bits. Now let me read you that one. You said, 'I'm  
245 not going to do all of them, I'm going to do one.' That was when I was asking you, do you  
246 remember, I was asking you to do drawings. I asked you to do a drawing of the meeting and you  
247 didn't want to do a drawing of everybody together. Is this more to the story of your meeting or  
248 not really?
- 249 A Really.
- 250 I So you said I'm not going to do... Because we have got a heading which is My Drawings.
- 251 A A head on your drawings?
- 252 I ((laughs)) It says...
- 253 A That's my joke.
- 254 I It's a joke? Okay I'll put it in jokes. Because you were joking with me about things that you  
255 wanted to do weren't you, so that's a good one to put in the jokes. Look, this one says, 'Adil is  
256 near to me, I excited.'
- 257 A Oh, you didn't put my name again.
- 258 I Um do you want to put Adham in again?

- 259 A No.
- 260 I So 'Adil is near to me, I'm excited'. So do you think we should put that in, we've got...? Is that  
261 a joke, that one?
- 262 A Why is it wonky ((?))?
- 263 I That's the alphabet on the wall. Now, this one, do you see this one? I really like this one  
264 because you're talking about Adil and how you, how you get on with him. Adham? Adham,  
265 look. Adham, do you see here, it says, 'Adil is near to me, I excited.' Do you think that, is that a  
266 joke? Is that what people did in the meeting? Or is it the people who were in the meeting? Or is  
267 it what happened?
- 268 A What happened.
- 269 I Okay.
- 270 A What happened, Adil came to see me.
- 271 I Yes, Adil came to see you and you were feeling excited. Okay that's fine.
- 272 A I said that a bit, I said that fast.
- 273 I You said that fast? ((cutting)) Then this was the bit that you said...
- 274 A I missed...
- 275 I What?
- 276 A I missed something.
- 277 I Well that's okay, we're working, we're in the middle of our work aren't we, we don't need  
278 to... we're not finished. You're doing cutting, because we're taking out the bits that are not right  
279 or not important and we're keeping in the good bits. And it looks a bit messy now.
- 280 A Yeah, why do you say the film?
- 281 I Because that's another bit I, 'cos... Because when we... 'Cos what we've got, when you were  
282 talking to me one of the things that you talked about quite a lot was the film.
- 283 A I did...
- 284 I Because when we talked about your meeting you told me that Gold class did a film of you and  
285 that was in the meeting. Is that right?
- 286 A They were talking.
- 287 I They were talking, yeah. So shall I read you...? So I'll put these together.
- 288 A No, I'll do it.
- 289 I You can cut it, that's fine.
- 290 A I'm going to keep these.
- 291 I Yes, you can keep those, absolutely. So I will read it to you while you're cutting.
- 292 A No, no don't touch it.
- 293 I I won't touch it, okay that's fine.
- 294 A You can do this.
- 295 I I'll do that one, fine. I will... That's another one about Adil.

- 296 A Adil's my ((0:17:39?)).
- 297 I Yes, it says, 'Adil' because I asked you, what did people do in the meeting, ((background  
298 talking)) and you said, 'Adil, she looked at her mum.' But 'she' is for a girl, so we need to  
299 change that to Adil.
- 300 A She...
- 301 I Adil. He.
- 302 A He, yeah, 'cos it's a word when you... that's a word, that's a word.
- 303 I That's a word. So what I think we should change it to is, 'Adil, he looked at his mum.' Does  
304 that sound good?
- 305 A Yeah.
- 306 I Adil, he looked at his mum.
- 307 A What's that name?
- 308 I Yeah, that's the name, because do you remember you, you told me the names of lots of children  
309 in your, in Gold. Do you want me to read it now? Are you ready for me to read some of it?
- 310 A Mm-mm.
- 311 I Okay, you do cutting and I'll read it when you're ready. It may be that I spelt some of the names  
312 wrong because I don't know the children in Gold.
- 313 A You know it now.
- 314 I Well you told me and I tried to listen. ((cutting))
- 315 A ((0:18:55))
- 316 I You're doing really fantastic cutting. So we've got people in the meeting, yeah? And we've  
317 got... Adham's suddenly fallen asleep on the table which is very amazing. Do you think little  
318 foxes are good at, at er falling asleep? Is that one of your lovely jokes? You see, Adham, before  
319 I met you I didn't realise how funny you are, I think you're really funny. ((laughs)) Okay. I'm  
320 going to do cutting. Maybe while Adham's asleep I can start cutting this one.
- 321 A Oh!
- 322 I Oh, the fox is awake! That's your one.
- 323 A Adham, look at Adham.
- 324 I That's your name. You can read your name.
- 325 A What's this name? Who's that?
- 326 I I'll read it to you.
- 327 A No, what's it says this?
- 328 I I can't read it. If you just move your hand a little bit.
- 329 A This one, this.
- 330 I Just move your hand a tiny bit. Wada.
- 331 A What's this?
- 332 I Ibrahim.

- 333 A What's this?
- 334 I Adham, Ilias, Tasmina, Tahira, Olivia, Michelle, ((with emphasis)) Sachariah...
- 335 A I didn't put Salma on.
- 336 I You didn't put Salma. Okay, we can add because this is, we want to make it right don't we?
- 337 A Salma was there.
- 338 I Salma.
- 339 A Humira was there.
- 340 I And Humira, so let me... So Wada, or is it Woda?
- 341 A Wada.
- 342 I Wada, Ibrahim, Adham, Ilias, Tasmina, Tahira, Olivia, Michelle, Sachariah, ((with emphasis))  
343 Zachariah, Nasima, Lily, Bertie.
- 344 A Bertie.
- 345 I Frankie.
- 346 A Frankie.
- 347 I Emmanuel.
- 348 A Ella.
- 349 I And the two that you've just said are?
- 350 A Salma.
- 351 I Salma. Do you want to write it or shall I?
- 352 A Yeah I'll write it.
- 353 I Me?
- 354 A No, me.
- 355 I Okay that's fine, just ignore that. Oh sorry, I won't touch that. Salma.
- 356 A What's...?
- 357 I There's an A at the end, Salma, very good. I can see you've practised your handwriting. So I  
358 think that's... Yeah okay, so we've got...
- 359 A I want to print it.
- 360 I You want to print it?
- 361 A The Salma one.
- 362 I You want me to...? I can print it for you later, because I will type this all because this, I want  
363 this to be the best story.
- 364 A Look how I've cut.
- 365 I Fantastic, I'm very happy with that, Adham.
- 366 A What's this up there?
- 367 I I don't know.

- 368 A The colour.
- 369 I I wouldn't worry about that. Now we, this bit, do you see this title here? This is the bit about the  
370 film, because these are all the people who have... You've got the bits about the film there,  
371 because there was that fantastic film that happened.
- 372 A You've got...
- 373 I And do you know what, your teacher, Mollie, well you're, that's your learning teacher, Ella was  
374 saying to me that she will show me your, the film that Gold class made for you. Shall we cut  
375 this one?
- 376 A I'll just glue ((?)) those letters.
- 377 I Those letters, yeah. So do you want to cut this one? Because look, you've got this here.
- 378 A That's an A.
- 379 I That's right. Look, here you've got 'Jaylan, Henry, Chuck and Mandy didn't'.
- 380 A Oh.
- 381 I Because you told me some people made the film and other people didn't, so this is the list,  
382 Wada and all those guys, that's a list of people who made the film.
- 383 A Where's my name?
- 384 I Your name is... Were you in the film or no? Were you in the film?
- 385 A No.
- 386 I No. Shall we take you out then? Shall I cross out your name?
- 387 A I don't know 'cos I wasn't...
- 388 I You weren't there.
- 389 A I was with the other children.
- 390 I Yeah that's fine, you weren't... Okay, that's good because I just want to understand what you  
391 were really saying.
- 392 A I was talking... Someone was talking to me.
- 393 I Someone was talking to you? Well people like talking to you don't they?
- 394 A You cut it out.
- 395 I People like me. Do you remember what my name is?
- 396 A Barley!
- 397 I Oh thank you, that's really nice. So look, we've got, with the film...
- 398 A I've got the...
- 399 I Now, I think we should add to this one because we said, this is a list of the people who were in  
400 the film and here we've got the list of people who were not in the film. And you've just told me  
401 that Adham was not in the film. So I'm just writing your name, so we thought Salma had been  
402 left out. Was there another person who you thought had been left out who was in the film?
- 403 A Letty.
- 404 I Letty.

- 405 A Letty wasn't in it.
- 406 I Letty wasn't? Letty wasn't or was?
- 407 A Er...was.
- 408 I Was? I think you can remember the film very well. Did you like the film?
- 409 A Yeah.
- 410 I Or not really?
- 411 A Really.
- 412 I Okay so this is all the stuff about the film. Oh my goodness, this is a very sleepy film. Adham,  
413 can you sit on your chair so you don't fall down, I don't want you to hurt yourself. Oh there's  
414 something on the floor? What's on the floor? Is that one of our important words? Can you get it  
415 my dear?
- 416 A Yeah.
- 417 I Oh! Do you know what that one says?
- 418 A I'm...
- 419 I I'm a...
- 420 A A boy.
- 421 I Boy. Okay, I'm a boy. Do you think 'I'm a boy' should be people in the meeting? My  
422 drawings? Jokes? Or is it who I am?
- 423 A Who I am.
- 424 I Who I am. Okay, so we've got who I am is on that side. Who I am. 'I am a boy'. You've got all  
425 the bits about your film.
- 426 A ((laughs))
- 427 I Cheeky! Watch out for your head when you come up from under the table. Some people sit  
428 under the table... Oh good, I can change all these things about the film around since Adham's  
429 sitting under the table. Oh, what a good chance to look at the interesting things about Gold. Oh I  
430 can do some lovely cutting.
- 431 A I've got one.
- 432 I Look.
- 433 A Why do you have a chair here?
- 434 I These are the words that you said about the film, I'm going to start reading them to you,  
435 Adham.
- 436 A Look, I've found...
- 437 I Look. 'Serena told me something, they're filming something. ((banging)) Gold was doing  
438 filming and I saw it. Children were happy and Gold did filming, filming Gold, they're going to  
439 film you.'
- 440 A I'm finding other chairs.

- 441 I Okay, so we've got the people who were in the film, we've got the people who were not in the  
442 film.
- 443 A ((laughs))
- 444 I Um now there's this bit, Adham which says, 'thinking about playtime and phonics and  
445 handwriting and making and crossing my legs and arms', and that was something that you told,  
446 I think you were telling me in the film the children...
- 447 A ((makes noise))
- 448 I ...told you that one. So do you think that one goes...? Where do you think that one goes? Does  
449 that one go... in the film bit? Maybe I can just make up this... I can have a little look at this.
- 450 A ((27:42)) doing filming.
- 451 I Okay, so we've got the film bit, the people who were in the film and people who weren't.
- 452 A Look, this one.
- 453 I Everyone did filming in year one. I didn't see Lilly in the film. Is it Lilly or Lily?
- 454 A Lily.
- 455 I Lily or Lilly?
- 456 A Lilly.
- 457 I Lilly. 'I didn't see Lilly in the film, because, everybody was there, because the... Is it Lily or  
458 Lilly?
- 459 A Lilly.
- 460 I Okay, so Lilly was not in the film?
- 461 A Yeah. He was there 'cos I saw him, I saw him before.
- 462 I Okay, so about the film, Gold was doing the filming and I saw it...
- 463 A I got one, I got one, I got one in front.
- 464 I So 'Serena told me...' Would that be a good place to start? 'Serena told me something, they're  
465 filming something'.
- 466 A I think Adil, I saw Lilly there.
- 467 I Do you want to cut the Lilly bit out?
- 468 A Lilly. Lilly.
- 469 I So 'everyone in year one did it'. 'Not everyone in year one did it'. Oh look, they're opposite  
470 those two. Now, they can't both be true. Okay, let's choose the one that's true. This one says,  
471 'everyone in year one did it,' we're talking about the film, and this one says, 'not everyone in  
472 year one did it.'
- 473 A Everybody did it in year one.
- 474 I But you said 'Jaylan, Henry, Chuck, Mollie and Adham didn't do it', so I think ((with  
475 emphasis)) not everyone in year one did it. Not everybody did it did they?
- 476 A Yes.
- 477 I Lots of people did it.



- 478 A Where was it?
- 479 I This one. Everyone in year one did it. Is that one of your jokes?
- 480 A I've got everyone ((?)).
- 481 I Everyone in year one did it. But I think, because you said Jaylan, Henry, Chuck and Adham  
482 didn't do it we have to say not everyone in year one did it.
- 483 A I found a fish.
- 484 I You found a fish? Hang on, let me have a look. That says finish. We'll cut him out. Okay,  
485 everyone was there because they have to finish it.
- 486 A I think they put the white bit on the end because everybody.
- 487 I Okay.
- 488 A Oh no, I broke the...
- 489 I You broke that? Well we've got sellotape and stuff, that's okay. So do you want me to fix it for  
490 you?
- 491 A No. ((footsteps))
- 492 I Oh Adham, it's going to be fine, fine, fine. Where's that sellotape?
- 493 A There.
- 494 I You're very clever at finding things aren't you? Is that the best sellotape?
- 495 A Yeah.
- 496 I Yeah, are you sure?
- 497 A Yes.
- 498 I Okay.
- 499 A Let's put the Care Bear, arms and legs to be stronger, strong.
- 500 I You want to re...? I think it's best to leave your Care Bear that you made because of the  
501 beautiful way you've... darling, you've painted it.
- 502 A I want to because it...
- 503 I You want to... but look, he's got broken legs. It'll look like a bandage for him. Now let's  
504 sellotape this bit that you saw, shall I put it, shall I move it away?
- 505 A Yeah.
- 506 I Shall I hide it? I think this little one is going to hide, he's interested in the story.
- 507 A No, I want to stay on my...
- 508 I Okay, but let's not hurt him.
- 509 A Because I painted it.
- 510 I That's fine, I'm just going to fix that...
- 511 A ((sings)) Barley? Barley?
- 512 I Yes my dear?

- 513 A What are you doing?
- 514 I I'm cutting it because I want to help fix the bit that you were worried about.
- 515 A I was going to put the white bit back.
- 516 I Oh look, I'll show you. I'll show you my special trick. If I put it underneath like that and stick it  
517 on the underneath, let's see if I can get this looking really good.
- 518 A It's good enough.
- 519 I It's good enough? It doesn't have to be perfect, it's okay to make mistakes isn't it because we're  
520 learning things and learning things sometimes means a few mistakes? Now it says, 'everybody  
521 was there because they have to finish that.'
- 522 A ((excitedly)) The Care Bear likes it.
- 523 I The Care Bear likes it. It's a nice story isn't it?
- 524 A I've got, I want to get a book called Care Bears. I've got a book.
- 525 I You want a book with Care Bears?
- 526 A Books. I got that in my TB.
- 527 I In your TB, okay. Now let's finish the bit about the film. Shall I read you what we've put?  
528 We've put, 'Serena told me they're filming something'.
- 529 A ((makes noise))
- 530 I 'Gold was doing filming and I saw it. Children happy and me. Wada, Ibrahim, Ilias, Tasmina,  
531 Tahira, Olivia, Michelle, Sachariah, Zachariah, Nasima, Lilly, Bertie, Frankie, Emmanuel, Ella,  
532 Letty and Salma. And the people who didn't make the film were Jaylan, Henry, Chuck, Mollie  
533 and Adham'.
- 534 A I wasn't there.
- 535 I You weren't there. So when we're talking about the film do you think we should say everyone  
536 did it or not everyone did it?
- 537 A Not everyone.
- 538 I Not everyone did it, so okay that one's going away. Not everyone did it, that's right.
- 539 A Yeah, everybody did it, for this one.
- 540 I Yeah, lots of people. Oh okay, so what we can do is we can put that there, we can say, what  
541 about if we say, all these people did it?
- 542 A All these people did it.
- 543 I All these people did it. That's true isn't it, but not everyone did it but ((with emphasis)) all these  
544 people did it. All of ((with emphasis)) these people... made the film or did it?
- 545 A Did it.
- 546 I Did it. So all these people did it and I'll put it next to... Now this bit, do you see what it said?  
547 What you said was, 'thinking about playtime and phonics and handwriting and making and  
548 crossing my arms and legs'. I thought what you were saying there, Adham, was in the film...
- 549 A Put Adham there.

- 550 I Listen to me. In the film, we're talking about all the things that you've done this year. Oh  
551 careful of your Care Bear.
- 552 A I'll put that there 'cos...
- 553 I Okay, I'm talking about this though. Careful. Careful. Oh! Okay, all right, that's enough isn't  
554 it? It's beautiful but don't, don't spoil it, Adham, yeah? That's going to be okay. So what I  
555 thought you were saying was in the film, this is an important bit, Adham, I thought you were  
556 saying that in the film the children were telling you about things that they'd seen about you,  
557 things that you're working on in your, in school.
- 558 A I'm going to put a date.
- 559 I The date's on there. And this was what they talked about in the film. Is that right or not really?
- 560 A Really.
- 561 I They did do it? So everyone in the film did it and they said these things.
- 562 A Where's the masking tape?
- 563 I Okay, the masking tape is here.
- 564 A The arm is falling off.
- 565 I Yeah, ((tape)) so you're going to fix that arm.
- 566 A The arm is falling off.
- 567 I Okay. Yeah?
- 568 A And that one is already falling off.
- 569 I Well it's just a beautiful thing.
- 570 A This one is falling off again.
- 571 I Yeah, put a bit of masking tape. Like that?
- 572 A Yeah, not all of it isn't.
- 573 I No, it's lovely, this.
- 574 A And then the Care Bear didn't fall off.
- 575 I You don't want it to fall off? You might want to paint that the same colour again. You might  
576 want to do a bit more painting on that. Okay, so we've got quite a lot about the film.
- 577 A I'm going to put the legs on, two...
- 578 I You've stuck those on with glue haven't you?
- 579 A Then it makes it stronger.
- 580 I It's quite strong, it's quite strong.
- 581 A Not for the glue to come on there.
- 582 I You don't want to have the glue on there. This is beautiful, this model that you've made,  
583 because you didn't want to look at the pictures again that we did. You told me you didn't want  
584 to look at the pictures...
- 585 A And this.

- 586 I ...you wanted to show me your model. Because we did some pictures and we looked at some  
587 play people and the play people are here, but we've got so much work to do with this story we  
588 haven't needed the play people have we?
- 589 A Why?
- 590 I Well I think we've got quite a lot to do with finding, with looking at the words you said last  
591 time.
- 592 A I don't think we're going to do these. We're not going to do them.
- 593 I There's too many?
- 594 A Yeah, too many, we don't need all of them.
- 595 I Okay, so we've got the one, we've got the bit about the film sorted.
- 596 A No, I want to have...
- 597 I And you think it's too many. Now...
- 598 A Too many, just too many.
- 599 I Okay, I'm going to read you some of these good things, because I think these are things that  
600 people did in the meeting.
- 601 A ((0:36:52?))
- 602 I Now this is things that you said which I thought were probably quite important. My  
603 dad... 'Mum was talking about something on the post its for Adham, how to do, how to look,  
604 how to look after toys and property, how to look after toys properly.' Is that what your mum  
605 said in the meeting?
- 606 A Yeah.
- 607 I What was your mum saying in the meeting?
- 608 A I'm going to make a hole.
- 609 I There's a little hole there. In the meeting your mum was talking about something and did she  
610 write it on post it notes?
- 611 A Yeah.
- 612 I Yeah? And what, do you remember what she said in the meeting? What did she say?
- 613 A I forgot my... I forgot it.
- 614 I You forgot it now? Last week you said 'how to do, how to look, how to look after toys and how  
615 to look after your property, how to look after your things'. Is that what she said?
- 616 A Yeah.
- 617 I Yeah. Okay, so I'm going to put what people did in the meeting. We'll cut them up.
- 618 A I want to...
- 619 I Is that your scissors? Okay that's fine, I'll use my ones.
- 620 A I'll do this.
- 621 I Yeah okay.
- 622 A Hey.

- 623 I Now you said – I just started cutting that – the other, another thing that happened in the meeting  
624 you said was ‘my dad, he wrote a note for Adham to listen something, better listening’.
- 625 A That was my dad.
- 626 I You said ‘my dad, he wrote a note for Adham to listen something, better listening’. So I thought  
627 what you were saying was that in the meeting they were talking about you...
- 628 A Talking about yucky.
- 629 I Talking about yucky? Is that in the jokes bit?
- 630 A Yeah, talking about Adham, naughty, going, going to get ((0:38:52?)).
- 631 I Ah, is that one of your jokes? Are you really naughty?
- 632 A Yes.
- 633 I You seem very good when I’ve seen you. You seem very funny.
- 634 A Oh!
- 635 I That’s fine, that’s fine darling, just move it a little bit that way. So I’m going to put this on what  
636 people did in the meeting, so ‘Adil, he looked at his mum’.
- 637 A Oh no!
- 638 I We’ve got the... It’s okay, look.
- 639 A No.
- 640 I No we’ve got it. We’ll just use that, do you want me to finish that?
- 641 A No.
- 642 I You can finish it.
- 643 A This one is a bit broken, this one is a bit broke.
- 644 I No it’s fine, we’ve just got... You know we’ve got our special trick with the um, we’ve got our  
645 special trick with this masking tape. There we are, I’ll just cut a tiny bit and then I’ll cut it in  
646 half and we’ll stick it behind. Do you remember I stuck it behind last time? That’s good, you’ve  
647 labelled them really nicely for me. So we’re sticking it down and then we turn it over...
- 648 A Wow.
- 649 I And you can finish your cutting, because you like to finish your cutting. Now here, this is other  
650 things that you said. ‘My dad is going to say, ‘cos he’s not going anywhere.’ Do we need this  
651 one or is that too much? Do we want this one in?
- 652 A Yeah.
- 653 I He’s going to stay. So people in the meeting, what people did in the meeting. ‘My dad, he wrote  
654 a note for Adham to listen something, better listening. My dad’s going to stay because he’s not  
655 going anywhere.’ And you said, ‘Linda did ((with emphasis)) nothing. Linda did nothing, she  
656 did notes.’
- 657 A Read this out.
- 658 I ‘Mum was talking about something on the post its for Adham, how to do, how to look’.
- 659 A I want to do that.

- 660 I That's fine. So I think that that's what people did in the meeting, 'cos your mum is talking about  
661 something on the post it notes. And this one you've just cut, it says 'Serena, she did anything I  
662 do, she was doing notes with everybody'. And is she talking about what you've done this year?
- 663 A Don't touch this, I'm going to cut it.
- 664 I I won't touch it, that's fine.
- 665 A You cut the rest.
- 666 I I'll cut the rest. I'm getting rid of these empty ones. I'll cut those one, yeah. We're really  
667 making progress, Adham. I'll move the things about the film. Maybe I'll take a little picture of  
668 the film one.
- 669 A That's a lot.
- 670 I It's a lot isn't it? Yeah, that one, 'Serena, she did anything I do...'
- 671 A Yeah that one.
- 672 I 'She was doing notes with everybody.' That's what people did in the meeting isn't it?
- 673 A And this one is already cut. People in the meeting did.
- 674 I People in the meeting did. Yeah. 'Linda did nothing. She did notes.' Linda... oh look, that's a  
675 bit funny. Linda of everybody how to do something. Is that a...? Maybe it should say...  
676 Because was Linda telling you how to do things in the meeting? What was Linda doing?
- 677 A It's being naughty.
- 678 I She thinks you're naughty?
- 679 A Yes.
- 680 I Or Linda was naughty?
- 681 A Linda was naughty.
- 682 I Ah Linda! Linda is a very, very nice teacher isn't she?
- 683 A And is angry next to me.
- 684 I She was angry?
- 685 A With me.
- 686 I Angry with you?
- 687 A 'Cos I think I...
- 688 I Oh I'm surprised to hear that um, Adham, because when Linda talked to me she said she's  
689 really, really pleased with the work you've done this year.
- 690 A She's angry with me, Linda.
- 691 I Why was Linda angry?
- 692 A Because Linda was being very naughty because he broke my ((0:42:55)).
- 693 I Ibrahim was very naughty?
- 694 A No, Linda.
- 695 I Linda was naughty?

- 696 A Yeah.
- 697 I Well, I didn't know that Linda was naughty.
- 698 A I think I've wasted this.
- 699 I You think you've wasted it? I'm just going to get my...
- 700 A When can I finish?
- 701 I You want to finish?
- 702 A What's that glue?
- 703 I This glue? What I thought we could do, the bit about the film we could just...
- 704 A Can I have one?
- 705 I Yeah.
- 706 A Where did you find this?
- 707 I That's from my bag. I thought what we could do is, the bit about the film...
- 708 A I'll put some on my...
- 709 I Yeah, put some here. Just put lots on the paper. That's great. And then I'll put the... can we  
710 have a bit there? Yeah, and I'll put the film and then the next bit we said was, 'Serena told me  
711 they were filming something.' Yeah, that's good.
- 712 A Cut that bit.
- 713 I I'll cut it, yeah. There we are. So the film, 'Serena told me something, they're filming  
714 something. Gold was filming it.'
- 715 A Why did you put the glue on this?
- 716 I No it's okay, what we do is we start if and then we put a bit underneath. So the film, 'Serena  
717 told me...' that's fine.
- 718 A How did you find it?
- 719 I I got it in the shop.
- 720 A Why?
- 721 I Because I thought it would be good to have some glue so we can stick all these bits, because  
722 there's quite a lot. 'All of these people did it.'
- 723 A What's this, what's this stuff?
- 724 I I'll cut this bit off.
- 725 A What's this stuff?
- 726 I I'll show you.
- 727 A It's a little bit...
- 728 I It's a bit long isn't it?
- 729 A I've done it better than that one. What's the story with lots of toys?
- 730 I No let's just concentrate on this because we've got quite a lot of work to do. That's good, we're  
731 doing a really good job.

- 732 A Let's do all of these, finish all of these.
- 733 I Yes, so the film?
- 734 A There's more of these.
- 735 I Yeah, hang on, let's not move those ones darling because that one's what people did in the  
736 meeting, because this paper, this is the film one. Let's just finish off the film.
- 737 A I was six, but I'm going to be seven tomorrow.
- 738 I Yeah. Tomorrow?
- 739 A Yeah.
- 740 I Is it your birthday tomorrow?
- 741 A Yeah. When I grow up. Seven.
- 742 I Ah, when you grow up you'll be seven.
- 743 A Yeah, I'm going to be seven on my birthday, on my birthday, seven.
- 744 I Yeah okay. So look, the film stuff is stuck on there...
- 745 A Oh!
- 746 I That's fine. Okay, that's the film one.
- 747 A ((banging)) That's mine.
- 748 I Yeah, but I'm just putting it there because we've finished that one, because that one, Adil, that's  
749 what people did in the meeting.
- 750 A That's not people who did in the naughty place. I can do it.
- 751 I Now stick that one on, that's Adil, that's 'Adil looked at his mum.'
- 752 A Let's put this one at the end.
- 753 I The filming one is there. Hang on, that's a different one, yeah okay. So this is what people did  
754 in the meeting, so this is another part of the story. What people did in the meeting, we've got,  
755 'my dad, he wrote a note'.
- 756 A Yeah, no wait, wait.
- 757 I Yeah? Where do you want to put that one? And we'll read it and check it.
- 758 A You do it.
- 759 I That's 'Linda she did nothing.'
- 760 A Yeah, Linda did nothing.
- 761 I And then, oh let's cut off that bit because that's gone over a bit, there we are. Fantastic. 'My  
762 dad, he wrote a note.' You've got your Adil there. Pop that there, that's great. 'My dad is going  
763 to stay.' Does that go next to your other dad one?
- 764 A It goes next to Adil's.
- 765 I Okay. So we've got Mum. I thought you wanted Mum to be next to the Adil one? 'Mum was  
766 talking about something on the post its for Adham.' That's your dad one. 'My Dad is going to  
767 stay because he's not going anywhere.' This one, 'Mum was talking about something on the  
768 post its.'



- 769 A It's down there.
- 770 I There? Okay.
- 771 A Because it already has glue.
- 772 I It already has got a bit of glue. I'll just do a little tiny snip. That's good. So then this is the bit  
773 about what people did in the meeting. 'My dad's going to stay because she's, he's not going  
774 anywhere. Mum was talking about something on the post its for Adham. How to do, how to  
775 look, how to look after toys. Adil, he looked at his mum.' That's true isn't it?
- 776 A Stop!
- 777 I Then...
- 778 A Stop, stop.
- 779 I That's fine, you're doing the glue. There's the Serena one. 'Everyone was reading, doing their  
780 targets'. Is that your meeting or not your meeting?
- 781 A That's my meeting.
- 782 I Okay. What were people reading in the meeting?
- 783 A Yeah.
- 784 I What were people actually reading in the meeting?
- 785 A World Cup.
- 786 I The World Cup! I don't think so. I think that's one of your lovely jokes.
- 787 A What's the timer there?
- 788 I What's a timer? That's a minute timer. 'I stayed there for a long time.' Shall we put that in the  
789 what people did? Because you stayed there didn't you?
- 790 A Yeah.
- 791 I 'Serena, she did anything I do. She was doing notes with everybody.' That's all, this is, this  
792 whole page is what people did in the meeting.
- 793 A I want to finish them all.
- 794 I Yeah, you want to finish them all. All the important ones, not everyone, that's Ella.
- 795 A Ella was there and then, and then...
- 796 I This says, 'Ella was, I don't know, happy. The naughty things, she was happy.'
- 797 A Put this one there. Naughty.
- 798 I So do you think, do we leave the naughty thing in? Oh hang on, that's the um... that's different,  
799 that's not everyone in... we need that there, so we say...
- 800 A Linda was a fox. Linda was a fox.
- 801 I Linda... Oh that's interesting because Linda's surname is Fox, she's Linda Fox. And you said,  
802 I'm a boy and that's... I'm the little... hang on.
- 803 A I say little fox for Linda.
- 804 I Little fox.

- 805 A Yeah, Linda was there already, she was there.
- 806 I Okay hang on. Just wait a second, let's just check. 'Cos this bit we've done the film one and this  
807 is what people did in the meeting. 'Ella was, I don't know, the naughty thing, she was happy.'  
808 So Ella was happy in the meeting, is that right? Was she naughty in the meeting, Ella?
- 809 A No.
- 810 I No, shall we cross out naughty? 'Ella was, I don't know, happy.' Shall we just say 'Ella was  
811 happy,' get rid of the I don't know? 'Ella was happy, the naughty things, she was happy.' Shall  
812 we cross out the naughty things? Yeah.
- 813 A No.
- 814 I She was naughty? We'll cross that one. 'Ella was happy. She was happy.' What was Ella happy  
815 about in your special meeting?
- 816 A Lots of things.
- 817 I Happy about lots of things. I like that. About lots of things.
- 818 A Can I have another paper?
- 819 I Okay, now we've got that, that's great, so we've got the film, we've got what people did in the  
820 meeting.
- 821 A Can I have...?
- 822 I Oh hang on, there's um, um... This thing, I thought this thing was quite important. 'I didn't  
823 have a friend because I said no. I said I don't have a friend, take only me, Serena's going to take  
824 me and to Serena.'
- 825 A Yeah, take someone.
- 826 I So Serena takes you?
- 827 A Mm.
- 828 I So is that the people in the meeting? Is that what happened before?
- 829 A She takes Salma as well.
- 830 I She takes Salma as well. Maybe... Okay. I think that could be people in the meeting. Let's...  
831 Can we do another? So we've got, this is the title, people in the meeting. Because we've got  
832 some good things here.
- 833 A Can you read it along?
- 834 I Yeah, we'll read it along. So we'll put it there. People in the meeting and then this one, 'it's  
835 only me and my Adil.' And we've got 'my mum is there,' that's a great one to put on. Fantastic.  
836 So we're getting there, this is really good. Look, 'my mum is there, my dad was there, having a  
837 meeting.
- 838 A Mm-mm,
- 839 I Yeah, do you want me to pull it so that doesn't go off the page? That's good and I'll just cut a  
840 tiny bit there, you don't like it when it goes over the edge. Now this one, 'my mum is there, my  
841 dad is there having a meeting.' That's...
- 842 A Stop then I can put the word on.

- 843 I Yeah, that's good, so we've got this one which is, 'my mum was there, my dad was there  
844 having a meeting. Linda was there.' At the beginning or...? That's an important one isn't it?
- 845 A No, no, at the end.
- 846 I You want it at the end, okay. So 'it's only me and my Adil. He came back to school, that's my  
847 baby brother.' This one... ((children playing))
- 848 A What's that noise?
- 849 I Look, 'Adil is near to me, I'm excited.' That's next to your Adil? Okay, that's fine. And this  
850 one said, 'I don't have a friend because I said no' and that goes in... Yeah.
- 851 A ((makes noise))
- 852 I That's good.
- 853 A It's playtime. What's that noise?
- 854 I I don't know.
- 855 A Everyone outside is playing.
- 856 I They're playing? Is it your playtime? We need to let you go to playtime soon don't we, but this  
857 is, you've really helped me, Adham, you're such a helper to me.
- 858 A I know.
- 859 I It's really fantastic, so that's the people in the meeting, that's a film, that's what people did in  
860 the meeting.
- 861 A Can we finish?
- 862 I Well let's have one more piece of paper.
- 863 A And then?
- 864 I And with... this is what happened before.
- 865 A This is what happened before.
- 866 I What happened before. Because what you said was what happened before was Serena took me  
867 to my mum and dad, so pop that one there. ((children shouting nearby))
- 868 A I'll put that...
- 869 I Put that one there, it might be a short one. What happened next, Serena took me to my mum and  
870 dad.' ((angry voices))
- 871 A What's that noise?
- 872 I Someone's feeling angry.
- 873 A Who is it? ((shouting))
- 874 I Someone's having, just ignore it, somebody's having an angry moment, but that's because  
875 sometimes children who need extra help come to the school house don't they and if somebody's  
876 having an angry or sad moment they can come here.
- 877 A Come to us?
- 878 I Well, actually Penny is helping them and they'll soon feel better again. So we've got what  
879 happened before, 'Serena...' ((angry shouting)) Look, look we've got these ones, 'I want to stay

- 880 there tomorrow for my mum to come up. I'm not sure where we could put that one. 'My mum's  
881 coming late, everyone's reading doing targets.' Is that your meeting or not?
- 882 A My meeting.
- 883 I Is it your meeting? Was your mum late for the meeting?
- 884 A Yeah, this one...
- 885 I That's what happened before. This one's, look 'because I want to talk to Serena', that was what  
886 you said. That one there.
- 887 A Oh!
- 888 I Yeah. Okay, what happened before, 'Serena took me to my mum and dad because they wanted  
889 to talk to Serena.'
- 890 A What's this?
- 891 I And then it's that one, 'my mum's come in late, everybody's reading and doing targets.' That  
892 was happening before the meeting, that's right, 'before the meeting everybody was doing their  
893 reading in the classroom,' is that what you were saying?
- 894 A Yeah, Ella was there.
- 895 I Okay. So we've got the film, people in the meeting. Now there's other bits that we've said.
- 896 A That's the wrong paper. The paper.
- 897 I People in the meeting, but what about 'I'm a boy'? Is that who I am?
- 898 A Yeah, I'll put it up there.
- 899 I Just do a special one which is who I am. Where's our little fox thing gone? Isn't that I'm...who  
900 I am. 'I'm a boy,' 'I'm a little fox.'
- 901 A No.
- 902 I You think that could be Linda?
- 903 A I'm a fox and Linda is a fox.
- 904 I You're a fox and Linda is a fox.
- 905 A He wasn't...
- 906 I Okay that's fine, there's just a hair there. Okay, now you... There were some other things that  
907 you talked about, you said, 'in class I've got a book on princesses, one, I had it in the class.' Is  
908 that part of your review or not? Is that not the meeting?
- 909 A Yeah, my meeting.
- 910 I No, is it really?
- 911 A Yeah.
- 912 I Did you have any books in the meeting? But we need, we need that on there, because you've  
913 said, 'I'm a boy', who I am. ((papers being moved))
- 914 A I think, I think we two times. The time has taken late.
- 915 I Yeah. I think we're nearly finished. Shall I tell you what we've said?
- 916 A No, no we're not ready. Look. This this one...

- 917 I Is that the whole thing on there?
- 918 A Yeah.
- 919 I Okay, what I thought that could be, let's have a sticky this one, this said, things from other  
920 stories. So that one needs to go up there.
- 921 A No!
- 922 I Look, do you see because it's a title. Titled ones always go up the top. There we are.
- 923 A Title doesn't go up there.
- 924 I Well... yeah.
- 925 A It moves.
- 926 I Yeah.
- 927 A What's everybody doing? Can I clean the window please?
- 928 I Yeah, you can see the window.
- 929 A Please.
- 930 I Yeah that's fine. Have a look.
- 931 A Oh... ((footsteps))
- 932 I Oh, you want to be lifted up? ((laughs)) Is that safe?
- 933 A Yeah.
- 934 I No hang on, I'll lift you up, it's okay. Right, there we are. Oh, are you looking out the window?
- 935 A What's that say?
- 936 I Is that your friends in playtime?
- 937 A Yeah.
- 938 I I think we should let you go to playtime don't you?
- 939 A No.
- 940 I You've done really brilliant work, you told me your story.
- 941 A I think I'll have to stop.
- 942 I Yeah, we're going to have to stop, we've done a lot of work.
- 943 A Come on, let's go back.
- 944 I Okay look, I'm going to take a photo of this. ((footsteps)) Adham, I'm going to take a photo of  
945 this.
- 946 A No. ((camera shutter)) I'm going now.
- 947 I Okay, and I'm going to stop this.
- 948 A I'm going on my own.
- 949 I No, you're not going on your own, I'm coming. ((door opening)) It's a silly machine, this.
- 950 A I'm going on my own.

951 I No.

**Appendix 13: Transcript Initial Interview Khaled**

Audio title: Khaled Audio length: 36:14

Participants: I Interviewer, K Khaled

- 1 K ((indistinct speech))
- 2 I Are you looking at...? Are you trying to find your picture? There are some pictures on the wall  
3 of the office and it's got the children in the school. Is that Blue class up there?
- 4 K Yes.
- 5 I I can't see it. This one?
- 6 K This one.
- 7 I Not this one, not this one? That one?
- 8 K Let's start er now, let's...
- 9 I Let's start er now, okay. I'll show you the time, okay, we're here probably until 10:30. Okay, so  
10 Khaled, thank you very much for helping me with my project. Do you know what my name is?  
11 What's my name?
- 12 K Barley.
- 13 I Barley, that's right. I am a visitor to the school and I am doing a project, I want to know, what is  
14 it like when you are in your Annual Review meeting. So I want to know...
- 15 K last service
- 16 I Yeah? Did you have...? So I want to find out about the annual review meetings. Did, did you  
17 have a special meeting this week, Khaled? Yeah? Something happened in school. Can you tell  
18 me, can you tell me the story of what happened in your meeting?
- 19 K Um and routine
- 20 I uh hmm Okay.
- 21 K Drew sentences about, about... the school said listen, listen and they said this school is going to  
22 ten o'clock in the morning, from one o'clock on afternoon and by wennesday and by Monday,  
23 Tuesday, sn four, five o'clock after school there are teachers and she said it's five o'clock after  
24 the school and wendesday its five o'clock after the school and Friday. It's five o'clock after the  
25 school and Saturday at this Friday and ten o'clock on the morning for one o'clock on, for 11  
26 o'clock, to 11 o'clock in the morning.
- 27 I Okay. So you were telling me about some of the things that you've been doing and what time  
28 you've been doing them?
- 29 K and but Saturday she said it's nine o'clock on Monday till 11 o'clock on Monday, 11 o'clock on  
30 Monday till 12 o'clock on the Morning and Saturday one o'clock, one o'clock for the day time  
31 two o'clock two day time, two o'clock two day time, four o'clock Tuesday five o'clock Tuesday.
- 32 I Okay.
- 33 K And six o'clock Tuesday and seven o'clock Tuesday and eight o'clock on the evening and nine  
34 o'clock on night time.
- 35 I Yeah, you're quite interested in times aren't you?

- 36 K And ten o'clock on night time and then I'll be closing at midnight and ten o'clock.
- 37 I Oh! Midnight is really late. But go on, sorry.
- 38 K Night time.
- 39 I Okay, so Khaled, what we're here to do today is I want to know about your annual review  
40 meeting. You know this week you had a meeting in school and did your dad come in?
- 41 K Yes.
- 42 I Yeah? And who? So you had a meeting. Dad was there, Linda was there, was your teacher  
43 there? So can you tell me about what happened in your special meeting?
- 44 K They talked about me I go to private occnent s I go to my literacy onsnet snad my private occent
- 45 I They talked about you?
- 46 K I go to my my routine, occent and my literacy occent and I learn so quickly.
- 47 I So in the meeting they talked... you were there and they, and your dad was there, your teacher  
48 was there, and they were talking about what you've been learning and saying what you've been  
49 learning quickly? Is that what happened in the meeting?
- 50 K ((no audible response))
- 51 I So, can you, do you want to draw anything about the meeting? Do you want to do me a picture  
52 of the meeting to help, to help show me what happened? We've got some pens and we've got  
53 some pencils so you can maybe draw me who was there and show me what happened. We can  
54 sit at that table. If that table's better for you because your height, you're quite big and tall now  
55 aren't you? Shall we sit at this other table?
- 56 K What time will we be gone to finish?
- 57 I We'll be finished here at 10:30, because you saw that paper? It said Barley's working here,  
58 that's Barley, that's me, Barley's working here nine till 10:30. So you're not going to your  
59 assembly today, you're helping me with my project and I'm interested in finding out about your  
60 meeting and I'm recording what you're saying using this and you can now draw me a picture to  
61 show me about the meeting, show me what happened. Do you want to... I can help you take  
62 that off. Okay, do you want to use one piece or two? Two pieces. Okay, let's start with one.  
63 Okay, so are you going to draw me a picture of the meeting?
- 64 K let me think first
- 65 I Yeah. I'll let you think first.
- 66 K And I've got to have my learning.
- 67 I Your dad.
- 68 K I've got to have my learning.
- 69 I You've got to have your learning? Your dad was talking about your learning, yeah, and your  
70 teacher?
- 71 K to make my hand strong.
- 72 I Making your hand strong. Is that because you've practiced your writing quite a lot, make your  
73 hand strong?
- 74 K Yes.



- 75 I Because Linda said that you're, Linda who's one of your teachers, she said you're doing lots of  
76 writing now and that's making your hand strong. Did you talk about that in the meeting? Okay,  
77 you've drawn a nice yellow square. (pause) Yeah and there's a bit that's a bit stronger. What's  
78 that that you're drawing there?
- 79 K about my dad.
- 80 I Sorry?
- 81 K About y dad.
- 82 I Your dad. So are you going to do a picture of your dad...?
- 83 K Yes.
- 84 I What colour's your dad going to be?
- 85 K He's yellow.
- 86 I Your dad's going to be yellow. Okay. And is this your dad here? Yeah? And so can you point to  
87 which bits you've drawn? What's that bit?
- 88 K Yellow, yellow.
- 89 I Yellow, yellow. That's his colour. ((drawing sound)) Yes, so we've got a nice kind of rectangle  
90 and we've got three quite strong bits there.
- 91 K You read ...
- 92 I Yeah? Do you want a different one?
- 93 K You read for me...
- 94 I Do you want me to read what it says?
- 95 K Yeah.
- 96 I It says Stabilo Cappi. That's the name of the type of pen. So you had a meeting this week and  
97 who was in your meeting?
- 98 K Rushna .
- 99 I Rushna?
- 100 K Linda.
- 101 I Linda. Let me write, can I write this down?
- 102 K And Ella.
- 103 I Ella? So Linda was there, Ella was there.
- 104 K And Amanda was there.
- 105 I Okay so Linda was there...
- 106 K And Amanda.
- 107 I Anne? Amanda is it?
- 108 K Amanda was there.
- 109 I Amanda. Linda, Amanda, Ella, Dad...
- 110 K And Rushna.

- 111 I Rushna.
- 112 K And my dad.
- 113 I Rushna. So why do you think all these people came into school?
- 114 K Because to talk about me.
- 115 I Because to talk about you? And is, was there, is one of these people your friend who came? Did  
116 a friend come?
- 117 K Saima.
- 118 I Saima? Saima. Is Saima in your class? So you had Linda, Amanda, Ella, Dad, Rushna and  
119 Saima there in your meeting and the meeting was, the reason you had the meeting was to talk  
120 about you and what happened in the meeting?
- 121 K Um, um, um, um um, they were talking about me, that I can jump on water.
- 122 I So they said things about what you're doing like you can jump.
- 123 K And you know what happened, Linda said Linda said.
- 124 I So something...
- 125 K Linda said, listen, listen, listen, listen, listen and you know what happened me eore I and I am  
126 so sacred to jump. And so a bit scared to jump to this much.
- 127 I Okay, so Linda, when Linda was talking about listening was she saying that you're getting  
128 better with your listening or was she saying you needed to listen in the meeting?
- 129 K Listen .
- 130 I Listen in the meeting.
- 131 K And um and before and before what happened last year I was so scared of jumping, now what's  
132 happened and now I not scared of jumping.
- 133 I Good. So Linda has noticed something that's changed about you, that you used to be frightened  
134 about jumping and now you're not scared anymore. Do you remember I met with your dad and I  
135 asked him, is it okay if I, if I interview, if I speak with um Khaled and he said, if Khaled's  
136 happy to talk to you that's okay. Your dad said to me that you used to be frightened of  
137 swimming and now you're doing really well with your swimming, so you're getting, you used  
138 to worry and now you've got better.
- 139 K And I am going and am better of jumping, not so better of jumping, a little bit better.
- 140 I Yeah, so it's a bit better. So you talked about, you talked about things like your jumping, Linda  
141 said that you were not so frightened of jumping now. And there was something about your hand  
142 getting stronger, is that right?
- 143 K ((no audible response))
- 144 I So are there any other things that were talked about in your meeting? Did you bring any work to  
145 your meeting?
- 146 K My folder.
- 147 I Sorry?
- 148 K New folder.

- 149 I You had a new folder?
- 150 K And why you didn't watch it.
- 151 I You thought I should have watched it?
- 152 K Why you didn't watch it?
- 153 I Why didn't I...? 'Cos, did you think I was going to be in the meeting?
- 154 K Yes (smiling)
- 155 I Oh, well the thing is, in my project, after the meeting I meet with the child and I ask them to tell  
156 me the story of what happened. If I'm in the meeting that's a bit different. You're still drawing  
157 your dad there? Yeah? Do you want a different colour or are you happy with the yellow?
- 158 K I'm happy with the yellow.
- 159 I Okay
- 160 K I need orange.
- 161 I You need all of them, that's fine.
- 162 K I need orange.
- 163 I Oh you need orange, okay. Shall I open it up for you? And you'll notice it says the same thing  
164 on there. Oh yes, I can put that back. It's good to put things back isn't it? So in the meeting they  
165 talked about some things. Did you bring any work to the meeting? Did you bring anything with  
166 you? No? Did you show any work? What happened?
- 167 K I showed my folder.
- 168 I You showed your folder. What was in your folder?
- 169 K My lovely work.
- 170 I Your lovely work. What things, what lovely work was there?
- 171 K right on side, right on side, right on side
- 172 I What is that one?
- 173 K Scrape, scrape, scrape, scrape.
- 174 I Oh I'm not sure I understand what that is. Was that a picture of you doing something?
- 175 K I draw a lovely picture of my folder.
- 176 I Do you want to do it, you could draw a lovely picture of the folder here.
- 177 K Yes, I'm drawing it.
- 178 I Okay so you're doing a bit of orange now on top of the yellow and that was where your dad was  
179 before. Do you want to put any people in your picture? Any more people? No?
- 180 K No.
- 181 I No, okay. So I've got some cards here to help me to remember to ask the right questions. Okay  
182 so...
- 183 K And my reading is going to be next Thursday.
- 184 I Your reading is going to be next Thursday?

- 185 K Next Thursday.
- 186 I Sorry?
- 187 K which time, next Thursday.
- 188 I Next Thursday?
- 189 K Which time?
- 190 I Are you having some extra help with your reading?
- 191 K Yeah, which time?
- 192 I I don't know what time. Who is helping you with that, is that Linda or is that Ella? Or Amanda?
- 193 K Ella.
- 194 I Ella, so what you need to do, Khaled, is you need to ask Ella, 'cos I don't know about it but Ella  
195 will know about it if she's helping you. She can say what time... You like to know what time  
196 things are don't you?
- 197 K Linda said it's next Thursday, it's on next Thursday, it's on next Thursday let's do our reading  
198 at three o'clock on afternoon.
- 199 I Okay.
- 200 K Next Thursday. That time will be all right.
- 201 I Yeah, three o'clock in the afternoon next Thursday.
- 202 K Which time will be all right, half past 12 and half past two.
- 203 I Mm-mm I don't know really. So let's go back to talking about your meeting. So you know your  
204 meeting, you said the people who were here, there was Linda, Amanda, Ella, Dad, Rushna and  
205 Saima and they were talking about you and why were they talking about you, Khaled?
- 206 K Because, because, because, because they're going to um to make my, to make my school lovely.
- 207 I To make, they had the meeting to make your school lovely? And so the meeting is meant to  
208 help you with making your school lovely? ((scribbling sound)) And how can a meeting do that?  
209 That's interesting?
- 210 K Because of my learning.
- 211 I Because of your learning? So you talked about your learning in the meeting and that might  
212 make, ((drawing sound)) talking about your learning might make your school more lovely? So  
213 what went well in the meeting, what went well? You're giving the thumbs up. Was there  
214 anything good in your meeting? Another thumbs up. And a thumbs down. Okay, so were there  
215 things that were not good in the meeting? Any bad things in the meeting?
- 216 K Bad things about, bad things about, about bully people.
- 217 I The bad thing is about bully people? You said it was bad about bullying people? Who was  
218 getting bullied?
- 219 K Khayan.
- 220 I You're tired?
- 221 K Khayan

- 222 I Giles.
- 223 K Khayan
- 224 I Gile.
- 225 K Khayan and Vehar.
- 226 I So you were saying the names of a few people?
- 227 K Khayan and Javed, just two people and other person and...
- 228 I Khayan and?
- 229 K Not...
- 230 I Abu Bhakkar.
- 231 K Ah, ah and Khayan
- 232 I So Khayan, Abu Bhakkar and who was the other one?
- 233 K Owen. Owen and Khayan.
- 234 I Owen? Your head teacher?
- 235 K No, Khayan.
- 236 I Gile?
- 237 K Khayan.
- 238 I I know, 'cos these are names that I don't know.
- 239 K Khayan.
- 240 I But when I do my project I don't use real names, I use pretend names, but the important thing is  
241 that you're saying there's one, two, three people...
- 242 K Khayan.
- 243 I Yeah. So that was one of the people who was bullying you or were you bullying them?
- 244 K Lovely for me.
- 245 I So they were bullying you or they were lovely to you?
- 246 K They're bullying to me.
- 247 I They're bullying to you. And what, so, so in the meeting the bad thing that you talked about  
248 was the fact that some people are bullying you? Yeah? Is that right, have I understood?
- 249 K Yeah.
- 250 I So you said people are bullying you, or did the teachers say that people are bullying you?
- 251 K No, my teachers said, Ella knows that, Rushna knows that, Linda knows that, Amanda knows  
252 that and my dad knows that.
- 253 I So all these important people in the meeting, they know that some people have been bullying  
254 you in school?
- 255 K And I know that.
- 256 I Yes, so everybody knows it.

- 257 K Yeah.
- 258 I And so that, if you're getting bullied in school that can be a really, really bad thing, it can be  
259 quite serious. Did you talk about um what can make, what can help you with the bullying or  
260 what can help make things better?
- 261 K Linda said.
- 262 I Linda said?
- 263 K Listen, listen.
- 264 I Listen?
- 265 K And, and Raja, and Raja, and Raja and Raja and Raja and Raja and Raja and Raja be bully me  
266 and I, and I said, and I said to the grown ups.
- 267 I You said to the grown ups they'd been bullying you?
- 268 K And I said to the grown ups and it's getting all sorted out. ((claps))
- 269 I That it's getting all sorted out. Has it got sorted out already or you want it to be sorted?
- 270 K Linda, Linda sorted it out yesterday on lunchtime.
- 271 I Okay, so when was your, was your meeting yesterday or was it before?
- 272 K Before.
- 273 I Okay, so you had the meeting before ((scribbling sound)) and then it's all been sorted out  
274 yesterday at lunchtime.
- 275 K Yes.
- 276 I And so what happened after the meeting?
- 277 K Um the, the other, other, other they talk about my tutors.
- 278 I So you... We've still got a little bit of time left, we've got about ten minutes, so you... After the  
279 meeting the bullying thing, they're trying to sort it out? Is that right?
- 280 K Yes, I, I did try, and my um, um dad tried to sort it out but, but Ella tried to sort it out, Rushna  
281 and Amanda and Linda, all the adults, not childrens allowed. Only adults.
- 282 I Yeah, all the adults. So what you're saying is that in the meeting you talked about the bullying  
283 that's been happening and then afterwards all the adults were trying to help make things better  
284 for you in school?
- 285 K Yeah.
- 286 I Do you think that's going to work? Do you think they're going to help you? It's quite important  
287 to get help if you're being bullied, Khaled. So are you getting the help that you need? Yeah?  
288 And if something bad happens do you know who you can talk to?
- 289 K Yes.
- 290 I Yeah.
- 291 K Linda
- 292 I Yeah, you don't keep it a secret if bad things are happening, yeah? Because you need to be safe  
293 in school.

- 294 K Linda.
- 295 I Yeah, she's a safe person.
- 296 K Ella.
- 297 I She's a safe person.
- 298 K Rushna.
- 299 I Yes. You've got some safe people.
- 300 K Amanda.
- 301 I Yeah. Okay so let's go back to the meeting. Before the meeting, that's fine, did you know that  
302 you were having - somebody just put a letter in Owen's tray - before the meeting did you know  
303 that you were going to have an annual review meeting? You knew about it. How did you know?  
304 Because of me, I talked to you about it when I asked if you'd help me with the project? And did  
305 anybody else talk about it?
- 306 K Yes.
- 307 I Yeah. And you said a bit about what happened after the meeting, that people are looking at the  
308 bullying and they're trying to help you with it. Friends, you mentioned your friend Saima came  
309 to the meeting. What was it like having Saima in your meeting? ((banging noise))
- 310 K Um, um, um, um Saima um, Saima's my best friend, I play with her and I play with, and I play  
311 with...
- 312 I Yes, she plays with you. Is Saima a girl? Yeah? So she's your best friend and she plays with  
313 you? That's good. So she came to the meeting. And did, she she heard what the adults were  
314 saying about you?
- 315 K Yes, and I heard it.
- 316 I And you heard it. What did you hear in the meeting?
- 317 K And I heard about, I heard about, I heard about my best, best, best friend.
- 318 I You heard about your best friend? What else did you hear about? What were they? What were  
319 they talking about in the meeting?
- 320 K listen I told you.
- 321 I Yeah ((laughs)) you told me.
- 322 K Listening.
- 323 I Listening. That you need to listen?
- 324 K Listen I am tesking for jer, I am tesking for her
- 325 I Okay.
- 326 K And I help her always.
- 327 I You help her always. Who do you help?
- 328 K Naseema.
- 329 I Naseema? So who...?
- 330 K Naseema.

- 331 I I'm not very good with names am I? I keep...
- 332 K Naseema.
- 333 I Naseema.
- 334 K Naseema.
- 335 I Okay, so you are helping that person whose name I can't say ((laughs)) so you, so in the  
336 meeting they said about listening, about you being a helper. Any other things? They said about  
337 your hands getting strong.
- 338 K Amanda said.
- 339 I Amanda said. What did Amanda say?
- 340 K Amanda said, Amanda said I'm allowed to play with my best friend on playtime.
- 341 I So Amanda's noticed that you're playing with your best friends at playtime?
- 342 K Yes.
- 343 I And you also said the thing about jumping, that you're doing things now that you used to be  
344 frightened of but now you can do it. That's good. So you talked about things that are happening,  
345 was there anything...? You talked about what was not good in school, that was the thing about  
346 the bullying so that's what... And we're looking at the card, 'what didn't go well'. Was there  
347 anything else that didn't go well in the meeting?
- 348 K My handwriting.
- 349 I You talked about your handwriting. You dad, your dad wants your handwriting to get better.  
350 Yeah?
- 351 K And I and I started with my handwriting now.
- 352 I You're starting getting your handwriting better now?
- 353 K Yes.
- 354 I Do you want to do a bit for me now? Do you want to write your name for me? Do you? You can  
355 if you like. If you just write...
- 356 K Write.
- 357 I Yeah, you can write it on that piece of paper, Khaled. You're drawing a K. It's nearly 10:30.  
358 Okay H-A. Good. L-E-D. Great, so you're using your right hand, you've got really clear letters  
359 and you can write your name. High five, fantastic. So in the meeting, can you tell me what  
360 happened in the meeting? ((drawing sound))
- 361 K they talked about my private lessons.
- 362 I They talked about your private lessons, 'cos Dad has arranged for some private lessons for you.
- 363 K Huh.
- 364 I Yeah? To help you outside school. They talked about your private lessons.
- 365 K And about listening.
- 366 I And about listening.
- 367 K Listen. My tutor is starting from now.



- 368 I Your tutor is starting from now. Yeah?
- 369 K Listening. Listening. And, and, and listening.
- 370 I And listening?
- 371 K And, and, and, and listen, listen, Saturday I'm closing at ten o'clock on the night on Monday and  
372 Tuesdays and...
- 373 I Monday, Tuesday, Wednesday.
- 374 K And Friday.
- 375 I You're having so much help outside school.
- 376 K And I decided I am closing a late night at ten o'clock and I go on Sunday, I go on Sunday, I go  
377 on Sunday, I go on Sunday, I go on Sunday, I go on Sunday, I go on Sunday, I go on Sunday,  
378 um, um, um I go on Sunday, um, um, um, um, um, um on Sunday, um, um, um on Sunday, but  
379 Sunday I go at six o'clock at night time.
- 380 I All right, okay. Now...
- 381 K Monday night.
- 382 I Now, it's nearly time for you to go back to your class, you've got five more minutes, you've  
383 done a little bit of drawing...
- 384 K I want to do some more.
- 385 I You'd like to do some more. I'll get a piece of paper for you. So before you go you can do a  
386 little tiny bit more drawing. I'm just going to get a bit more paper. ((asides as Owen enters))  
387 That's Owen, the head teacher who is very kindly letting us borrow his office. Okay, here's a  
388 new piece of paper. Now, can you do me a little picture... I can open all the pens for you or you  
389 can use, you can use pencil. I would love it if you could do me a little picture of the meeting, the  
390 meeting that you had ((scribbling sound)) maybe the people who were there? You're making  
391 some very strong orange marks. Yeah. Okay now, Khaled, you know you had the meeting, did,  
392 did um...? Have you been in your meeting, have you been in a meeting like that before? Did  
393 you have one before? Yeah. What do you think about being in your meeting?
- 394 K ((no audible response))
- 395 I Was it okay? Was it bad? Was it good?
- 396 K It was okay.
- 397 I It was okay? What was okay about it? ((continues drawing)) Okay. Now you said after the  
398 meeting that adults were helping you with the bullying thing, did you, when you had the  
399 meeting did you find anything new? Did you, when you had the meetng, did you learn anything  
400 in the meeting? You're nodding. What did you learn in the meeting? What did you learn about?
- 401 K About my routine ((?)).
- 402 I About your reeting oxen? What is that?
- 403 K my routine occnt
- 404 I Is that your routine?
- 405 K My routine.
- 406 I Routine. What did you learn about your routine?

- 407 K And about my maths.
- 408 I And about your maths?
- 409 K Yeah.
- 410 I What did you learn about your maths?
- 411 K Minus take away two, minus take away two, minus take away two.
- 412 I So you were talking about doing minus sums. Okay it's two minutes before half past and what  
413 time are we finishing?
- 414 K At 10:30.
- 415 I 10:30.
- 416 K And it's nearly 10:30.
- 417 I It's nearly 10:30. So do you know what's going to happen next? I'm going to come back next  
418 week and I'm going to listen to the recordings...
- 419 K and think so come back this Wednesday
- 420 I I will come back, on Friday of next week I will come back and I will have listened to these  
421 recordings and I will write...
- 422 K On Friday we're going to have a meeting.
- 423 I You're having another meeting are you?
- 424 K Yes.
- 425 I You and me?
- 426 K Yeah.
- 427 I Having a meeting?
- 428 K No, yes do it in that small room.
- 429 I In that small room. Yeah, when, when I came in before we were in the parents' room which is  
430 that small room that you just pointed to, next to the head teacher's office, yeah?
- 431 K Then after then you were in Linda's office.
- 432 I Yes, I'm in Linda's office because I work with Linda. Shall we finish with the pen because we  
433 want to go up and we need to put the things away.
- 434 K I can go up on my own.
- 435 I Yes, you can go up on your own.
- 436 K I'll leave my drawing here.
- 437 I You leave your drawing here. Are you okay? Do you want me to take a copy of that for you or  
438 is it okay if I just have that?
- 439 K I will take a copy of that.
- 440 I Shall I...? Is there a photocopier that I can use that will copy that? Shall we go up and do that  
441 together then? Do I need a card to use your photocopier?
- 442 K Shall I go on my own?

- 443 I Okay, you can go on your own. So what I can do, what about when I come back next week I can  
444 bring a copy of these. Yeah? Does that sound okay or do you want it now?
- 445 K I want it now.
- 446 I You want it now, okay. Well I will ask, you can go up to class, I'll put the cards away and then  
447 I'll bring it up to Blue class which is your class. Khaled, thank you very much for helping me  
448 with my project, I will see you next week and I will bring what you've said and you can tell me  
449 if I've understood what you said. Thank you for your help. Okay let's go, you can go back to  
450 Blue class. You can go through there, okay, lovely, fantastic.

**Appendix 14: Transcript Re-interview Khaled**

Audio title: Khaled 2 Audio length: 40:13

Participants: I Interviewer, K Khaled, R Rushna

- 1 I Now, I'll shut the door. Thank you for coming again to see me, Khaled. Do you want to sit  
2 down?
- 3 R Where shall we sit? That way or this way?
- 4 I I just moved those chairs back a bit for Ennathea. Okay, so we're back again. I'm going to pop  
5 these things away. Last week we met together, Khaled, do you remember? We were in Owen's  
6 room.
- 7 R Do you remember ((?)).
- 8 I Yeah? And you were helping me with my project. And I was... Do you know what my name is?
- 9 K Barley.
- 10 I Barley, that's right. And I came to ask you about your annual review meeting, yeah? And I said  
11 next week on Friday I'll come back and I'll bring you what I thought you said and then I'll  
12 check that I've understood. So I'm just going to get my, get it out because I did some typing.  
13 And you did some drawing. And thank you so much, remind me of your name?
- 14 R My name is Rushna.
- 15 I Rushna. Oh, Rushna, Khaled mentioned you in the meeting.
- 16 R Okay.
- 17 I Right. Khaled said that you were in his meeting with him.
- 18 R Yes.
- 19 I Lovely. Do you work together normally?
- 20 R Yeah, I'm the one to one TA for Khaled.
- 21 I Okay brilliant. So the reason we're meeting today is to check over the story and to check I've  
22 understood what you've said.
- 23 K Yes.
- 24 I Yeah? And if you want to change the story a bit then that's fine. Okay? There'll be something...
- 25 K Um...
- 26 I Yeah, go on Khaled?
- 27 K I just go with my teacher on Wednesday, not today
- 28 I You went with your teacher on Wednesday?
- 29 K I go to the tuition, I can't go, I go tuition sometimes.
- 30 I Yeah, you go to tuition sometimes.
- 31 K Not every day.
- 32 I But quite often, I mean Khaled was talking quite a lot about going for tuition after school that  
33 his dad has organised for him.

- 34 R Tuition yeah.
- 35 I After school and at the weekend?
- 36 R Yeah, I'm not sure because in the meeting we were talking about the tuition and dad was telling  
37 us that he's looking for a tutor but it's very hard.
- 38 I It's hard to find somebody.
- 39 R So I don't know whether that he's found someone or not but he, Khaled has been mentioning a  
40 lot about this.
- 41 I Yes, he's been thinking about it.
- 42 R Yes.
- 43 I Okay. You asked me to bring a copy of your drawings as well, so I've brought those for you  
44 'cos you did some pictures for me. I'm going to keep those ones.
- 45 K Can I do some now?
- 46 I Sorry?
- 47 K I do some now.
- 48 I Do you want to do some now? Yeah you can do, that's fine. Do you so these were the pictures  
49 that you did, you wrote your name. You did that one and you did that one. Do you want to, do  
50 you want to say anything to Rushna about what you drew?
- 51 R Tell me about your picture.
- 52 K ((no audible response))
- 53 R No?
- 54 I No?
- 55 K I just...
- 56 R Go on then.
- 57 K Um I'm going on a private lesson.
- 58 I You're talking about your lesson again.
- 59 K My routine
- 60 R What did you draw here, can you explain your drawing?
- 61 K A building.
- 62 R A building.
- 63 K And a house.
- 64 R And a house.
- 65 I Okay.
- 66 K I do some drawing now.
- 67 I You can do some drawing now, that's fine. I'll just get a bit of paper out and you can do a bit of  
68 drawing, because you seem quite keen on drawing. That's great so there's the... And if  
69 you do that, do you want one of the pens, we'll use these pens, do you remember we did the

- 70           Stabill.. o... You asked me what these pens were called, you asked me to read that to you. Do  
71           you want one of these pens? Maybe Rushna can help you.
- 72    R           You want orange? There you go.
- 73    I           I'm just going to get my scissors because I typed the words that you said and I'm going to cut it  
74           up. ((drawing sound)) Okay so you said let's start now and you said you know my name is  
75           Barley. And I said did you have a special meeting this week? And you said something about an  
76           routine oxer... There were some things that you talked about but I said um, whoops you were  
77           telling me some of the things you'd been doing and what time you were doing them. Because he  
78           was very interested in what time things were happening, there was a lot about talking about  
79           times. But Khaled, you said that you knew about the meeting before, is that right? Yeah. Yeah?
- 80    K           ((no audible response))
- 81    I           um, and I asked you who was there in the meeting. This was the bit I found quite difficult 'cos  
82           I'm not, I don't know the names and some of them are names that I don't know. So I said who  
83           was there and you said, my dad, Linda, Rushna, Ella and Angie? Angie?
- 84    R           Who's Angie, Khaled?
- 85    K           Um I met her last, I met her last, I met her last Wednesday morning.
- 86    I           Okay. But was she in the meeting?
- 87    R           No.
- 88    I           No, okay.
- 89    R           It was Cate.
- 90    I           So you said, so do you remember Cate being in the meeting? Do you know Cate?
- 91    R           Oh it's Claire, sorry.
- 92    I           Cate or Claire, okay. So I'm just going to cut out the bits. You said let's start now. But what you  
93           said is I knew about the meeting before. Do you want to...? You knew that you were having a  
94           special meeting and your dad was coming into school. So that's one bit. ((cutting sound)) Do  
95           you think that's...? Shall we start with that one? Shall we put that there? That says I knew about  
96           the meeting before. And then it's who was there is the next bit. So I asked that. So you knew  
97           about the meeting before. Who was there. And then, do you remember who was there in the  
98           meeting? It was Rushna, Linda, your dad...
- 99    K           (whispers) And, and Claire and Angie.
- 100   I           And Claire. you are saying Angie again? Oh that's Ennathea's one. So it says my dad, Linda,  
101           Rushna.
- 102   R           That's me.
- 103   I           Yeah. Ella. That's your teacher and shall I cross out where it says Angie then? Angie was not  
104           there so...
- 105   K           Angie um and Angie not was there.
- 106   I           Angie was not there. So I'll cross that out.
- 107   K           and I didn't see her

- 108 I So it was Claire. I'll write the word Claire. And you said Saima, your friend. Is that right?  
109 Saima's a girl?
- 110 R Yes.
- 111 I Because I wasn't sure if she said, he said, Saima or Samar. But Saima. So you knew about the  
112 meeting before, people were there, so we've changed it, it's not Angie, it's Claire and Saima,  
113 your friend. And I said um why did you have a meeting and what happened in the meeting and  
114 you said they talked about you, yeah? So who did they talk about in the meeting?
- 115 K They said listen, and I listen, listen and um, and um and I talk about some, some, some chil, um,  
116 some chil because and they help in my class.
- 117 I Okay.
- 118 K And I talk about Khayan
- 119 I You talked about?
- 120 K Khayan, I talked about
- 121 I You talked about the children who have been doing bad things. At the end of the meeting, when  
122 we were talking you said I talked to you about good things and bad things from the meeting and  
123 you talked about some children who had been doing some bullying that you were worried about  
124 didn't you? You said something about bullying. And you said that in the meeting you talked to  
125 the adults about the bullying. Everybody heard what you said and they want to sort it out, yeah?  
126 Is that right? Yeah?
- 127 R Yeah.
- 128 I Yeah, so that's what you remember as well from the meeting? It was, that seemed to be  
129 something that Khaled was thinking about quite a lot, was the bullying. So in the meeting, so  
130 you knew about the meeting before, the people who were there were Dad, Rushna, Ella, Claire  
131 and Saima. They talked about you or they talked about...? Did they talk about me? Did they  
132 talk about Rushna? Who did they talk about? They talked about... Khaled. Okay, they talked  
133 about. And do you know why they talked about you? Why were they talking about you?
- 134 K Because, because, because I, I can, I can learn.
- 135 I Because of what you could learn, so they talked about things that you could learn. You said  
136 um... You said things that they talked about, I went to my 'literacy oxen'
- 137 K And they talk about my routine.
- 138 I They talked about your routine, yeah? Is that right, they talked about his routine?
- 139 R Not necessarily routine, but how things are, things that are working well, things that could be  
140 even better, that's what they were talking about.
- 141 I Yeah, so normally people talk about the things that they like about you, the things that they like  
142 and admire about you. What's working well and the things that could be even better. So it's  
143 what's what they like about you, what's working well and then next steps. Yeah? So you said  
144 um I've got to have my learning and make my hands strong were two things that you talked  
145 about. Were those things that you talked about in the meeting? You said you've got to make  
146 your hands strong.
- 147 K ((no audible response))

- 148 I You're nodding, yeah.
- 149 R And we were talking about fine motor skills so probably that's what he means.
- 150 I That's right, that's good. Okay so they talked about Khaled, so if I put make my hands strong  
151 and I've got to have my learning. So...
- 152 K Or I can play with my best friends.
- 153 I Okay. So that's I'll put that down, I'll write that down. So they talked about Khaled, I've got to  
154 have my learning, make my hands strong and my best friends. Okay. And playing with your  
155 best friends, yeah? Shall I write that now? Yeah?
- 156 R Khaled?
- 157 I Khaled?
- 158 R Should we write that now?
- 159 I I can write that? So, so and playing, what did you say?
- 160 K Playing with my best friends.
- 161 I And playing...
- 162 K With my best...
- 163 I With my best friends. Okay so. So you knew about the meeting before, people were there, they  
164 talked about you, they talked about learning, making your hands strong and playing with your  
165 best friends. Yeah? So those are good things to talk about. Um and I said did you bring a friend  
166 and you said yes because to talk about me. ((drawing sound)) And other things that were talked  
167 about in the meeting, you said in the meeting they talked about me, they said I can jump on  
168 water.
- 169 K Listen, listen, listen, what happened, um of my jumping I forget about that.
- 170 I Mm-mm what's that?
- 171 K I need to forget about my jumping.
- 172 I You want to forget about your jumping? I thought that you were saying that you, in the past you  
173 were worried about jumping and you were frightened and this year you have got better, that you  
174 are okay to do jumping and you're not frightened anymore.
- 175 K Yes.
- 176 I That's what I understood from what Khaled said. Is that right?
- 177 R It was Dad's concern.
- 178 I About the swimming?
- 179 R About the jumping in and... It wasn't just swimming, he was just saying generally jumping, he  
180 wasn't able to jump, he steps down, er so.
- 181 I So it was about jumping, they talked about jumping, and you talked about jumping because Dad  
182 wants you to be able to jump, yeah? Okay, so is that something that your wor...the school's  
183 working on now?
- 184 R Yeah, the SENCO, Linda, she's getting an occupational therapist.



- 185 I Yeah, 'cos an occupational therapist is somebody who understands about how people's bodies  
186 work and helps them do stuff, make your body work well.
- 187 K Um a sitting, um um, um a sitting, last year sitting jump so ocky, ocky, ocky, ocky, ocky, this  
188 year, and this year I can be standing jump.
- 189 I Yeah, so they talked about this year you can standing jump, so that's what they want to happen  
190 for this year. So when you get help you will be able to jump from standing?
- 191 R Well we didn't talk about what the outcome would be, we just wanted um an occupational...
- 192 I An occupational, yes.
- 193 R OT they call it.
- 194 I Yeah, OT.
- 195 K Or I can play football
- 196 I Okay, so I'm just going to, I'm putting these sentences. They talked about me. I can jump on  
197 water. What's the best way to say the thing about the jumping now?
- 198 K Well normally I get a bit frightened but don't happen normally I can jump.
- 199 I So normally, so last time you said I'm not scared of jumping, I'm a bit better at jumping but  
200 now you're saying I'm a bit frightened?
- 201 K ((no audible response))
- 202 R Which one is it? Are you still frightened or are you better now or you're still working on  
203 jumping?
- 204 K Um u m I am still frightened of jumping.
- 205 I You're still frightened of jumping. And do you want to work on that? Yeah? Okay. So um, so  
206 I'll change that because what you said before is I'm not scared of jumping and I'll change that  
207 and I'll say...
- 208 K No, I'm a mind bit frightened because I go swimming yesterday, only yesterday it happened,  
209 yesterday it happened and yesterday I tried to swim with better
- 210 I You tried to swim?
- 211 K Yesterday I tried to jump and made better.
- 212 I You're working on it, yesterday you tried. Okay.
- 213 K I tried it.
- 214 I So this one says, so these were the things that you worked on, talked about, I am scared of  
215 jumping, I want to be better at jumping. Is that right now? Yeah?
- 216 R Is that right, Khaled?
- 217 I Yeah, so I'm just checking, just pop that there, lovely, we're a bit squashed, okay. I asked you,  
218 Khaled, did you bring some work to show? And you said you brought a folder and it had all of  
219 your lovely work in there. Yeah? So I said, that was my words, did you bring some work and I  
220 showed my folder with my lovely work and you said something about scraping. Scrape, scrape,  
221 scrape. Do you remember you said that?
- 222 K Scrape, scrape, scrape.

- 223 R Yeah, it's the paper, very rough and it's got lines and it's quite hard to write on and colour. So  
224 it's like the scraping, yeah.
- 225 I Okay. So I'm saying did you bring some work to show and then I showed my folder with my  
226 lovely work and you drew a little picture of your folder and I asked you um why did they have  
227 this meeting? Why did they have this meeting and...
- 228 K Because because because to help me.
- 229 I Because to help me. And last time, so I'll write that down, to help me. To help me. And you  
230 said, last time you said the reason you had the meeting was to make my school lovely. It's a  
231 really nice thing that you said so I think that's... Do you think that's true, the meeting was to  
232 help your, to make your school lovely?
- 233 K Listen.
- 234 I Listen?
- 235 K Sometimes I'm jumping sometimes I don't want to stretch my legs and somebody and  
236 sometimes I want to I want to stretch my legs.
- 237 I You have to stretch your legs?
- 238 K Yes.
- 239 I And is that going to help you with your jumping?
- 240 K Yes.
- 241 I It could do.
- 242 K And I stretch legs a lot for much of jumping.
- 243 I If your legs are feeling very stiff then it can make it difficult to move well. If your legs are  
244 quite, if you're moving your legs and the muscles are warm then you can move a bit more easily  
245 and you can jump better. Okay, so I asked, you said you brought your work, I asked if there  
246 were any, if there was anything that other people in your class said about you and I don't think  
247 you, you didn't think there wasn't anything that Khaled talked about, er that any other children  
248 had said what they liked about Khaled.
- 249 K ((inaudible speech))
- 250 I I can't hear that.
- 251 R Use the big voice, we can't hear you
- 252 K I'm good at maths and I'm good at...
- 253 I That you're good at maths.
- 254 K I'm not play
- 255 I Okay so I'm good at maths, I'm going to write that down. I'm good at maths.
- 256 K And I'm good at playing football.
- 257 I And playing football.
- 258 K And I'm good at playing bad man ton.
- 259 I And bad...?

- 260 R At badminton.
- 261 I Badminton is it?
- 262 R Is that what you said, sorry? Is that what you said, badminton?
- 263 K And sports.
- 264 R And sports.
- 265 I And sports. Okay so I've written down I'm good at maths, playing football, badminton,  
266 sports...
- 267 K I like the people to help me.
- 268 I Okay, I like people to...
- 269 K And I like working on my own.
- 270 I Okay that's good.
- 271 K I work my own on English.
- 272 I Yeah, so in some schools, in every school I think they talk about independent working which  
273 means working on your own and that's a really good thing to work on. So I've written down  
274 what you've just said now, I like people to help me and I like working on my own, that's both  
275 are important things, because when you're a grown up you need to be quite independent doing  
276 stuff for yourself. So I like people to help me and I like working on my own and I'm good at  
277 maths, playing football, badminton and sport. Okay. I'm not sure where I should put that, I'll  
278 just put that one there. Now we talked about the bad thing um the bad thing was the bully  
279 people and you said Khayan and Nasim and Abu Bhakkar. When I write my story...
- 280 K Jian, Ray me Art, Abu Bhakkar. Not Omar.
- 281 R Not Omar.
- 282 I Not Omar.
- 283 R Is Omar your friend?
- 284 K Yes.
- 285 I Yeah. So we talked about, you talked about some of the bullying stuff.
- 286 K And Javed.
- 287 I And Jabi. I don't know, because I don't, I'm just a visitor I don't know these children, you told  
288 me that the adults know what's happening and they're helping you sort it out 'cos if Khaled told  
289 me something here that made me think he was not safe I would need to...
- 290 K Listen.
- 291 I Yes.
- 292 K listen it normally happen, on playtime, lunchtime, break time.
- 293 I Yeah, we're ten minutes from break time.
- 294 K And, and, in in time and just and just make run in for.
- 295 R They make you?

- 296 K I said to them stop bullying me and they just say to me go away and they said I run to them and  
297 they just make annoyed.
- 298 I They make you involved.
- 299 K Inside.
- 300 I Okay, so if bad things happen at playtime when you're not having any help and you're outside  
301 sometimes adults say do you want to do something nice inside or can we help you with games  
302 in the playground or we'll talk to the other children.
- 303 K listen, but my idea was, and my idea was.
- 304 I Your idea?
- 305 K I'm play inside.
- 306 I But you wanted to play inside?
- 307 K Yeah, not outside.
- 308 R That's one of the suggestions that came up with the annual meeting and they said maybe  
309 lunchtimes.
- 310 K I don't like to play outside because of the because of the bad people.
- 311 I So, so I'm putting these things, I think that's all in the right order, so you said about the bad  
312 thing about bullying and they're bullying me and you said Ella knows, Rushna knows, Angie  
313 knows, maybe we'll cross out Angie because Angie wasn't there. Was it Claire? I'll put C for  
314 Claire. Claire knows and Saima knows that. And then they bully me and I said to the grownups  
315 let's get it all sorted out, it's got sorted out yesterday at lunchtime. My dad tried to sort it out, all  
316 the adults. So you said about the bullying and then they're helping you and then... So that was  
317 the main stuff that happened in the meeting and then what happened at the end?
- 318 K At the end, at the end, it was so good because, because, because everybody said goodbye.
- 319 I So it was good because they said goodbye. So you said Saima is my best friend who plays with  
320 me, she heard what the adults said and I heard it. The end of the meeting was good because  
321 people said goodbye. Okay, so I think we're nearly there, nearly break time for you, so I'm  
322 rushing a little bit. Okay so shall we just check the story, check it's all in the right order? We've  
323 got Saima is my best friend, plays with me always, she heard about what the adults said and I  
324 heard it.
- 325 K Yes.
- 326 I Where do you think that should go? At the beginning?
- 327 K Here.
- 328 I You think here?
- 329 K Yes.
- 330 I I'm good at maths, playing football, badminton and sport. Where do you think that would go?  
331 Okay so...
- 332 K I go to my class now.
- 333 I You're going to go to your class. Shall I just quickly tell you what we've said just to...
- 334 R It's not playtime yet.

- 335 I Have we got, how many minutes, five minutes.
- 336 R We've got five more minutes.
- 337 I Okay that's great, we'll just...
- 338 K Then I can stay.
- 339 I Then you can stay. So we've got five minutes, that's enough to go through. I'm just going to  
340 check I've understood, this is all about your meeting, yeah? Your meeting. I knew about the  
341 meeting before. My dad, Linda, Rushna, Ella and Claire and Saima, my friend, was there. They  
342 talked about Khaled, yeah?
- 343 K ((no audible response))
- 344 I I have, I've got to have my learning, may my hand strong. Oh I think what about this one which  
345 says I'm good at...? Shall we put that one there? 'Cos I've got to have my learning, make my  
346 hand strong. I'm good, because that was when it was, they were talking about what you were  
347 good at. I'm good at maths, playing football, badminton and sport and playing with my best  
348 friend. I'm scared of jumping, I want to be better at jumping. I showed my folder, I draw a  
349 lovely picture of my folder here and there was something about scraping, we maybe need to...  
350 And I said why did you have the meeting, and you said to help me to make my school lovely.  
351 And I like people to help me, I like working on my own. And then this is all the stuff about  
352 bullying that we talked about.
- 353 K I need the toilet.
- 354 I You need the toilet. Okay so then can I just quickly, just one quick thing, Saima's your best  
355 friend, plays with me always, she heard what was said and I heard it and at the end of the  
356 meeting we said goodbye. I think that's, we've finished. Yeah?
- 357 K I'm going to the bathroom.
- 358 I Do you want to come back and talk more afterwards?
- 359 K Yeah.
- 360 I If you want to that's fine, but you go to the bathroom and come back. I thought you were  
361 saying... Do you want to go with him?
- 362 R I just have to see if there's an adult out there.
- 363 (Rushna and Khaled go out, door shuts, long pause, then door opens and closes again as they  
364 come back in)
- 365 I Yeah okay, lovely. Okay fantastic. All right, so...
- 366 K They're going to talk about um, um, um my um, um my routine, my routine was to play some  
367 activities and then I can make my hands strong.
- 368 I So you want to talk about your routine and your routine is to do some activities that are going to  
369 make your hands strong. Your dad really wants your writing to get good doesn't he? It's really,  
370 for your dad, it's very important your writing, yeah?
- 371 K And I will try my handwriting to make best.
- 372 I To make it a bit mess or make less?
- 373 K No best.

- 374 I You'll make it best, okay fantastic. All right, so I think you've told me, I'm going to take a  
375 photograph of this, I think mostly it's all in the right order, the only thing I was wondering  
376 about is whether this thing about the ending... because we've got the beginning of the story and  
377 we've got the end which is when you said goodbye, the end of the annual review, was there  
378 anything that you wanted to add to this? Anything else you didn't tell me about the meeting?
- 379 K I didn't tell about my tutors.
- 380 I You didn't tell about your tutors?
- 381 K Tuition.
- 382 I Tuition. Well I... You did, that was talked about in the meeting wasn't it? So do you think we  
383 should...? I took out 'cos some things I typed, I've looked at all of them and I just put the ones  
384 that seemed to be about the meeting, what about the tuition? So what do you want to put in?
- 385 K Listen and listen, and listen my dad sort out my dad sort this project display when I write out  
386 these words that I think this project it gave you that project next week.
- 387 I So something about writing words?
- 388 R Something about the project.
- 389 K Yes.
- 390 R What project is that then?
- 391 K Um, um, um mine drawing.
- 392 I Your drawing? So is it...? This is my project is asking children about their special meeting. You  
393 did some drawing, do you want your drawing now? Because, did I give it to you? No. Okay,  
394 these are the news ones, you want...
- 395 K I want today's.
- 396 I You want today's one. So Rushna, would you be able to help with copying these ones from  
397 today because I need a copy of these ones.
- 398 R Okay. I can give them to you once I've made a copy of it.
- 399 I Okay. And have you got the other one...? What have I done with the other ones? Those are the  
400 ones that I wanted to keep and where are the other ones? Oh that's another one from today.  
401 You've done lots of drawings. You said... Oh here they are.
- 402 R I'll give them to you when you go back to the classroom.
- 403 I Now these were the ones that you did last time. I noticed that all the drawings you did were  
404 orange and when I asked you about... you did these drawings.
- 405 K I want to go to my class.
- 406 I You want to be in your class?
- 407 R Do you want to go back to your classroom now?
- 408 I Yeah? That's fine.
- 409 R Yeah, that's fine, you can go off.
- 410 I So that's your one.
- 411 R Do you want me to take a copy of that?

- 412 I No, I've got copies of those because those are the ones from last week and these are the ones  
413 from this week.
- 414 R Okay, I'll make a copy and give it to you.
- 415 I Okay, Khaled, thank you so much for helping me with my project.
- 416 K You talk to her.
- 417 I I'll talk to Rushna a bit more.
- 418 R Khaled, you go up to the classroom and if Jade class has gone can you get go to the cloakroom  
419 and get your coat and come outside, yeah? If you make it quick you'll still find them in the hall.
- 420 I Because they're ready to go out for playtime.
- 421 R See you later.
- 422 I Fantastic okay, I'll just stop the recording. Okay, thank you so much Rushna. Do you think...?
- 423 R I don't know if I was any help.
- 424 I Yeah, you were helpful, no that's great. Do you think I basically understood what he was  
425 saying?
- 426 R Yeah. But these are the things we did talk about. About the tuition, he has been going on about  
427 it all the time yeah.
- 428 I Yeah it's on his mind. And actually that's something that dad's preoccupied as well about  
429 because when he said, when I talked to him he said, he was talking about it quite a lot.
- 430 R Yes, so dad's really up for it but he just can't find anyone.
- 431 I Well it's difficult isn't it?
- 432 R Of course, yes.
- 433 I Yeah, it is difficult to find the right person. And I think it's also the thing about being realistic,  
434 some people think that tuition is going to be like magic. It's so hard isn't it, because you want to  
435 give your child the best.
- 436 R Yeah it is, as a parent I can understand his worries and his concerns, but like you said the tuition  
437 is not going to be like a...
- 438 I A magic wand.
- 439 R Wand and then it's done, it's not like that.
- 440 I Yeah, he's still going to need help with a lot of things. So I mean I guess one of the things I was  
441 thinking about was whether... It was interesting that basically he had said the right things about  
442 the meeting. I mean what did you think about the story that he said, do you think that's...?
- 443 R I'm quite um curious where he got Angie from.
- 444 I Yeah.
- 445 R There's no one called Angie here.
- 446 I But it might be, I mean because some of his, 'cos, it could be that he said and there was and I'm  
447 hearing it as Angie, do you know what I mean? Because actually I think there's he knows what  
448 he's saying, he's very systematic, you know, he says the same, like when he was saying routine  
449 oxen, I couldn't...

- 450 R Oh he loves his routine, I mean we had a ((asides as someone enters)).
- 451 I Thank you so much.
- 452 R We have a visual timetable and if there's something there that we didn't do and it's up there he  
453 will make sure...
- 454 I He was really hot on the time with me, he was just like how long?
- 455 R Yeah with the time and he knows his time so when it's break time and it's lunchtime and he  
456 knows it so when we're doing an activity and it's like nearly there for lunch or break, Rushna,  
457 it's time and...
- 458 I It's like he's right, yes.
- 459 R And he's so aware and he's right and he's aware of the timing.
- 460 I I think it's good because then you're more in control of things because I think last week it was  
461 quite helpful because there was a sign in Owen's room that said Barley is working here nine till  
462 ten thirty and he was like, he was really worried about, he was like he was worried he was  
463 missing assembly or and then when he saw it he was like okay, that's Linda's writing. And it  
464 said ten thirty so up until ten thirty that was all going to be fine.
- 465 R Yes he's good with his time.
- 466 I No, I think it would be great if I stuck these on a piece of paper. Would you be able to find me a  
467 little piece of sugar paper and a Pritt Stick so that I can just...? There probably is one.
- 468 R And how long are you going to be here, because I'm supposed to be on break duty now.
- 469 I I'm so sorry, I can wait, that's fine.
- 470 R Break finishes at eleven twenty.
- 471 I That's fine, by the time I've tidied up, or maybe...
- 472 R No, I'll get your paper, would that do for now?
- 473 I Yea that's fine, perfect. Yes, anything to stick it on. Oh fabulous, that's great. And then I'll just  
474 stick that on there and I'll just grab a Pritt Stick from there.
- 475



**Appendix 15: Transcript Initial Interview Eleanor**

Audio title: Eleanor Audio length: 49:15

Participants: I Interviewer, H Halima, E Eleanor

- 1 I I'm really sorry, I can't remember your name. I know we've met before.
- 2 H Halima.
- 3 I Halima, fantastic, lovely. And you're going to stay with us today, Halima?
- 4 H Yes.
- 5 I Brilliant, okay, wonderful. Now I'm just popping these things on, I know I've got a phone here,  
6 Eleanor and Halima, I've got a phone.
- 7 E Yeah.
- 8 I Yeah? I've got a phone here and what that's for is it's going to help me with recording the  
9 things that you say so that I can remember what you say, okay. So I'm just going to start  
10 recording on this one if I can find the right thing and then we'll get going. I had it a second  
11 ago... Okay, brilliant. So my name's Barley and I know Linda spoke to you and asked you if  
12 you could help me with my project. Yes? Is that right?
- 13 E ((no audible response))
- 14 I Yeah? You're nodding. So I am doing a special project and what I'm doing is I'm coming into  
15 Laycock and I'm asking children what it's like being in your Annual Reviews meeting, because  
16 in Laycock School children come to their Annual Reviews meeting and they take part and I'm  
17 asking some of the kids to tell me the true story of their Annual Reviews meeting. Yeah? Do  
18 you know what, do you know what that means?
- 19 E ((no audible response))
- 20 I Yeah? So I'm asking people to tell me a little bit about what it's like being in their Annual  
21 Reviews meeting. And earlier this week you had your meeting.
- 22 E Yeah.
- 23 I Yeah? And Linda spoke to you and she said you, you thought it would be okay to come and talk  
24 to me.
- 25 E Yeah.
- 26 I Yeah, is that all right? Fantastic. So um I've got this thing, do you remember this thing that  
27 Linda showed you before?
- 28 E Yeah.
- 29 I Yeah? This one is a form and it's got your mum, your mum because I met your mum to ask if it  
30 was okay for you to help me and she said yes and she signed it and then that's your name and  
31 your signature. And I'm just going to get a little chair for me so I'll be a bit closer. And this is  
32 making sure you understand what I've asked you to do. And so what it says is has somebody  
33 explained the project to you, and it says yes or no. What do you think? Has somebody explained  
34 my project?
- 35 E Yeah.

- 36 I Yeah? Yes, somebody had explained. So should we give a tick for yes there? Yeah, okay. Do  
37 you understand what it's about?
- 38 E Yeah.
- 39 I Yeah, because I want to know what it's like being in your meeting so I'll put a tick for yes. Did  
40 you ask all the questions that you wanted to?
- 41 E Yeah.
- 42 I Lovely. And did Linda answer your questions in a way that you understood?
- 43 E Yeah.
- 44 I Yeah? Do you understand it's okay to stop? If you decide when we're talking you don't want to  
45 talk to me anymore it's okay to stop, you can go back to class and that's no problem for me.
- 46 E Yeah.
- 47 I And are you happy to take part?
- 48 E Yeah.
- 49 I Yeah? Okay thank you for helping me. And this is the leaflet. Did you see this one?
- 50 E Yeah.
- 51 I And look, there's me! Okay, wonderful. So can you...? When we're doing the work together  
52 I've brought some paper in case you wanted to do some drawing and I've got some cards that  
53 have little things to help us get going if we get stuck, um but do you want to tell me a little bit  
54 about your meeting?
- 55 E Yeah.
- 56 I What happened in your meeting?
- 57 E Well I chose the friend.
- 58 I You chose a friend.
- 59 E Called Waheda and she, but she was scared 'cos ((laughs)) when she looked up there was  
60 Owen.
- 61 I Yeah.
- 62 E And she was, and when she looked up Owen was looking at her.
- 63 I ((laughs)) Okay so you chose your special friend. What's your friend's name again?
- 64 E Waheda.
- 65 I Waheda?
- 66 H Waheda.
- 67 I Waheda. And Waheda went into the meeting when Owen the head teacher was there and Owen  
68 was looking at Waheda and she was scared because he's so important isn't he, he's really  
69 important the head teacher. So poor Waheda got a little bit scared in your meeting, but she's  
70 your friend.
- 71 E And she went like this.
- 72 I She put her head in her hands and she went all crunched up! Oh poor Waheda.

- 73 E ((laughs))
- 74 I But Owen is kind isn't he? He's okay. So, so Waheda came to your meeting. So that was a  
75 funny thing that Waheda was scared. Who else was in your meeting? Was it just you and  
76 Waheda?
- 77 E No.
- 78 I No. And Owen.
- 79 E Mummy.
- 80 I Your mummy, yeah. So your mummy, Clara was there. So Owen, Clara, Waheda, Eleanor.  
81 Anybody else who was there?
- 82 E Daddy.
- 83 I Mm-mm?
- 84 E Daddy.
- 85 I Daddy, your daddy okay. So your mummy, your daddy, the head teacher, your friend and you  
86 were there.
- 87 E And Halima.
- 88 I And Halima. Oh fantastic. Does Halima work with you quite often?
- 89 E Every morning.
- 90 I Every morning?
- 91 E But if she's ill she doesn't.
- 92 I Yeah. If Halima's ill she has to be home getting well again doesn't she? It's like if you were ill  
93 you'd need to be home, or me. Okay, so Halima was there and was there anyone else?
- 94 E And Issa.
- 95 I And who?
- 96 E Issa.
- 97 I Issa?
- 98 H Issa, yes.
- 99 I Yeah? Issa.
- 100 H Explain who Issa is.
- 101 E I forgot.
- 102 I You forgot. Do you want to have a guess?
- 103 E I, I forgot. But I um...
- 104 H When does Issa work with you?
- 105 E In ((pauses)) the afternoon.
- 106 I She works in the afternoon?
- 107 E But if she's ill then not.

- 108 I So the same as you said for Halima, that Issa is allowed to be ill, if she's ill she can stay home  
109 and get well, okay. ((laughs)) So is she a teaching assistant who works with you?
- 110 E Yeah.
- 111 I Okay, so you had those people, and was there anybody else who came to your special meeting?
- 112 E Kate Granger.
- 113 H Kate Granger.
- 114 I Kate Granger, yeah, I don't know who that is.
- 115 H She's an occupational therapist.
- 116 I Okay, and so does she... An occupational therapist, do you know what an occupational therapist  
117 does?
- 118 E No.
- 119 I Has anybody tried to tell you?
- 120 E No.
- 121 I An occupational therapist, their job is to help you do things. So if you need to learn a new skill,  
122 you're using your body to do a new skill which might be something like, if you're younger,  
123 learning to use the toilet or learning to do good walking if that's hard for you or learning to hold  
124 your um knife and fork if that's hard for you. Then the occupational therapist is somebody who  
125 helps you do things with your body. Yeah? If you're somebody who needs a bit of... Because  
126 quite a few people need a bit of extra help to learn how to do things, yeah?
- 127 E And um there was another person but I've forgotten her name. ((laughs))
- 128 I It wasn't Linda was it?
- 129 E Yeah, but Linda and another person, what's their name? The one with grey hair.
- 130 H Liz Richards.
- 131 I Liz Richards, oh I know Liz Richards, yes. So do you know what Liz's job is?
- 132 E No.
- 133 I Liz is called a specialist teacher and she works with people who have medical needs or who  
134 have physical disabilities, so she helps with children who have to visit hospitals quite often.
- 135 E Yeah.
- 136 I Yeah. And she's worked with lots of children and she's a good helper, she helps the school do  
137 the right stuff. So you had the meeting, there were all these people and so can you tell me like a  
138 story, what happened in the beginning of the meeting?
- 139 E Um well before the meeting there were lots of like these cards.
- 140 I Before the meeting there were lots of these cards, yeah?
- 141 E They were purple.
- 142 I They were purple, purple cards before the meeting.
- 143 E But um they said what do you admire about Eleanor ((laughs)) and then the other ones said um,  
144 oh...

- 145 H Do you want me to help with that bit?
- 146 E Yeah.
- 147 H It said what do you find difficult.
- 148 I Yeah, so what do you admire about Eleanor, what do you find difficult.
- 149 H And do you remember what the third one said or do you need a bit of help with that one?  
150
- 151 E I need some help.
- 152 H Um it was a third card that said what works well.
- 153 I What works well. Okay, so you had the meeting, you came in, the cards were there already.  
154 Were you in at the beginning of the...? Were you first in the room?
- 155 E Yes, 'cos um before that was art and I did it in the room and then they came in and um told us to  
156 start..
- 157 I So you, you were in the room and then people came in? Yeah?
- 158 E First was Linda.
- 159 I First was Linda. Was Linda in, Linda was in with you getting stuff ready. Did you have  
160 anything to eat or any...?
- 161 E There were shortbread biscuits.
- 162 I Yummy!
- 163 E And something Halima likes.
- 164 H Mango juice.
- 165 E And something, and that..water...
- 166 H We had some orange juice didn't we?
- 167 I Mango juice, water.
- 168 H A nice range of drinks.
- 169 E And I had water.
- 170 I Yeah? And why did you have those things?
- 171 E 'Cos Halima wanted it.
- 172 I Yeah, Halima wanted it and Halima's obviously very important.
- 173 E And Issa wanted the orange.
- 174 I So Issa wanted some too. So she wanted orange juice and Halima wanted the mango juice.
- 175 H Yes.
- 176 I Okay, so you're in the meeting and there were all these people there, they're drinking their  
177 drinks and so what happened next?
- 178 E Oh yeah and then some other people came in.
- 179 I Other people came in, yeah?

- 180 E Charlotte and Cara.
- 181 I Gosh there's a lot of people in this meeting. And you said that...
- 182 E My two teachers.
- 183 I Your two teachers, so Charlotte is one of your teachers is she?
- 184 E And Cara.
- 185 I And Cara. Charlotte and Cara, okay. Wow, this is a big meeting.
- 186 H Yes. ((laughs))
- 187 I And why, why did the meeting happen, what was the reason for it?
- 188 E I, I remembered but then I forgot.
- 189 I You remembered but then you forgot. Can you guess why they had this meeting?
- 190 E ((no audible response))
- 191 I Were people um, were people worried about something? Was it just a normal thing to do, was it  
192 um because something was changing or it is something that happens every year?
- 193 E Every year.
- 194 I It happens every year. Okay, so why did the meeting happen every year? They're talking about  
195 things, about you, and why do you think they have that meeting?
- 196 E ((no audible response))
- 197 I Maybe we'll come back to that one, yeah? So they had the meeting, they talked about things  
198 they liked and admired about you, what things did people really like and admire about you,  
199 Eleanor?
- 200 E There were... ((pauses))
- 201 I Are you feeling shy?
- 202 E No, but I forgot.
- 203 I You forgot. So they said some things that they liked and admired about you um and so lots of  
204 people had good things to say about you, um can you remember any of those things, did your  
205 friend say anything?
- 206 E What did she say?
- 207 H Well she said lots of things. Do you remember when all the things that they wrote down?
- 208 E ((no audible response))
- 209 I Did your class...? Were there things that your class had said?
- 210 E Yeah, they, they were, what happened was I came in from playtime and ((pauses)) and they said  
211 can you go out please.
- 212 I So er the day before the meeting they came in after playtime and they said, Eleanor, can you go  
213 out please? And why did they say that?
- 214 E 'Cos they were doing a surprise for me.
- 215 I Oh they were doing a surprise for you.

- 216 E So I had to go out and do some jobs for Cara.
- 217 I Okay, so you went out and did some jobs for Cara, one of your teachers.
- 218 E Cara sorts out the clubs.
- 219 I She sorts out the clubs does she?
- 220 E Yeah. And I did some jobs in the office.
- 221 I Okay, jobs in the office with Heather and the office team. Okay and so they prepared a surprise  
222 for you. What was that surprise?
- 223 E Er the things the things they like and admire they talked about
- 224 I So the class spent some time and they were talking about all the things they like and admire  
225 about you and that was like a little surprise for you so they did it when you weren't there and  
226 then... So they prepared this surprise and so when did you find out about the surprise?
- 227 E The day after.
- 228 I So the day after you found out about the surprise and who told you?
- 229 E Well ,well Taslima, my other friend tried to tell me about it.
- 230 I So Taslima tried to tell you about it and she said, oh Eleanor, I've got to tell you what  
231 happened!
- 232 E Yes.
- 233 I She was excited about it for you.
- 234 E And then er...
- 235 H Try and sit up a little bit more.
- 236 E Morsima wanted to tell me.
- 237 I Yeah, so people were so excited about your surprise they didn't want to keep it a secret.
- 238 E No. ((laughs))
- 239 I Yeah, and so when did you find out all about the surprise?
- 240 E In the annual...
- 241 I In the Annual Reviews, yeah, okay. And so in the Annual Reviews what did they say?
- 242 E Um ((pauses)).
- 243 I They said you were horrible?
- 244 E No.
- 245 I No! What did they say?
- 246 E They said things that they liked.
- 247 I Yeah, they said things that they liked and what did they like?
- 248 E They said I'm friendly and if someone trips up I always say sorry to them, but sometimes I  
249 didn't when er, at home I... I forgot.

- 250 I Yeah? So they like the way that you're friendly and if something bad happens like if somebody  
251 trips over you say sorry so you're kind when people are... if somebody's hurt you can be kind.  
252 So you're friendly and kind, is that right? Is that things that they notice?
- 253 E Mm-mm.
- 254 I And then the other things that your friends noticed about you that's fantastic?
- 255 H Do you remember there was one thing in particular that kept coming up?
- 256 I Again and again, people said the same thing?
- 257 H Yeah. You do you remember that don't you?
- 258 I You're smiling. What was it?
- 259 E I forgot!
- 260 I I think you're feeling a bit shy, Eleanor. Are you feeling a bit shy?
- 261 H Do you remember how they said that they thought you were very funny?
- 262 E Yeah. ((laughs)) Even, even I said that.
- 263 I Yeah, so they thought you were somebody who makes people smile or laugh? That you're  
264 funny?
- 265 E Yeah.
- 266 I Yeah?
- 267 E But, but sometimes I tell jokes that makes myself laugh, but not...
- 268 H Your sense of humour was one of them wasn't it?
- 269 E Yeah!
- 270 I Yeah, they said that you found things funny, you have a nice sense of humour. Oh I wonder if  
271 we can tell a few jokes later on. I've got a few good ones. So they talked about things that they  
272 liked and admired about you and then they talked about what's not working well, so that's the  
273 time when if anybody's got any worries or things that they need to work on that's the time when  
274 they talk about that. Do you remember what kinds of things were talked about then?
- 275 E Like ((pauses)) the clear because sometimes in class I, I'll be like ((makes squeaking noise)).
- 276 I I don't understand. So sometimes in class you'll be a bit ((makes squeaky ooh ooh noise)).  
277 What does that mean?
- 278 E Sometimes in class I speak so quiet that nobody can hear what I'm saying.
- 279 I Okay, so they'd like you maybe to try and speak a bit louder so they can hear the interesting  
280 things that you've got to say, because sometimes your voice can be a bit quiet.
- 281 E M-mm. (agreeing)
- 282 I It's quite a good loud voice today I'm noticing.
- 283 H Yeah.
- 284 I There's no whispering today. So that's one thing that they think would be good to work on. Was  
285 there anything else that they worried about?
- 286 H Do you remember some of the stuff that you wrote down that you found difficult?



- 287 E ((no audible response, long pause))
- 288 I You're thinking.
- 289 E I forgot.
- 290 I Okay.
- 291 H It's quite hard to remember isn't it?
- 292 I Yeah. So you wrote down some things that you found, that you thought were good and that  
293 were difficult and that you wanted to work on before the meeting.
- 294 E Yeah.
- 295 I So you got ready for... So your class prepared a surprise and you prepared as well, so you got  
296 something ready. Did your mum and dad get anything ready?
- 297 E Nuh-uh.
- 298 I No?
- 299 E Because they didn't need to get anything ready.
- 300 I Well maybe they didn't need to get anything ready because they could just come to the meeting  
301 and say their ideas.
- 302 E Because I wanted to surprise them.
- 303 I You wanted to surprise them. I'm sure they're very proud of you, Eleanor. So then um  
304 afterwards, er so what, er so everybody was talking, there was a surprise, people came in then  
305 they were talking about, there were the purple cards and people were talking about stuff and,  
306 and then there was the surprise about all the stuff that your class said. And then what happened  
307 then? What happened next?
- 308 E Well first I offered everyone a drink.
- 309 I At first they offered... sorry?
- 310 E At first they offered a drink and the funny thing was I said, Eleanor what do I want to drink?
- 311 I So you said, Eleanor, what do I want and did you offer yourself a nice drink?
- 312 E Water.
- 313 I Water, very healthy, very healthy. So you made sure that you had what you needed as well and  
314 you also made a joke and then they were all talking and then what happened at the end?
- 315 E I wet my jumper.
- 316 I You wet your jumper with your water?
- 317 E Mm-mm.
- 318 I Yeah? Was that, was that a big problem or was that okay?
- 319 E Okay.
- 320 I Yeah, sometimes we knock things over don't we, it's not a biggie, not a big problem. Um so  
321 you wet your jumper a little bit and then what happened at the end?
- 322 E I went back to class.
- 323 I You went back to class. And did the adults carry on talking?

- 324 E Yes.
- 325 I Yes, they talked a bit more. And do you know what they were talking about after? (laughs) No,  
326 not really?
- 327 E Ask Halima.
- 328 I Ask Halima. Oh have you asked Halima already or...?
- 329 E Halima?
- 330 H No we've not spoken about it yet.
- 331 I You've not spoken about it yet. Okay. So one of the things that you need a bit of help with is  
332 your physical skills so helping your body work well and moving around and controlling your  
333 arms and your hands and stuff. So was that one of the things that you talked about in the  
334 meeting?
- 335 E Mm-mm.
- 336 I Yeah? Did you talk about that in the meeting or was that something the adults talked about after  
337 you went?
- 338 E Probably after.
- 339 I Okay. So if...? Do you think, Eleanor, was it...? What was it like coming to your own meeting?  
340 How did it feel?
- 341 E In some parts of it it, it felt a bit scary.
- 342 I It felt a bit scary.
- 343 E And then other parts it felt ((pauses)).
- 344 I It was a bit scary sometimes and other times it felt...?
- 345 E Hap.
- 346 I Happy. Yeah?
- 347 E And people were chatting a lot.
- 348 I People were chatting a lot. And so it was some bits were scary and some bits were happy. And  
349 were there any bad bits that you found upsetting or you didn't like so much? No? It was all  
350 okay? Okay.
- 351 E Mm-mm.
- 352 I Okay, so um so if you were, if you were talking to somebody else and somebody was saying oh,  
353 my teachers have told me I can come to my Annual Reviews meeting, what do you think,  
354 Eleanor? What would you say about going to that meeting? Would you say it's a good idea, bad  
355 idea? Okay? What would you say? If somebody was asking you shall I go to my meeting do you  
356 think it would be... what would you say?
- 357 E It was a good idea.
- 358 I It was a good idea to go. Okay, why was it a good idea do you think?
- 359 E ((inaudible))
- 360 I I don't think I understood that. It was a good idea because?

- 361 E Because then you can listen to what they said.
- 362 I You can listen to what they're saying so that's a good idea to listen to what they're saying. And  
363 why, why does that help do you think?
- 364 E 'Cos then if they say anything that you could get better at then you could do it.
- 365 I So if they say something you could you could get better at then you could do it and they were...  
366 And so it might help you think about what you need to work on and then do it. So that's a, that's  
367 one of the reasons why it could be good to come to your Annual Reviews. Any other things that  
368 are good? If, if I asked your mum and your dad what did you think about that meeting and  
369 Eleanor being there what do you think your mum and dad might say?
- 370 E It ((pauses)).
- 371 I It was?
- 372 E Okay.
- 373 I It was okay. So you think they thought it was, it wasn't thumbs up, it wasn't rs down, it was  
374 kind of in the middle? Yeah? So they thought it was okay coming. And if I asked one of your  
375 teachers or one of the people who works with you regularly what do you think they might say  
376 about the meeting? What was it like?
- 377 E ((pauses)) Okay.
- 378 I It was okay. All right then. So if we make it like a story and we said once upon a time there was  
379 a little girl, well quite a big girl now, but once upon a time there was a girl called Eleanor and  
380 she was at um Laycock School and she was going to have a meeting. And if were were telling  
381 you the story of what happened what story do you think we could tell about it? What's the  
382 story?
- 383 E That I was going to have a meeting and my friend was very scared.
- 384 I You were going to have a meeting and your friend was very scared, so the story's got a bit of  
385 scary stuff in, yeah. And then your friend was very scared. And were you scared?
- 386 E No.
- 387 I No? You were okay. How did you feel?
- 388 E ((pauses)) Sometimes.
- 389 I Sometimes scared, a bit scared. What were you scared about?
- 390 E ((pauses)) That it might not go that well.
- 391 I You were scared that it might not go well. And if something went, if the meeting didn't go well  
392 what could happen? Would it be like an explosion?
- 393 E No.
- 394 I If a meeting didn't go well what would happen?
- 395 E I'm not quite sure.
- 396 I Not quite sure. I think normally meetings go okay in this school because people get ready  
397 beforehand, they get ready before and they know what's happening...
- 398 E I want to take my jumper off.

- 399 I You want to take your jumper off. Okay, all right, well I think we've talked quite a bit um about  
400 your meeting. Um was there anything else that you wanted to say about your meeting? Should  
401 we maybe...? Do you want to do a drawing for me?
- 402 E Yes.
- 403 I Yeah? We could do a little drawing. We've got some pens. Is this table the right height, shall I  
404 bring...? Do you think that one would be better? I can just grab it. There you are, that might be  
405 quite a good height.
- 406 H Yeah, I think that might be better.
- 407 I That might be a bit better because we can get it a bit nearer to you. I don't want to hurt your  
408 knees. Now, what would you like? You can have a pen or some pencils, what do you think,  
409 pencil?
- 410 H Do you think it would be a good idea for me to get your slope?
- 411 E Mm ((agreeing))
- 412 I Okay, lovely. So while we're waiting for your slope we'll have a look at the cards and we'll just  
413 chat a bit about anything that we've missed out because this has got the reminders on. And  
414 before the meeting, we talked about what happened before and you got ready and the class  
415 there, the class had the session to get ready as well. During the meeting. After the meeting.  
416 What happened after the meeting? Do you think anything's changed because of the meeting? Or  
417 not really?
- 418 E Sort of.
- 419 I Sort of, so something's sort of changed. What do you think's changed?
- 420 E I think I'm not quite sure.
- 421 I You think something's changed but you're not quite sure what. Well it's quite soon after the  
422 meeting but shall we leave this one out and we can maybe think a bit more about that one in a  
423 minute. We got, you talked about friends didn't you, your friend came and was very nervous  
424 with seeing Owen. And what didn't go well? Did anything not go well in the meeting? Any bad  
425 bits? Is that hurting your leg? Are you okay? Alright, thoughts, what you thought about it? Have  
426 you talked about that enough do you think?
- 427 E Enough.
- 428 I You talked about the staff, all the different teachers and stuff who were there. You talked about  
429 your feelings a bit. And surprises, that's a nice one. Were there surprises for you in the meeting?  
430 ((Halima comes back in)) We're just going through some of the cards, just to check we haven't  
431 left anything out and with a slope like that it's probably best to just have one piece of paper isn't  
432 it because then it doesn't then it can... So we've looked at whether there were any surprises in  
433 the meeting. Were there any surprises for you?
- 434 E Yeah, the er thing.
- 435 I What thing?
- 436 E The er class.
- 437 I With the class? With things that the class had said, that was a surprise for you. And what's  
438 different now? You said you weren't quite sure what was different. Okay, now I'll just check.  
439 Family, you talked about your family being there, you talked about what went wrong, things

- 440 that happened in the meeting and maybe we'll... This is the one which says I wish and we can  
441 maybe come back to that one at the end because that's a nice one to end on because we do two  
442 stars and a wish. So would you like, you've got your pencil, do you want to draw me a little  
443 picture of your Annual Reviews meeting? Lovely, so that's... What's that, is that a table?
- 444 E Mm-mm.
- 445 I Great. Is that one of the purple cards?
- 446 E ((no audible response, long pause while drawing))
- 447 I And is that your first person?
- 448 E ((no audible response))
- 449 I Ah. Who is that one?
- 450 E Halima.
- 451 I It's Halima. Oh is that her headscarf?
- 452 E Yeah.
- 453 I Lovely. You're right in the middle, Halima. And so Halima's got her post its.
- 454 H Yeah.
- 455 I Lovely. And that face quite looks like you. I think that definitely looks like a picture of  
456 someone kind.
- 457 H A big smile on her face.
- 458 I And who's that next one?
- 459 E ((laughs))
- 460 I You're smiling.
- 461 E Issa wearing a scarf.
- 462 I Issa.
- 463 H Yeah.
- 464 I And just remind me, is Issa the teaching assistant who works with you in the afternoons?
- 465 E Yeah and she wears a scarf.
- 466 I The way that you've drawn them they could be sisters. Issa's got a post it note as well has she?
- 467 E And then...
- 468 I And then?
- 469 E There's Mum.
- 470 I Mum, and has Mum got curly hair? She's got lovely curly hair.
- 471 E It's too curly.
- 472 I No. Do you really think her hair's too curly?
- 473 E Mm-mm.
- 474 I I've always wanted curly hair. I'll swop her.

475 E It's very curly.

476 I Do you want another tissue darling? Thank you. Lovely.

477 E Her glasses.

478 I Her glasses, that's right. So that's the metal bit where the glasses link up isn't it? Okay so that's  
479 your mum.

480 E And her diary.

481 I And her diary? Was she thinking about dates?

482 E Yeah.

483 I For things that are happening in future.

484 E And then next to it is the post its.

485 I The post its. So people are at the table, they've got the post its, they look erm, they look quite  
486 like they're concentrating on stuff.

487 E That's me.

488 I That's you right at the end next to your mum. Ah, you've got a little smile on. And you haven't  
489 got curly hair have you?

490 E No. (pause) and I didn't have post its.

491 I You didn't have a post it. Did you not want one?

492 E I already did it.

493 I Oh you already talked about what you wanted to say. Okay. And who was next to you on the  
494 other side?

495 E Waheda.

496 I Yes, feeling nervous still (laughs)

497 E Ok let's put Owen there.

498 I Was Owen there as well?

499 E Put put his arms...

500 I His arms. And what's that? Oh that's his head, okay fantastic. Because he's quite tall, Owen  
501 isn't he?

502 E ((laughs))

503 I He's definitely looking taller than the other people.

504 H I wondered why he was so high up.

505 I I think Owen's making friends with a giraffe. ((friendly laugh-E is drawing a vey long neck)).  
506 He's looking happy. Yeah, that's Owen.

507 E And his shirt.

508 I And his shirt. He's got the post its. We're seeing some really good concentration on this  
509 drawing, you know exactly what you want to get down don't you, Eleanor?

510 E That's Waheda.

- 511 I Who's that one?
- 512 E Waheda.
- 513 I Waheda. She's quite yellow in the picture. Is he giving her one of those scary looks? Do you  
514 mind maybe putting letters so we have letter, so we just have initials? We could have an E for  
515 Eleanor. And a C for Clara, or you could put Clara, you could write Mum. Or CY. And this one.  
516 (pause) Lovely. Yeah. ID. 'Cos when I write about my project, when I write up my project,  
517 when I write about what you've told me, I won't use real names, I won't use the name Eleanor,  
518 I'll change all the names because it's not about... When you do a project like that it's about  
519 trying to listen to what people are saying and it's not, you don't show who's said it so that  
520 people can say whatever they like and not worry that other people will know that they said it. So  
521 if you needed to say you didn't like your meeting that would be okay. So you've got O and  
522 who's gonna, who's that little person then?
- 523 E I'm not quite sure.
- 524 I You're not quite sure. Well maybe that's just a nice little picture on the wall or something.  
525 There's so many people to put in aren't there? CY. Is that your mum again? Or CG. Is that  
526 Cara?
- 527 E Mm-mm.
- 528 H I think it might be Kate Granger.
- 529 I Okay.
- 530 H I think Kate is with a K though.
- 531 I Good. Kicking K. Okay, lovely.
- 532 E And then this is another one.
- 533 I Who's that one?
- 534 H LR.
- 535 I LR, Liz Richards. So Liz's next to Kate Granger and you mentioned Linda as well.
- 536 E Yeah.
- 537 H You've still got quite a few people to draw.
- 538 I Gosh, it's a busy meeting this.
- 539 H So who's next to Liz, do you remember?
- 540 E Cara.
- 541 H Cara.
- 542 I CF is that?
- 543 E Yeah.
- 544 I Let's move it up a tiny, tiny bit. CT? This table isn't hurting your leg is it? Are you okay?
- 545 E Yeah.
- 546 I (whispered) I'll just check this. CF, CT.
- 547 E LF.

- 548 I Who's that one?
- 549 E Linda.
- 550 I Linda Fox. And is that W? Is that your physiotherapist? Which one is it? That...
- 551 E That.
- 552 I That's her. CF.
- 553 E No, CK.
- 554 I CK, okay sorry.
- 555 H That must be dad.
- 556 I So it's interesting, at this end of the table... Sorry?
- 557 E Christopher Korwant.
- 558 H Korwant.
- 559 I Korwant, oh yes. So what do you notice about your picture when you're looking at it?
- 560 E People look very happy.
- 561 I People look very happy in the picture and anything else that you notice?
- 562 E They're concentrating.
- 563 I They're happy and they were concentrating in the meeting. Any other things? We've already  
564 said there's a lot of people here, shall we count how many? One, two, three, four, five, six,  
565 seven, eight, nine, ten, eleven, twelve. Is it twelve?
- 566 H We should start with you shouldn't we?
- 567 I Okay, we should start with you really shouldn't we? One, two, three, four, five, six, seven,  
568 eight, nine, ten, eleven, twelve, so twelve people. That is a lot of people in one room isn't it?  
569 I've noticed that people look like they're concentrating, I notice that your family is all together,  
570 so you're there and you've got your mum and your dad so that's like the family end of the table  
571 and I notice that Owen, Owen and your friend are opposite each other and then there's lots...  
572 And I notice that the two helpers who are with you most of the time are also quite close to your  
573 family, but they're sitting next to each other and they look more similar to each other than the  
574 others. I think, yeah and these guys, these ones are a bit further away and there's a little less  
575 detail on these ones isn't there? Do you think that was because you were trying to draw it a bit  
576 quickly?
- 577 E Mm m ((disagreeing))
- 578 I Or it might be, do you see the person who's got the most detail is your mum. Owen's got quite a  
579 lot of detail hasn't he too?
- 580 E Mm-mm.
- 581 I So what do you think this picture shows us about your special meeting?
- 582 E People are happy.
- 583 I It shows that people are happy, they were concentrating. There were lots of people there.
- 584 E And I like my family to be all together.



- 585 I And you like your family to be all together. Now you're doing a circle round and you're circling  
586 just your family and then the second time you did the circle some other people are starting to  
587 join your family too. ((laughs))
- 588 E ((laughs))
- 589 I well, yeah, if everybody's working together it can feel a bit like a family that people are all  
590 helping each other and helping you. Okay, so Eleanor, I think it's time for you, it's time for us  
591 to finish, you've done such fantastic work today, you've really helped me understand about  
592 your meeting. So you want to add a tiny bit more. What's that line? Is that for the family?
- 593 E Mm-mm (agreeing)
- 594 I So what I'm going to do is I've recorded the stuff that you said, I'm going to listen to it and I'm  
595 going to write down things that I think you've said and next week I'll come back, I'll bring back  
596 your drawing and I'll say I listened to your, to the story you told me and I think you were saying  
597 these things about your meeting and I'll just check if I've understood. Yeah?
- 598 E Yeah.
- 599 I It's been quite a long meeting today that we've had and that's because you had a lot to say and  
600 you did a lot of drawing, so I think you did some really good concentrating and I really  
601 appreciate you helping me with my project. Thank you Eleanor. And thank you so much, it's  
602 been lovely having you with us, what a treat. Now, let's move that... I'm just going to switch  
603 this off, switch off the recording, oh dear, all these passwords.

**Appendix 16: Transcript Re-interview Eleanor**

Audio title: Eleanor 2\_Audio length: 19:44

Participants: I Interviewer, H Halima, E Eleanor

- 1 E You broke it or Owen sneaked in and hid it.
- 2 I You think Owen...
- 3 E Owen's Lego.
- 4 I You think Owen sneaked in?
- 5 H Oh look, look up there. Ah, there's more, Eleanor.
- 6 I We're looking at some chocolate roses, 'cos it's Valentine's Day coming up very soon.
- 7 E I don't like chocolate.
- 8 H No.
- 9 I Now, thank you for helping me with my project, Eleanor. Um I have had a slight problem which  
10 is you know the beautiful, beautiful drawing that you did last week? I haven't been able to find  
11 it.
- 12 H Ah.
- 13 I So I don't know what happened, I don't know whether you guys had it, I probably didn't, I  
14 looked everywhere, I couldn't find it.
- 15 H So do you think it maybe have been left behind and then someone might have taken it?
- 16 I I don't know because it's such a beautiful drawing you would think...
- 17 H Yeah.
- 18 I You would think people would know not to throw something like that away, don't you think?  
19 Yeah, because it's obviously a special piece of work. I will have another look for it. So,  
20 Eleanor, do you know, do you know what I'm here to do today?
- 21 E ((no audible response))
- 22 I Yeah? What I did last week was I came and I, you helped me with my project which was you  
23 were telling me the story, the true story of your Annual Review meeting and I just wanted you  
24 to tell me what happened in your special annual review meeting and you told me the most  
25 interesting stuff about it so it was really great. And what, the reason we're meeting today is I I  
26 want to check I've understood what you were saying and I'm going to make it a bit more like a  
27 story, so I've picked out your words and this, I did a recording like you see this one here, I did a  
28 recording and I picked out your words that you said and I'm just going to stick... I've got a big  
29 piece of paper, I've got a Pritt Stick and I've got some scissors and I'm going to cut up your  
30 words and I'm going to check... And it's your chance, you can change it if you don't think it's  
31 quite right. Okay. So does that sound okay?
- 32 E ((no audible response))
- 33 I Now, when we started talking you started off with something quite dramatic, do you remember  
34 what that was? The first thing that you were talking about was, do you remember tyou said, well  
35 I chose the friend called Waheda and she, but she was scared 'cos when she looked up there was  
36 Owen and when she looked up Owen was looking at her! And she went like this. ((laughs)) So

- 37 that was the first thing that you were talking about, yeah? Do you remember saying that? Yeah?  
38 Um and so that was one thing, was what happened with Waheda getting frightened.
- 39 E ((giggles))
- 40 I It's quite funny, you're smiling, and I've called that a dramatic incident because it was quite  
41 dramatic um and then, and then I've also put things in order so I've put what happened before,  
42 the stuff that happened before the meeting, the stuff that happened on the day um and then some  
43 of the things that happened in the meeting and what you thought afterwards. Yeah? So when we  
44 tell the story um it's quite... If you like we could start with this dramatic incident with Waheda.  
45 Do you think that's a good place for our story to start?
- 46 E Mm-mm yeah.
- 47 I Yeah? Or we could put this dramatic incident in the middle of the story.
- 48 E Yeah.
- 49 I Because sometimes you put the story in time order so you say first happened this, this, this, this  
50 and you go through in time order but sometimes if there's something really dramatic you start  
51 with that. So what do you think? In the middle or at the beginning?
- 52 E Er...
- 53 I Or somewhere else.
- 54 E Beginning.
- 55 I At the beginning, okay. So I'll get the, we'll cut that out... big piece of paper. Okay so we'll  
56 pop that bit in the beginning. The bit when she put her head in her hands and she went all  
57 crunched up, do you want to describe that any differently or do you think that's...? I put she put  
58 her head in her hands and she went all crunched up.
- 59 E Curled up.
- 60 I She curled up. Okay, good. And she curled up. She curled up, 'cos what happened was you  
61 showed me that with your body, yeah. So that's the first thing and then there's this bit which we  
62 got ready before, what happened was, so these are the things that happened before, there's your  
63 class preparing the surprise, the things that you got ready, and you said that your mum and dad  
64 didn't get ready.
- 65 E Mm-mm.
- 66 I Yeah? So those are the things before? So shall I read it to you? What happened was I came in  
67 from playtime and they said, can you go out please, 'cos they were doing a surprise for me so I  
68 had to go out and do some jobs for Charlotte. She sorts out the clubs and I did some jobs in the  
69 office. Um and it says, okay jobs in the office with Heather and the office team. I found out  
70 about it the day after while Tangina, my other friend, tried to tell me about it. And then a few of  
71 them did tell me, yeah? So that one, do you think that should...?
- 72 E But I run away.
- 73 I But you run away? You didn't let them tell you? So that's the next... Do you think that bit  
74 would be good next because it said before? ((cutting sound)) And then we've got things that you  
75 did to get ready. I didn't have this in your words, I said I wrote down some things that I thought  
76 I was good at that were difficult and things that I wanted to work on before the meeting. Was  
77 that the purple cards?

- 78 E Yeah.
- 79 I Were the purple cards in the meeting?
- 80 E Yes.
- 81 I Do you know which one it was? Did you get ready before?
- 82 E ((no audible response))
- 83 I You're not sure? Okay. And you've got mum and dad didn't need to get everything ready. Now,  
84 oh this is a... It's like what I've put here is, so we've got... So these are the things we got  
85 ready, there's a thing about the class, the thing about um what you did and mum and dad didn't  
86 need to get anything ready. And then I've said on the day I was scared, a bit scared that it might  
87 not go well. Yeah? So it started off with your feelings there, that I was going to have a meeting  
88 and my friend was very scared. So that's the scary bit. Another scary bit. So I think it's fair to  
89 say there's some nice drama in this story which is a good thing to see. Then in this bit I've put  
90 together all of the bits about food and drink, Eleanor, so we've got shortbread biscuits,  
91 something that Halima likes which is mango juice. Oh Hasina. Oh, oh Halima! You see what  
92 I've done actually is in the meeting...
- 93 H Yeah.
- 94 I Um when I do the words um I have changed the names and your alias is Halima.
- 95 H Ah. Oh I see.
- 96 I So I've changed, because I'm not using your real name in it for anonymisation. And Eleanor,  
97 I'm calling you Eleanor. And so Linda is going to be Laura.
- 98 H Okay.
- 99 I So everybody... So I know that you are Halima but that's just something I changed, okay.
- 100 H Okay.
- 101 I So there's the stuff about the drinks. Thank you darling, we'll put that piece of paper away. So  
102 there's all the things and you came in and you were scared and there's the bit about the drinks  
103 and the refreshments and you said, first was Linda. Linda was in the room and then they came  
104 in and told us to start. Yeah?
- 105 E What did Linda...?
- 106 I What did Linda?
- 107 E Er I forgot.
- 108 I Okay. You forgot, that's okay. We're just putting that, that's all in the right order so far, we're  
109 just arranging the pieces of paper. And there's Halima and Issa.
- 110 E What's Issa mean?
- 111 I Sorry?
- 112 E What's Issa mean?
- 113 I Well Issa, when you looked at your picture before you said Issa was wearing a scarf and she  
114 was drinking orange juice, because Halima liked the mango juice and then Issa liked the orange  
115 juice.
- 116 E Mm-mm.

- 117 I And then you said there's Mum, Mum's hair, it's too curly, it's very curly, her glasses and her  
118 diary and then next to it is the post its. And then you did a picture of yourself and you said that's  
119 me, I didn't have post its because I already did it. Waheda was there feeling nervous still. Owen  
120 is here, I'll put in his arms. That's Waheda and this is another one, Christian Korwant, so those  
121 are all the people who were in the meeting...
- 122 E That's not how you spell his name.
- 123 I Okay, I'm going to change his name anyway, he's going to be called Christian. Christian  
124 Cormorant.
- 125 E ((giggles))
- 126 I Or I'll think of another name that sounds a little bit like but nobody could guess. So I'll have a  
127 different name there. So, so we've said what... So we've said the drinks, the people ((cutting  
128 sound)) and then there were the cards. And you said, and the card said what do you admire  
129 about Eleanor, the other one said what do you find difficult and what works well and then when  
130 you did your drawing you said they're concentrating, you thought people were really  
131 concentrating on you. Do you think that's right? Or not really?
- 132 E Yes.
- 133 I Yeah, they were concentrating. They said things that they liked, they said I'm friendly, if  
134 someone trips up I always say sorry to them, and you said people look very happy. Yeah? They  
135 thought I'm funny and even I said that. You reminded us of that didn't you, Halima?
- 136 H Yes.
- 137 I But sometimes...
- 138 E Good Halima.
- 139 H Yeah.
- 140 I What was that?
- 141 E Good Halima.
- 142 I Good Halima! ((laughs)) So there's...
- 143 E Good.
- 144 I You said but sometimes I tell jokes and make myself laugh but sometimes in class I'll speak so  
145 quiet that no one can hear what I'm saying. And you made a little squeak, you went ((makes  
146 noise)). In some parts of the meeting it felt a bit scary and you also said that you wet your  
147 jumper. Yeah? And then you said in other parts it felt ha... It felt a bit scary, in other parts it felt  
148 happy and people were chatting a lot, people are happy and then you know when we looked at  
149 the drawing you said something about family. Do you remember, you said something about I  
150 noticed the family were sitting together?
- 151 E Yeah!
- 152 I What do you think would be good to say about the family and the meeting?
- 153 E ((no audible response))
- 154 I We have you and your mum and your dad sitting together at the end of the table didn't we and  
155 then we had Halima and Issa. What do you think about family in the meeting?

- 156 E They were, they were all at the, that end of the table. ((giggles))
- 157 I They were all on that end of the table. And one of the things that you, I thought you were saying  
158 was that it's a bit like um, there's something about the way that people were being in the  
159 meeting, that it was like people were happy and they were concentrating, they were working  
160 together but it felt... I don't know if you said it felt a bit like a family but there was something  
161 in that, do you know what I mean, that it felt...? Do you want to...? How would you describe  
162 the that feeling in the meeting of people working together?
- 163 E Not quite sure.
- 164 I Not quite sure? I'm asking you some tricky ones today aren't I? Okay. So you said I like my  
165 family to be all together ((cutting sound)) and then at the end of the story, so it goes down that  
166 way and then that way and that way, the end of the story, I wasn't sure how it would be good to  
167 end, we've got, we've started with a dramatic incident which was Waheda getting scared but at  
168 the end you said I went back to class, the adults carried on talking. You said it was okay, it  
169 happens every year. Er I think I'm not quite sure what changed. It was a good idea to go to the  
170 meeting 'cos you can listen to what they said because if they said something could get better  
171 you could do it. What do you think? I don't know, for ending the story what do you think would  
172 be a good...? How do stories normally end? What do you think? Does it end with something  
173 happy or sad or...?
- 174 E Happy.
- 175 I Happy? And they all, and they all lived happily ever after, that's sometimes something they say  
176 in fairy stories. But you went back to class.
- 177 E And it was the end of the meeting.
- 178 I Sorry?
- 179 H ((whispers)) And it was what?
- 180 E And it was the end of the meeting.
- 181 I What was the end of the meeting?
- 182 E I forgot.
- 183 I Well what you said last time was that you went back to class, the adults carried on talking and  
184 then you said Halima and you hadn't had a chance to chat about what happened in it yet. Yeah?  
185 But if we're telling a story about your review, the true story, what do you think would make a  
186 nice ending for it?
- 187 E That I went back to class.
- 188 I That you went back to class because that's truly what happened and what happened in class?
- 189 E Er it was maths.
- 190 I It was maths, okay. ((laughs)) Lovely. And you know you said that your friends in class  
191 prepared a surprise for you?
- 192 E Yeah.
- 193 I Saying all the things that they liked and admired about you, do you think...? Did you talk to any  
194 of them about that afterwards? Because they were your friends who wanted to tell you the  
195 surprise weren't they?

- 196 E Yeah! ((laughs))
- 197 I Yeah? Or did you not talk with them?
- 198 E I did.
- 199 I You did? And were they happy for you or not really?
- 200 E But uh they wanted to come.
- 201 I They wanted to come to your meeting did they? Okay. And so your friends would have...  
202 maybe next year if you can choose one of the friends they could come and have some of that  
203 yummy orange juice or mango or shortbread. Now, with this story that you told me I think it's  
204 quite a clear story, do you think I've understood what you were saying, Eleanor, or...? Do you  
205 think it sounds okay?
- 206 E Yeah.
- 207 I Are there any bits you'd like to add?
- 208 E No.
- 209 I No? Is it finished?
- 210 E Yeah.
- 211 I What kind of, what kind of story do you think it is?
- 212 E ((no audible response))
- 213 I An adventure story? A horror story? A ghost story? A fairy story? A true story?
- 214 E True.
- 215 I It's true. Yeah, okay. Well thank you so much um, Eleanor, I think um it's time for you to go  
216 because are you going to an assembly, are you doing a special assembly thing now? I don't  
217 want to make you late. So what I might do is I might come back in the summer term... come  
218 back later this term or maybe in the summer term and do like a little mini party thing to say  
219 thank you to all the kids who've helped me. Yeah?
- 220 H It's exciting.
- 221 I Thank you, Eleanor. I'm sorry, I've talked a bit too much today. You've been much quieter  
222 today haven't you? I'm very sorry about your picture, I don't know what's happened to it.
- 223 E Makka might have stolen it. ((laughs))
- 224 I Sorry? You think somebody's stolen it?
- 225 E Makka.
- 226 I Who's Makka?
- 227 H Do you want to explain who Makka is?
- 228 E No.
- 229 I Who's Makka? Come on, Eleanor, I'd love to hear. Makka might have stolen it. Who's Makka?
- 230 E He lives in my packed lunch. ((laughs))
- 231 I He lives in your packed lunch? Really? Is he Makka Pakka?
- 232 E Yes. ((laughs))

233 I Oh! ((laughs)) And what does Makka do?  
234 E And then he goes round in no clothes.  
235 I He goes round in no clothes? That might be a bit cold in the winter.  
236 E ((laughs))  
237 I So he hides in your packed lunch, he goes round with no clothes...?  
238 E Like his dad.  
239 I Like his dad.  
240 E Iggle Piggle.  
241 I Iggle Piggle. I didn't know Iggle Piggle was his dad. And do you think...? So do you think  
242 Makka Pakka's taken our drawing away?  
243 E Yes.  
244 I Oh.  
245 E 'Cos he likes to scrumple them up and tear it up.  
246 I Oh dear, it was so beautiful your drawing. I don't know... if we can't find the drawing Linda  
247 said that you might be able to do me another one, but you did so much work on it I feel bad  
248 even asking you. But we'll see if we can find it.  
249 H We'll have a look around.  
250 I We'll have a look around but if, if we can't find it maybe... Do you think you could do another  
251 one if we can't find it?  
252 E Yeah.  
253 I I'm so sorry, Eleanor, it was so beautiful. Anyway, I'm going to stop my recording now. Thank  
254 you so much and it's time for you to get in the lift so you can go to your thing.  
255



**Appendix 17: Transcript Initial Interview Nick**

Audio title: Nick 1 Audio length: 20:23

Participants: I Interviewer, N Nick

- 1 I Fantastic, so I'm recording what um what we're saying today so that I can remember it better.  
2 Um and thank you, Nick, you've agreed to help me with my project.
- 3 N Yeah.
- 4 I Do you know what my project is about?
- 5 N Er Annual Review?
- 6 I Yeah. So what it is is that I'm really interested in finding out... ((asides as someone enters)) So  
7 I'm really interested in finding out um what the, what the Annual Reviews are like for kids who  
8 are involved in them, and so what I'm interested in finding out about is the true story of your  
9 Annual Review.
- 10 N Mm-mm.
- 11 I And what we're going to do is I'm going to ask you, if you want to tell me what it was like, um  
12 but also I've got some stuff that if you want to do a bit of drawing, sometimes we find that if  
13 people are drawing stuff that they're trying to remember it helps remember more of it and  
14 remember it in more, in more detail, okay?
- 15 N All right.
- 16 I Does that sound okay?
- 17 N Yeah.
- 18 I I've also brought some cards with things, with a few little prompts um so things like um, a few  
19 prompts that can help, so if you get stuck and you can't think of anything to say we can have a  
20 little look at the cards if that seems helpful. Okay? Great. So um one of the, one of the kids I  
21 interviewed um wanted to start by making a list of all the people who was there to help  
22 remember what was said, but how would you like to start?
- 23 N Er I'll probably do the same.
- 24 I U-huh, shall I...?
- 25 N So I had me there.
- 26 I So do you want me to write it down?
- 27 N Er yeah.
- 28 I Yeah? Okay, so friends?
- 29 N Friends.
- 30 I Friends were there.
- 31 N Yeah. Linda was there.
- 32 I Linda. Yeah?
- 33 N My teacher.
- 34 I Your teacher. What's your teacher's name?

- 35 N Lisa.
- 36 I Your teacher, Lisa. And anyone else?
- 37 N Er my mum.
- 38 I And you remember that I'm...
- 39 N And of course me.
- 40 I ((laughs)) Of course you. Um you say of course, Nick, but in the past people didn't used to  
41 come to their meetings, all the adults would meet up and they would talk about what, what was  
42 happening um and they would talk...
- 43 N And er there was a person called Joan was there.
- 44 I Joan. Do you know who Joan was or is?
- 45 N Just helping.
- 46 I She was a helper.
- 47 N Yeah.
- 48 I Do you know what she, what Joan helps with?
- 49 N Er I can't remember.
- 50 I Sometimes um in an Annual Review meeting people who come are um people like speech and  
51 language therapists who help people with their, their talking and their listening, um sometimes  
52 people have physiotherapists who could help with other, with physical skills. Um sometimes  
53 people have an, an educational psychologist which is, which is my job, who are really interested  
54 in, in learning and behaviour and helping kids do better...
- 55 N And that was all that, that's all that was there.
- 56 I Okay. Friends, Linda, your teacher Maeva, your mum, you and Joan. Okay so, so can you tell  
57 me, if you tell me what happened, what actually happened when you had your review.
- 58 N Well, shall I draw it?
- 59 I Yeah, if you could draw it that would be fantastic. Are you comfortable on that table? We can  
60 be on the higher table if that seems better.
- 61 N No, I'm okay.
- 62 I Okay. So is that you?
- 63 N Yeah. There's the table.
- 64 I U-huh.
- 65 N There's my friend.
- 66 I Do you want to say what your friend is called?
- 67 N Vince.
- 68 I Hince?
- 69 N Vince.
- 70 I Vince. Vince, okay your friend, Vince.

- 71 N My mum was over here.
- 72 I Yeah. Do you want to label it just with letters or something so we can remember who they are?  
73 It's quite good to do stick people, it means you can draw quite quickly and get your ideas down.  
74 So there was you, there was Vince, there was your mum. And they're by the table. That's  
75 Maeva and Joan and Linda.
- 76 N And there was that in there, they had the board up here.
- 77 I Yeah.
- 78 N And there were some signs there.
- 79 I Some signs.
- 80 N Saying nice things about me.
- 81 I Nice things about you.
- 82 N Yeah and what I had for answers and there were some post it notes on the table.
- 83 I Okay.
- 84 N Pencil pot. We they to get the post it notes and get the right answer to the questions and stick  
85 them up here.
- 86 I Okay good, so there were big kind of, is it like sugar paper stuck on the wall?
- 87 N Yeah.
- 88 I Yeah?
- 89 N They have questions about what do we like about Nick, what's important to Nick, what do we  
90 wish and stuff like that.
- 91 I Yeah, good.
- 92 N And after that we read them all out.
- 93 I Okay and, and so...
- 94 N And then after that we read them all out.
- 95 I And when you say we read them all out, was that...? You've put a speech bubble next to Linda  
96 'cos sometimes somebody who's the SENCO who manages the meeting, sometimes she can  
97 help read out some of the things people said.
- 98 N Yeah, everyone said something.
- 99 I Okay. Everyone said something. So you mentioned things that people liked about you as the  
100 first thing, is that what people started off with?
- 101 N Yeah.
- 102 I And do you remember some of the things that people said?
- 103 N Mm-mm clever, good at science um and I can't remember... good reading and drawing skills.
- 104 I Mm-mm.
- 105 N Those were... and I'm a great friend, of course that came from Vince.
- 106 I Good. So you're clever, you're good at science, you've got good reading skills, um you're a  
107 good friend, so they were some things that they liked, liked and admired about you?

- 108 N Yeah.
- 109 I Yeah? So that was the first one that you've done here, shall we put, do you want to put a  
110 number one on that so we can...?
- 111 N One, two, three, four.
- 112 I Okay so that's the things that people liked.
- 113 N And then after we've read them all out then we start talking about what stuff, how it would help  
114 me to join in more in lessons.
- 115 I Okay.
- 116 N And, and about my secondary school.
- 117 I Okay.
- 118 N Yeah.
- 119 I So how to help you join in more in lessons and your secondary school and that, and what  
120 question were they, was that?
- 121 N That wasn't any of them, we just talked about it.
- 122 I Okay, and so you talked about that in the meeting, and was that because people were worried  
123 about that or did they think it was just something to work on or...?
- 124 N Er ((pauses)) maybe something to work on.
- 125 I Something to work on, okay. So think about joining in more and about your secondary school.  
126 Which school year are you in now, Nick?
- 127 N Year six.
- 128 I Year six, so you'll be moving to your secondary school...
- 129 N Next year.
- 130 I Next year, or later on this year because it's January now isn't it?
- 131 N Yeah, it's going to be in September.
- 132 I Okay. So um and do...? And did that help you understand about those things? What happened  
133 when they were talking about that?
- 134 N Mm-mm just ideas really.
- 135 I U-huh, ideas. And who was coming up with those ideas?
- 136 N Mainly all of them.
- 137 I Yeah? And so all the people there were coming up with ideas. Were there any things that you  
138 said or Vince said that could help or...?
- 139 N ((pauses)) Occasionally I have a bit of time out in the book corner which is what I was having  
140 then.
- 141 I Yeah, when I came into your classroom you were in the book corner.
- 142 N Yeah.
- 143 I Was everything okay this morning?

- 144 N Yeah.
- 145 I Yeah okay. So, so um having time out, is that one of the things that helps you, helps you join in  
146 more or do you...?
- 147 N Yeah.
- 148 I Yeah? So if you could have a bit of time for yourself then you can get back into it a bit more.
- 149 N Yeah.
- 150 I Yeah. Okay. So they talked about those, the things that can help you, maybe help you join in  
151 more and they also talked about secondary school. Um was there anything you remember about  
152 what they said about secondary school?
- 153 N That I was going to be going I think, so that I would go in about um a month?
- 154 I Mm-mm. Okay.
- 155 N In a few months.
- 156 I In a few months. And did they say anything else about how to get ready for that?
- 157 N Not much really.
- 158 I Okay.
- 159 N And then me and Vince went down to playtime.
- 160 I Okay.
- 161 N Well, not playtime because it was already over.
- 162 I Yeah. So were you there for most of the meeting or...?
- 163 N Yeah, there for most of the meeting.
- 164 I Yeah?
- 165 N And then nothing much happened, the rest of it, my mum says.
- 166 I Okay. So you went out before the end and your mum, your mum... Your mum's Lynne?
- 167 N Yeah.
- 168 I Yeah, she was there. And did you think...? Did you...? How did you feel about the meeting,  
169 was it...? What was it like?
- 170 N Er it was good.
- 171 I It was good. What was good about it?
- 172 N I guess it was helpful to talk about what stuff I need to work on.
- 173 I Okay so it was helpful. And in what way do you think it was helpful?
- 174 N I guess it just helped me think of all the things that I needed to work on.
- 175 I Okay, so you were clearer about the things that you needed to work on because of the meeting  
176 and...?
- 177 N And I also found out when Linda was looking through the, the things of the students that they  
178 have those things on the computer which say how good they're doing in all their subjects.
- 179 I Yeah.

- 180 N And Linda looked through mine in the morning and I got a 5A. I got a 5A or 5C, I think it was  
181 5C in science.
- 182 I So they're looking at tracking the levels like so that the attainments of the children, how well  
183 they're actually doing. So it's like data on how well the children are doing?
- 184 N Mm-mm.
- 185 I And so you actually had some sort of concrete information that said exactly what levels you  
186 were getting.
- 187 N Mm-mm.
- 188 I And you got a 5C in science. So that's a very high level isn't it?
- 189 N Mm-mm.
- 190 I And so were you surprised to hear about that or was it expected?
- 191 N Yeah. I guess it was expected; I really like science.
- 192 I Yeah. But what...? Somebody telling you about the level that you've got, how do you think that  
193 makes a difference?
- 194 N I guess... I don't know.
- 195 I Mm-mm.
- 196 N But I think it was pretty useful.
- 197 I U-huh okay, so you were told some assessment stuff that people have known about you and was  
198 there anything else that you found out? Any other surprises in the meeting, any other things that  
199 you learnt through being there?
- 200 N Not really.
- 201 I Okay, well that could be a good thing if you know quite a bit about what's happening in school.  
202 Any, any things that...? Sometimes in the meeting other friends or other people in class are  
203 asked what they think about what's going on. Did that happen in your meeting?
- 204 N Mm-mm?
- 205 I Was there any...? Did your teacher bring some stuff about um what, what the other people in  
206 your class had noticed?
- 207 N I don't know. Mm-mm.
- 208 I Because in some meetings there'll be little films or they bring books or a poster with comments.  
209 They do two stars and a wish about...
- 210 N No, none of that.
- 211 I None of those things. Okay. So the only thing that came from a friend was the stuff that Vince  
212 said?
- 213 N Yeah.
- 214 I Yeah? Okay do you want to add to your drawing?
- 215 N We were in the music room.
- 216 I You were in the music room. Were you playing any instruments?

- 217 N No.
- 218 I No? Okay so you were there, um they talked about the different areas and then afterwards you  
219 left and your mum and the adults carried on talking.
- 220 N Yeah.
- 221 I What do you think they talked about when you, when you weren't there?
- 222 N Well they said it was not very interesting so that...
- 223 I Oh! ((laughs)) What, they thought you might get a bit bored at that meeting because all the  
224 adults are going on and talking a bit too much?
- 225 N Yeah.
- 226 I Yeah?
- 227 N So they said we can go.
- 228 I So would you say you were there...? How long do you think you were there for?
- 229 N Er from maybe just, just a bit from... from the early... near to playtime till about, till, till about  
230 after playtime.
- 231 I Yeah, okay.
- 232 N Like I mean when we went out people were already lining up at the door after playtime.
- 233 I Okay, lovely. So if you, so if you were telling a story about the review, um let's say maybe  
234 there's a child who's a little bit younger than you and they've never been in their review  
235 meeting and they, they did somebody in year three and they said, Nick, I'm going to be in my  
236 meeting can you tell me, can you tell me the story about what happened to you, what kind of  
237 things would be important to say about the meeting?
- 238 N I guess there's going to be lots of talk about you.
- 239 I Yeah. Lots of talk about you.
- 240 N And mainly about things maybe you need to work on.
- 241 I Yeah, ideas about what you need to work on.
- 242 N Yeah. Yeah, and it would be helpful to bring a friend.
- 243 I Yeah? Why, and why do you think it was helpful to bring a friend?
- 244 N To support you I guess.
- 245 I To support you. And in what way did he support you?
- 246 N Just being a friend.
- 247 I Yes, being a friend. Did you think...? So did you think it felt differently 'cos Vince was there  
248 with you?
- 249 N I guess.
- 250 I Yeah? Having the support?
- 251 N Yeah.
- 252 I Yeah? Do you think Vince was surprised by any of the stuff he heard about you?

- 253 N No, he was okay.
- 254 I He was okay. Do you think he knew most of the stuff about you anyway?
- 255 N Yeah.
- 256 I Yeah? Okay, so you would say to them that you might find out new things and um you have a  
257 friend there and any, any other things that somebody else would need to know about having a  
258 meeting like this?
- 259 N My mum was there so I think... Are normally the mums there?
- 260 I Yeah, so normally the mum or dad or the person who looks after them at home.
- 261 N Are there.
- 262 I Will be there. And yeah, anything else I'd need to know?
- 263 N Not really.
- 264 I Okay. Now that... and so would you recommend having one of these meetings?
- 265 N I guess, yeah.
- 266 I Okay and why...
- 267 N They're helpful.
- 268 I Helpful because?
- 269 N Because it tells you about, about all the stuff you need to work on and what stuff you're good at  
270 already and it also helps in that, that, that really... I don't know, but that's about it.
- 271 I Okay, so do you think there are any disadvantages, any bad things about coming to your own  
272 meeting, any things you didn't like about it?
- 273 N I missed playtime.
- 274 I ((laughs)) Oh gosh! That's pretty bad, so you missed...
- 275 N That was the only thing really.
- 276 I Yeah.
- 277 N And I don't know whether it happens every time because it doesn't... and maybe it's not in the  
278 morning always.
- 279 I So to make it better, not missing playtime would be, would be good.
- 280 N It wasn't too bad, it's just that, it's just that missing, it's just playtime.
- 281 I Kids need to play don't they, it's important?
- 282 N I guess, but still.
- 283 I So look, I've got some cards here and I said we could have a look at them if we got stuck, so we  
284 can just see. So thoughts, what didn't go well, you've kind of said what you've thought about it  
285 haven't you? You've said any things that didn't go well.
- 286 N Mm-mm.
- 287 I You missed playtime.
- 288 N Yeah.



- 289 I Friends, you talked about Vince.
- 290 N Yeah.
- 291 I Anything else you want to add?
- 292 N Er ((pauses)) not really.
- 293 I Okay that's fine. What happened after?
- 294 N We just went back into the classroom and carried on as normal.
- 295 I You talked about during the meeting.
- 296 N Mm-mm.
- 297 I Before the meeting, that we haven't talked about...
- 298 N Just normal in class really.
- 299 I Yeah? It was normal in class.
- 300 N And Linda came to get me and Vince.
- 301 I Mm-mm. And did you know that the meeting was happening?
- 302 N Yeah.
- 303 I Well I talked to you last week when I asked if you'd help me with my project ((laughs)) and  
304 you didn't know, or was it last week or the week before? So you knew about the meeting.  
305 Family. You talked a bit about your mum. What went well.
- 306 N Yeah, I talked about that.
- 307 I Your feelings about the meeting.
- 308 N It was helpful.
- 309 I Did you have any um did you feel nervous or...?
- 310 N Not really.
- 311 I Happy or sad or worried?
- 312 N Not really.
- 313 I No? It just felt quite...? So what feelings do you think you had in the meeting?
- 314 N Not really any but...
- 315 I So would you say you were feeling quite calm?
- 316 N Quite calm. Calm I guess.
- 317 I Not very emotional in the meeting. Okay, surprises?
- 318 N No, not really because I've been to one before and it was quite the same as the first one.
- 319 I Yeah, okay. So it's just a normal way of working for you, being told about what's happening in  
320 school, what you need to get better at? So what's different now?
- 321 N About the meeting?
- 322 I This question really, this card really is thinking about did going into the meeting change  
323 anything for you in school?

- 324 N It was only yesterday so I don't think it will have changed anything yet.
- 325 I ((laughs)) Okay, so we talked about things that happened in the meeting, it does look quite like  
326 your picture that one doesn't it? The staff and wishes. Okay so if you could, if you could have a  
327 wish and you could make the meetings better what do you think you...? Is there anything that  
328 you would wish for?
- 329 N Not really.
- 330 I No? It was all okay? Okay. Do you think it's a, do you think it's a good thing for kids to be  
331 involved in their own meetings?
- 332 N I guess, yeah.
- 333 I And why do you think that is?
- 334 N Because it's quite helpful to them as well to know, to know stuff, stuff about them and how they  
335 need to work on, work on things.
- 336 I Yeah? So it's helpful because you know more about what's happening.
- 337 N And just helping them in general really.
- 338 I Do you think um, do you think there are any kids who wouldn't want to be in their own  
339 meetings or would find it quite difficult?
- 340 N Not really, any I know.
- 341 I If you were much younger or...?
- 342 N It would be okay.
- 343 I It would be okay. I guess you might not understand so much of things. Was there anything else  
344 you wanted to draw?
- 345 N No not really that's about it.
- 346 I That's about it. Okay, fantastic. So what I'm... You know that I'm interviewing a few kids, I'm  
347 going to come back either next week or the week after and I'm going to have listened to your recordings,  
348 I'm going to type up some things and I'm going to put it a bit like a story and you can help me check that  
349 I've understood right what you were saying. And I think, you seem quite clear in your thinking, so I think  
350 that's going to be quite okay. Now there's another person who's going to talk to me now and I was  
351 wondering if you might be able to help me by going to get that person. I'm just going to stop the  
352 recording now.

**Appendix 18: Transcript Re-interview Nick**

Audio title: Nick 1, Audio length: 20:23

Participants: I Interviewer, N Nick

- 1 I Fantastic, so I'm recording what um what we're saying today so that I can remember it better.  
2 Um and thank you, Nick, you've agreed to help me with my project.
- 3 N Yeah.
- 4 I Do you know what my project is about?
- 5 N Er Annual Review?
- 6 I Yeah. So what it is is that I'm really interested in finding out... ((asides as someone enters)) So  
7 I'm really interested in finding out um what the, what the Annual Reviews are like for kids who  
8 are involved in them, and so what I'm interested in finding out about is the true story of your  
9 Annual Review.
- 10 N Mm-mm.
- 11 I And what we're going to do is I'm going to ask you, if you want to tell me what it was like, um  
12 but also I've got some stuff that if you want to do a bit of drawing, sometimes we find that if  
13 people are drawing stuff that they're trying to remember it helps remember more of it and  
14 remember it in more, in more detail, okay?
- 15 N All right.
- 16 I Does that sound okay?
- 17 N Yeah.
- 18 I I've also brought some cards with things, with a few little prompts um so things like um, a few  
19 prompts that can help, so if you get stuck and you can't think of anything to say we can have a  
20 little look at the cards if that seems helpful. Okay? Great. So um one of the, one of the kids I  
21 interviewed um wanted to start by making a list of all the people who was there to help  
22 remember what was said, but how would you like to start?
- 23 N Er I'll probably do the same.
- 24 I U-huh, shall I...?
- 25 N So I had me there.
- 26 I So do you want me to write it down?
- 27 N Er yeah.
- 28 I Yeah? Okay, so friends?
- 29 N Friends.
- 30 I Friends were there.
- 31 N Yeah. Linda was there.
- 32 I Linda. Yeah?
- 33 N My teacher.
- 34 I Your teacher. What's your teacher's name?

- 35 N Lisa.
- 36 I Your teacher, Lisa. And anyone else?
- 37 N Er my mum.
- 38 I And you remember that I'm...
- 39 N And of course me.
- 40 I ((laughs)) Of course you. Um you say of course, Nick, but in the past people didn't used to  
41 come to their meetings, all the adults would meet up and they would talk about what, what was  
42 happening um and they would talk...
- 43 N And er there was a person called Joan was there.
- 44 I Joan. Do you know who Joan was or is?
- 45 N Just helping.
- 46 I She was a helper.
- 47 N Yeah.
- 48 I Do you know what she, what Joan helps with?
- 49 N Er I can't remember.
- 50 I Sometimes um in an Annual Review meeting people who come are um people like speech and  
51 language therapists who help people with their, their talking and their listening, um sometimes  
52 people have physiotherapists who could help with other, with physical skills. Um sometimes  
53 people have an, an educational psychologist which is, which is my job, who are really interested  
54 in, in learning and behaviour and helping kids do better...
- 55 N And that was all that, that's all that was there.
- 56 I Okay. Friends, Linda, your teacher Maeva, your mum, you and Joan. Okay so, so can you tell  
57 me, if you tell me what happened, what actually happened when you had your review.
- 58 N Well, shall I draw it?
- 59 I Yeah, if you could draw it that would be fantastic. Are you comfortable on that table? We can  
60 be on the higher table if that seems better.
- 61 N No, I'm okay.
- 62 I Okay. So is that you?
- 63 N Yeah. There's the table.
- 64 I U-huh.
- 65 N There's my friend.
- 66 I Do you want to say what your friend is called?
- 67 N Vince.
- 68 I Hince?
- 69 N Vince.
- 70 I Vince. Vince, okay your friend, Vince.

- 71 N My mum was over here.
- 72 I Yeah. Do you want to label it just with letters or something so we can remember who they are?  
73 It's quite good to do stick people, it means you can draw quite quickly and get your ideas down.  
74 So there was you, there was Vince, there was your mum. And they're by the table. That's  
75 Maeva and Joan and Linda.
- 76 N And there was that in there, they had the board up here.
- 77 I Yeah.
- 78 N And there were some signs there.
- 79 I Some signs.
- 80 N Saying nice things about me.
- 81 I Nice things about you.
- 82 N Yeah and what I had for answers and there were some post it notes on the table.
- 83 I Okay.
- 84 N Pencil pot. We they to get the post it notes and get the right answer to the questions and stick  
85 them up here.
- 86 I Okay good, so there were big kind of, is it like sugar paper stuck on the wall?
- 87 N Yeah.
- 88 I Yeah?
- 89 N They have questions about what do we like about Nick, what's important to Nick, what do we  
90 wish and stuff like that.
- 91 I Yeah, good.
- 92 N And after that we read them all out.
- 93 I Okay and, and so...
- 94 N And then after that we read them all out.
- 95 I And when you say we read them all out, was that...? You've put a speech bubble next to Linda  
96 'cos sometimes somebody who's the SENCO who manages the meeting, sometimes she can  
97 help read out some of the things people said.
- 98 N Yeah, everyone said something.
- 99 I Okay. Everyone said something. So you mentioned things that people liked about you as the  
100 first thing, is that what people started off with?
- 101 N Yeah.
- 102 I And do you remember some of the things that people said?
- 103 N Mm-mm clever, good at science um and I can't remember... good reading and drawing skills.
- 104 I Mm-mm.
- 105 N Those were... and I'm a great friend, of course that came from Vince.
- 106 I Good. So you're clever, you're good at science, you've got good reading skills, um you're a  
107 good friend, so they were some things that they liked, liked and admired about you?

- 108 N Yeah.
- 109 I Yeah? So that was the first one that you've done here, shall we put, do you want to put a  
110 number one on that so we can...?
- 111 N One, two, three, four.
- 112 I Okay so that's the things that people liked.
- 113 N And then after we've read them all out then we start talking about what stuff, how it would help  
114 me to join in more in lessons.
- 115 I Okay.
- 116 N And, and about my secondary school.
- 117 I Okay.
- 118 N Yeah.
- 119 I So how to help you join in more in lessons and your secondary school and that, and what  
120 question were they, was that?
- 121 N That wasn't any of them, we just talked about it.
- 122 I Okay, and so you talked about that in the meeting, and was that because people were worried  
123 about that or did they think it was just something to work on or...?
- 124 N Er ((pauses)) maybe something to work on.
- 125 I Something to work on, okay. So think about joining in more and about your secondary school.  
126 Which school year are you in now, Nick?
- 127 N Year six.
- 128 I Year six, so you'll be moving to your secondary school...
- 129 N Next year.
- 130 I Next year, or later on this year because it's January now isn't it?
- 131 N Yeah, it's going to be in September.
- 132 I Okay. So um and do...? And did that help you understand about those things? What happened  
133 when they were talking about that?
- 134 N Mm-mm just ideas really.
- 135 I U-huh, ideas. And who was coming up with those ideas?
- 136 N Mainly all of them.
- 137 I Yeah? And so all the people there were coming up with ideas. Were there any things that you  
138 said or Vince said that could help or...?
- 139 N ((pauses)) Occasionally I have a bit of time out in the book corner which is what I was having  
140 then.
- 141 I Yeah, when I came into your classroom you were in the book corner.
- 142 N Yeah.
- 143 I Was everything okay this morning?

- 144 N Yeah.
- 145 I Yeah okay. So, so um having time out, is that one of the things that helps you, helps you join in  
146 more or do you...?
- 147 N Yeah.
- 148 I Yeah? So if you could have a bit of time for yourself then you can get back into it a bit more.
- 149 N Yeah.
- 150 I Yeah. Okay. So they talked about those, the things that can help you, maybe help you join in  
151 more and they also talked about secondary school. Um was there anything you remember about  
152 what they said about secondary school?
- 153 N That I was going to be going I think, so that I would go in about um a month?
- 154 I Mm-mm. Okay.
- 155 N In a few months.
- 156 I In a few months. And did they say anything else about how to get ready for that?
- 157 N Not much really.
- 158 I Okay.
- 159 N And then me and Vince went down to playtime.
- 160 I Okay.
- 161 N Well, not playtime because it was already over.
- 162 I Yeah. So were you there for most of the meeting or...?
- 163 N Yeah, there for most of the meeting.
- 164 I Yeah?
- 165 N And then nothing much happened, the rest of it, my mum says.
- 166 I Okay. So you went out before the end and your mum, your mum... Your mum's Lynne?
- 167 N Yeah.
- 168 I Yeah, she was there. And did you think...? Did you...? How did you feel about the meeting,  
169 was it...? What was it like?
- 170 N Er it was good.
- 171 I It was good. What was good about it?
- 172 N I guess it was helpful to talk about what stuff I need to work on.
- 173 I Okay so it was helpful. And in what way do you think it was helpful?
- 174 N I guess it just helped me think of all the things that I needed to work on.
- 175 I Okay, so you were clearer about the things that you needed to work on because of the meeting  
176 and...?
- 177 N And I also found out when Linda was looking through the, the things of the students that they  
178 have those things on the computer which say how good they're doing in all their subjects.
- 179 I Yeah.

- 180 N And Linda looked through mine in the morning and I got a 5A. I got a 5A or 5C, I think it was  
181 5C in science.
- 182 I So they're looking at tracking the levels like so that the attainments of the children, how well  
183 they're actually doing. So it's like data on how well the children are doing?
- 184 N Mm-mm.
- 185 I And so you actually had some sort of concrete information that said exactly what levels you  
186 were getting.
- 187 N Mm-mm.
- 188 I And you got a 5C in science. So that's a very high level isn't it?
- 189 N Mm-mm.
- 190 I And so were you surprised to hear about that or was it expected?
- 191 N Yeah. I guess it was expected; I really like science.
- 192 I Yeah. But what...? Somebody telling you about the level that you've got, how do you think that  
193 makes a difference?
- 194 N I guess... I don't know.
- 195 I Mm-mm.
- 196 N But I think it was pretty useful.
- 197 I U-huh okay, so you were told some assessment stuff that people have known about you and was  
198 there anything else that you found out? Any other surprises in the meeting, any other things that  
199 you learnt through being there?
- 200 N Not really.
- 201 I Okay, well that could be a good thing if you know quite a bit about what's happening in school.  
202 Any, any things that...? Sometimes in the meeting other friends or other people in class are  
203 asked what they think about what's going on. Did that happen in your meeting?
- 204 N Mm-mm?
- 205 I Was there any...? Did your teacher bring some stuff about um what, what the other people in  
206 your class had noticed?
- 207 N I don't know. Mm-mm.
- 208 I Because in some meetings there'll be little films or they bring books or a poster with comments.  
209 They do two stars and a wish about...
- 210 N No, none of that.
- 211 I None of those things. Okay. So the only thing that came from a friend was the stuff that Vince  
212 said?
- 213 N Yeah.
- 214 I Yeah? Okay do you want to add to your drawing?
- 215 N We were in the music room.
- 216 I You were in the music room. Were you playing any instruments?



- 217 N No.
- 218 I No? Okay so you were there, um they talked about the different areas and then afterwards you  
219 left and your mum and the adults carried on talking.
- 220 N Yeah.
- 221 I What do you think they talked about when you, when you weren't there?
- 222 N Well they said it was not very interesting so that...
- 223 I Oh! ((laughs)) What, they thought you might get a bit bored at that meeting because all the  
224 adults are going on and talking a bit too much?
- 225 N Yeah.
- 226 I Yeah?
- 227 N So they said we can go.
- 228 I So would you say you were there...? How long do you think you were there for?
- 229 N Er from maybe just, just a bit from... from the early... near to playtime till about, till, till about  
230 after playtime.
- 231 I Yeah, okay.
- 232 N Like I mean when we went out people were already lining up at the door after playtime.
- 233 I Okay, lovely. So if you, so if you were telling a story about the review, um let's say maybe  
234 there's a child who's a little bit younger than you and they've never been in their review  
235 meeting and they, they did somebody in year three and they said, Nick, I'm going to be in my  
236 meeting can you tell me, can you tell me the story about what happened to you, what kind of  
237 things would be important to say about the meeting?
- 238 N I guess there's going to be lots of talk about you.
- 239 I Yeah. Lots of talk about you.
- 240 N And mainly about things maybe you need to work on.
- 241 I Yeah, ideas about what you need to work on.
- 242 N Yeah. Yeah, and it would be helpful to bring a friend.
- 243 I Yeah? Why, and why do you think it was helpful to bring a friend?
- 244 N To support you I guess.
- 245 I To support you. And in what way did he support you?
- 246 N Just being a friend.
- 247 I Yes, being a friend. Did you think...? So did you think it felt differently 'cos Vince was there  
248 with you?
- 249 N I guess.
- 250 I Yeah? Having the support?
- 251 N Yeah.
- 252 I Yeah? Do you think Vince was surprised by any of the stuff he heard about you?

- 253 N No, he was okay.
- 254 I He was okay. Do you think he knew most of the stuff about you anyway?
- 255 N Yeah.
- 256 I Yeah? Okay, so you would say to them that you might find out new things and um you have a  
257 friend there and any, any other things that somebody else would need to know about having a  
258 meeting like this?
- 259 N My mum was there so I think... Are normally the mums there?
- 260 I Yeah, so normally the mum or dad or the person who looks after them at home.
- 261 N Are there.
- 262 I Will be there. And yeah, anything else I'd need to know?
- 263 N Not really.
- 264 I Okay. Now that... and so would you recommend having one of these meetings?
- 265 N I guess, yeah.
- 266 I Okay and why...
- 267 N They're helpful.
- 268 I Helpful because?
- 269 N Because it tells you about, about all the stuff you need to work on and what stuff you're good at  
270 already and it also helps in that, that, that really... I don't know, but that's about it.
- 271 I Okay, so do you think there are any disadvantages, any bad things about coming to your own  
272 meeting, any things you didn't like about it?
- 273 N I missed playtime.
- 274 I ((laughs)) Oh gosh! That's pretty bad, so you missed...
- 275 N That was the only thing really.
- 276 I Yeah.
- 277 N And I don't know whether it happens every time because it doesn't... and maybe it's not in the  
278 morning always.
- 279 I So to make it better, not missing playtime would be, would be good.
- 280 N It wasn't too bad, it's just that, it's just that missing, it's just playtime.
- 281 I Kids need to play don't they, it's important?
- 282 N I guess, but still.
- 283 I So look, I've got some cards here and I said we could have a look at them if we got stuck, so we  
284 can just see. So thoughts, what didn't go well, you've kind of said what you've thought about it  
285 haven't you? You've said any things that didn't go well.
- 286 N Mm-mm.
- 287 I You missed playtime.
- 288 N Yeah.

- 289 I Friends, you talked about Vince.
- 290 N Yeah.
- 291 I Anything else you want to add?
- 292 N Er ((pauses)) not really.
- 293 I Okay that's fine. What happened after?
- 294 N We just went back into the classroom and carried on as normal.
- 295 I You talked about during the meeting.
- 296 N Mm-mm.
- 297 I Before the meeting, that we haven't talked about...
- 298 N Just normal in class really.
- 299 I Yeah? It was normal in class.
- 300 N And Linda came to get me and Vince.
- 301 I Mm-mm. And did you know that the meeting was happening?
- 302 N Yeah.
- 303 I Well I talked to you last week when I asked if you'd help me with my project ((laughs)) and  
304 you didn't know, or was it last week or the week before? So you knew about the meeting.  
305 Family. You talked a bit about your mum. What went well.
- 306 N Yeah, I talked about that.
- 307 I Your feelings about the meeting.
- 308 N It was helpful.
- 309 I Did you have any um did you feel nervous or...?
- 310 N Not really.
- 311 I Happy or sad or worried?
- 312 N Not really.
- 313 I No? It just felt quite...? So what feelings do you think you had in the meeting?
- 314 N Not really any but...
- 315 I So would you say you were feeling quite calm?
- 316 N Quite calm. Calm I guess.
- 317 I Not very emotional in the meeting. Okay, surprises?
- 318 N No, not really because I've been to one before and it was quite the same as the first one.
- 319 I Yeah, okay. So it's just a normal way of working for you, being told about what's happening in  
320 school, what you need to get better at? So what's different now?
- 321 N About the meeting?
- 322 I This question really, this card really is thinking about did going into the meeting change  
323 anything for you in school?

- 324 N It was only yesterday so I don't think it will have changed anything yet.
- 325 I ((laughs)) Okay, so we talked about things that happened in the meeting, it does look quite like  
326 your picture that one doesn't it? The staff and wishes. Okay so if you could, if you could have a  
327 wish and you could make the meetings better what do you think you...? Is there anything that  
328 you would wish for?
- 329 N Not really.
- 330 I No? It was all okay? Okay. Do you think it's a, do you think it's a good thing for kids to be  
331 involved in their own meetings?
- 332 N I guess, yeah.
- 333 I And why do you think that is?
- 334 N Because it's quite helpful to them as well to know, to know stuff, stuff about them and how they  
335 need to work on, work on things.
- 336 I Yeah? So it's helpful because you know more about what's happening.
- 337 N And just helping them in general really.
- 338 I Do you think um, do you think there are any kids who wouldn't want to be in their own  
339 meetings or would find it quite difficult?
- 340 N Not really, any I know.
- 341 I If you were much younger or...?
- 342 N It would be okay.
- 343 I It would be okay. I guess you might not understand so much of things. Was there anything else  
344 you wanted to draw?
- 345 N No not really that's about it.
- 346 I That's about it. Okay, fantastic. So what I'm... You know that I'm interviewing a few kids, I'm  
347 going to come back either next week or the week after and I'm going to have listened to your recordings,  
348 I'm going to type up some things and I'm going to put it a bit like a story and you can help me check that  
349 I've understood right what you were saying. And I think, you seem quite clear in your thinking, so I think  
350 that's going to be quite okay. Now there's another person who's going to talk to me now and I was  
351 wondering if you might be able to help me by going to get that person. I'm just going to stop the  
352 recording now.

### **Appendix 19: Interviewer's Questions and Prompts during the Interviews**

#### **Explanations about assent and boundaries of the work:**

'Candice you know we were thinking a little bit about names and your wrote on the special form to say it's OK to do this project, you wrote your name... to say that you were OK with helping with my project' (Candice interview 1, line 369).

'Do you understand it's okay to stop? If you decide when we're talking you don't want to talk to me anymore it's okay to stop, you can go back to class and that's no problem for me' (Eleanor interview 1, line 46).

'If when I come and see you again you don't want to work with me then I'll just go away' (Adham interview 1, line 819).

'It's fine if there wasn't something that you didn't like particularly ... you can say that, nobody will be upset about that. It's important to be honest and say what you think, because other people are going to have meetings like this and we need to know what kids think about it really' (Candice, interview 1, line 31).

'I'm not going to use real names because...it hasn't got to be personally about you... sometimes when they tell a story...they change details so it can't be tracked back' (Laura interview 2, line 143).

#### **Invitation to tell the story of the meeting:**

'So what I would like you to do today is tell me about your special meeting that you had this morning?' (Adham interview 1, line 51).

'What I am hear to ask you about is to tell me the story of your Annual Review, the true story of your annual review' (Candice, interview 1, line 18).

I want to find out about the annual review meetings. Did, did you have a special meeting this week, Khaled? Yeah? ... Can you tell me, can you tell me the story of what happened in your meeting? (Khaled Interview 1, line 19).

#### **Invitation to draw the meeting:**

'Do you want to do me a picture of the meeting to help, to help show what happened?' (Khaled Interview 1, line 58).

'Maybe you want to start drawing, because you could start with drawing all the people in the review, everybody doing something, that might get things going' (Laura interview 1, line 18).

#### **Description of what has been drawn:**

'We're seeing some really good concentration on this drawing, you know exactly what you want to get down don't you, Eleanor?' (Eleanor interview 1, line 536).

‘So there was you, there was Vince, there was your mum. And they’re by the table. That’s Maeva and Joan and Linda.’ (Nick, interview I, line 78)

‘So I can see that Alan is there, he’s got his glasses on, he’s got his ears’ (Laura interview 1, line 390).

**Offering an interpretation:**

‘because sometimes when kids draw people with big ears it means that they think they’re good at listening’ (Laura interview 1, line 391).

‘The way that you’ve drawn them they could be sisters’ (Eleanor interview 1, line 493).

‘Polly was the first person that you drew, then you, and then it was Kate, because Sometimes what people do is they draw who they think are the most important first. So maybe that’s happened? So these are some of your very important people?’ (Candice, interview 1, line 355).

**Asking child to interpret the drawing:**

So what do you think this picture shows us about your special meeting? (Eleanor interview 1, line 613).

**Prompts to elaborate:**

‘And why do you think that is?’ (Nick, interview I, line 346 )

‘You don’t want to put in any particular feelings? Because sometimes people say that they were happy or sad or worried or surprised or uncomfortable, but would you want to put any of these words in?’ (Candice, interview 2, line 415).

**Repeating the words used by the child:**

‘C – saying how helpful it was and what wasn’t good about it  
I - OK so you want to start by saying how helpful it was and what wasn’t good.’ (Candice, interview 1, line 28).

**Embedding the words used by the child in a further question:**

‘A - Talking  
I - he was talking. And what was she talking about?’ (Adham interview 1, line 589).

**Leading questions:**

‘So would you recommend having one of these meetings?’ (Nick, interview I, line 275).

‘So do you think there are any disadvantages, any bad things about coming to your own meeting, any things you didn’t like about it?’ (Nick, interview I, line 283).

**Questions that offer a choice of answers:**

‘It was okay. So you think they thought it was, it wasn’t thumbs up, it wasn’t thumbs down, it was kind of in the middle? Yeah?’ (Eleanor interview 1, line 395).

‘What do you think about being in your meeting?...Was it okay? Was it bad? Was it good?’(Khaled interview 1, line 419).

Do you think people were honest in the meeting or did you think people were just trying to say nice things? (Laura interview 1, line 644).

### **Externalising questions:**

‘So if you, so if you were telling a story about the review, um let’s say maybe there’s a child who’s a little bit younger than you and they’ve never been in their review meeting and they, they did somebody in year three and they said, Nick, I’m going to be in my meeting can you tell me, can you tell me the story about what happened to you, what kind of things would be important to say about the meeting?’ (Nick, interview I, line 244).

‘If, if I asked your mum and your dad what did you think about that meeting and Eleanor being there what do you think your mum and dad might say?.’ (Eleanor interview 1, line 389).

### **Questions about wishes:**

‘so if you could, if you could have a wish and you could make the meetings better what do you think you...? Is there anything that you would wish for?’ (Nick, interview I, line 340).

### **Summarising next steps:**

‘I’ve recorded the stuff that you said, I’m going to listen to it and I’m going to write down things that I think you’ve said and next week I’ll come back, I’ll bring back your drawing and I’ll say I listened to ... the story you told me and I think you were saying these things about your meeting and I’ll just check if I’ve understood right what you were saying.’ (Nick, interview I, line 362).

## Appendix 20: Sample First Draft Story

### Khaled's Story, First Draft

Let's start now  
(you are) Barley

Did you have a special meeting this week?

And routine and  
my teacher five o'clock after the school, and Saturday and 10.00 in the morning, for 11.00 in the  
morning

So you are telling me about some of the things you have been doing, and what time you have  
been doing them?

(I knew about the meeting before)

Who was there?

My dad, Linda, Rushna, Ella, and Angie and Salma my friend was there  
They talked about you, I went to my literacy occents and my  
I had to learn so quickly

? You been learning quickly

let me think first

I got to have my learning,  
Make my hand strong

I'm drawing about my dad, my dad is yellow

Why?

Because to talk about me

Did you bring a friend?

They talk about me, I can jump on water  
Linda said you know what happened before, last year I was so scared of jumping, now what's  
happened, I am not scared of jumping  
I am a bit better of jumping

Did you bring some work to show?

New folder  
Why you didn't watch this?

Did you think I was going to be there in the meeting?

I am happy with yellow, I need orange  
I showed my folder, my lovely work, scrape  
I draw a lovely picture of my folder here  
And my reading is going to be next Thursday

How can a meeting do that?

Why were  
To make my school lovely

What went well in the meeting?  
Thumbs up/ thumbs down

Bad thing is about Bully peoples



Jayan and Naeem and Abu Bakkar  
They bully to me

Ella knows that Rushna knows that Angie knows that and Salma knows that  
Listen and Ache

They bully me and I said to the grown ups let it all get sorted out  
Its got sorted out yesterday at lunchtime

They talk about my accent

My dad tried to sort it out, all the adults

If something bad happens do you know who you can talk to? Safe people

Salma is my best friend, plays with me always

She heard what the adult said, and I heard it

Listen I am test  
Naskeel I help her always

Angie said I play with my best friend at lunchtime  
My handwriting

I am starting with my handwriting now

I learned about my routine occent, and about my maths- minus take away

## Appendix 21: Research Diary

### **Candice initial interview**

the informed consent thing was clearly understood, she knew about the recording

quite a flat interview, some assertive elements, including saying no to the list suggestion, choosing a card (I wish)

the review was an OK experience, but maybe didn't change so much for her  
she wanted more preparation, and her TA also said she didn't know what to expect about the meeting, so this was maybe a learning point

? child's contribution

was she ready and did she present something?

? did TAs know about the format of the meeting and what to expect?

The details about the animals are very odd and puzzling. Is it a deviation or something else

## Appendix 22: Rough Verse

### 1. Laura: My Meeting

1 *I'm interested in the true story of your annual review meeting*  
 2 *Do you think that would be okay?*  
 3 *Do you want to start?*  
 4  
 5 **Alan was the star - no - me**  
 6 **I was the star**  
 7  
 8 **There were ten people in a circle**  
 9 **I sat between my mum and dad**  
 10 **Me**  
 11 **Samarkahar**  
 12 **Owen**  
 13 **Linda**  
 14 **Mum**  
 15 **Dad**  
 16 **Kara**  
 17 **Other people**  
 18  
 19 **Sammarkhar**  
 20 **He's my friend**  
 21 **He is very kind to me**  
 22 **He said lots of nice things about me**  
 23  
 24 *So what happened actually in the meeting then?*  
 25 **In the meeting they told me**  
 26 **They told the people to**  
 27 **Write what you like about Laura**  
 28 **And what Laura doesn't do really well**  
 29 **What we wish**  
 30  
 31 **I wrote that I like myself in general**  
 32 **People said I am funny**  
 33 **Same things**  
 34 **Laura's good at maths**  
 35 **Laura's got on well with maths**  
 36 **Laura's improved with maths**  
 37  
 38 *You could start with drawing all the people who were in the review.*  
 39 *Everybody doing something.*  
 40 *That might get things going.*  
 41 **I'll do a picture of you**  
 42 **Like an elephant**  
 43 **They are too big the ears**  
 44 **Means you are good at listening**  
 45  
 46 **He has red hair**

47 **This is hair**  
48 **Curly hair**  
49 **Mum**  
50 **Face**  
51 **Black**  
52 **This is her necklace**  
53 **She chats all the time**  
54 **She was talking**  
55 **About me**  
56  
57 **My dad**  
58 **He has a beard**  
59 **He was looking**  
60 **At me**  
61 **And smiling**  
62 **At me**  
63  
64 **Kara's chatting**  
65 **About me**  
66  
67 **Amanda**  
68 **She was listening**  
69 **Got a hat**  
70 **She's orange**  
71 **Got a beak**  
72 **They are orange glasses**  
73  
74 **I'm drawing Owen**  
75 **Look there's his ears**  
76 **Owen's writing**  
77 **About me**  
78  
79 **I've done Linda**  
80 **And she was talking**  
81 **About me**  
82  
83 **I'm watching**  
84 **Those are my eyes**  
85  
86 **That's me**  
87 **Me**  
88 **Me**  
89 **Laura**  
90 **Laurie**  
91 **Yeah \*\*\***  
92 **Yeah in Spanish**  
93 **Laura... and Kings of \*\* and the car**  
94 **And the \*\*\* King**  
95 **The \*\*\* King**  
96 **The \*\*\* King yeah!**

97  
98 **They don't know everything about me**  
99 **They knew more than I thought**  
100 **I don't know everything about me though**  
101  
102 **I can get loud**  
103 **My behaviour can get fizzy**  
104 **It gets a bit loud**  
105 **But it has to be loud**  
106 **Yeah I need to calm down sometimes**  
107 **I calm down outside**  
108 **Outside of the classroom**  
109  
110 *Is there anything you want to say before we finish about your meeting?*  
111 **I liked it**  
112 **Yeah**  
113 **Everything**  
114 **All the, all the good things about me**  
115  
116 **It was good - no - brilliant**  
117  
118 *Did you think people were honest in the meeting or did you think people were just trying to say*  
119 *nice things?*  
120 **Honest**  
121 **They were honest**  
122 **I was getting nice things**  
123 **Some of the children in the personal area**  
124 **Said Laura's kind when she's a friend**  
125 **When she's happy**  
126 **And that's true**  
127  
128 *Do you think it did change anything?*  
129 I was happier  
130 **because people understood me more**  
131 **Yeah**  
132 **It's just they knew what I was like**  
133 **They knew more than I thought**  
134 **They got to know more stuff about me**  
135  
136 **So they knew**  
137 **What things they should do**  
138 **To calm me down**  
139 **And do stuff**  
140 **They got to know new stuff**  
141 **Staying away from Niall**  
142  
143 **It made me laugh**  
144 **I smiled a lot**  
145  
146 *After the meeting it felt different*

147 **I got on better outside**  
148 **Yeah, and helped with the class**  
149  
150 **School – it’s got better**  
151 **Feels different in every way**  
152 **I’m not sure how to say**  
153 **In class**  
154 **Outside, yeah**  
155  
156 **The one thing that would make me feel fizzy**  
157 **Was when I was getting adopted**  
158 **Now it’s all sorted**  
159 **And now I’m less fizzy**  
160  
161 **I haven’t got as fizzy**  
162 **Because they understood me more**

## 2. A True Story of Candice's Review

1 I want to start with  
 2 **Saying how helpful it is**  
 3 **And then saying what wasn't good about it**  
 4  
 5 **Noticing how people notice about me**  
 6 **I notice that they actually**  
 7 **Do listen**  
 8 **Really hard**  
 9  
 10 *They were listening carefully in general or just in the meeting?*  
 11 **Just in the meeting**  
 12  
 13 **I like mostly dogs**  
 14  
 15 **I'm not allowed to be right on the spot**  
 16 **I don't like being put on the spot**  
 17  
 18 **They are saying**  
 19 **Candice**  
 20 **What do you think**  
 21 **Just getting you to answer straight away**  
 22  
 23 *Do you remember the first part and how the meeting began?*  
 24 People were **inducing, introducing themselves**  
 25 **My mum – Polly**  
 26 **Morris**  
 27 **And Hettie**  
 28 **Kate**  
 29 Linda  
 30 **What's his name called again?**  
 31 **Johnny**  
 32  
 33 **Hettie**  
 34 **Yes she brought some paper**  
 35 **Some pieces of paper**  
 36 **With a picture in the middle of me**  
 37 **People in the class**  
 38  
 39 *Would you like to do a picture of the meeting?*  
 40 **I'll try, yeah**  
 41  
 42 **It's my mum**  
 43 **Writing on a post it note**  
 44  
 45 **My dad**  
 46 **Who's bald**  
 47 **Writing on a post it note**  
 48

49 **Post it note**  
50 **Everyone's doing the post it note**  
51 **Post it note**  
52 **Doing the post it note**  
53  
54 **I was talking to you about**  
55 **Blah**  
56 **Blah**  
57 **Blah**  
58 **Kate with the messy hair**  
59  
60 **We were having a discussion**  
61 **Then you were adding some stuff and then**  
62 **Blah**  
63 **Blah**  
64 **Blah**  
65 **Then they were getting on with the post it notes**  
66  
67 **Linda was saying what other people have said**  
68  
69 **Weird**  
70  
71 **When they just kept writing**  
72 **Mostly the same thing**  
73 **Mostly I quickly go with my laptop and I do lots of dog research**  
74  
75 **And I like drawing**  
76 **I am good at art**  
77 **Good drawer**  
78 **Understandable**  
79 **Helping kids**  
80  
81 **Miniature schnauzer**  
82 **Miniature schnauzer**  
83 **They're playful**  
84 **One of them's perfect smart**  
85 **Not dumb**  
86 **Ends up in fights with other dogs**  
87 **But is nice to children**  
88  
89 **If there's one Miniature Schnauzer it's fine**  
90 **If there's more than one it's not fine**  
91 **They're naughty**  
92 **They get naughty**  
93  
94 **Two hamsters**  
95 **One's called Lightning**  
96 **One's called Thunder**  
97 **Fight, fight, fight, fight, fight**  
98 **So we had to separate them**



99 **Buy a different cage for them**  
100 **And now that's all right**  
101  
102 *Would you say that you were in the meeting for most of it, half of it, just a little bit of it?*  
103 **Half of it**  
104  
105 **I went out of the room and they discussed**  
106 **I need to have more time out of the room working stuff out**  
107  
108 *What did you think about the fact that they carried on talking and you weren't there?*  
109 **It was good because Hettie and Kate told me**  
110 **What they said in the meeting**  
111 **When I was gone**  
112 **Maybe it was a bit long**  
113 **It might have been tiring**  
114 **And so go and do some learning**  
115  
116 *What kinds of things are important to know about this kind of meeting for other children?*  
117 **It is a good idea**  
118 **The point is you have to just chill out**  
119 **Write on a post it note**  
120 **If you want to**  
121  
122 **Put down that I was doing it for other kids in the future**  
123  
124 **People will try and notice about you**  
125 **If people have just met you they might try and tell you**  
126 **What you look like**  
127 **What**  
128 **What you might like**  
129 **Or something**

### 3. Adham's Meeting

1 *What happened this morning?*  
 2 **Serena take me to my mum and dad**  
 3 **He wanted to talk to Serena**  
 4  
 5 **They take only me**  
 6  
 7 *Did you have a friend with you?*  
 8 **No**  
 9 **Because I said no**  
 10 **I don't have a friend**  
 11 **'Cos they take only me**  
 12 **Serena is going to take me**  
 13  
 14 **I was talking**  
 15 **Someone was talking to me**  
 16  
 17 **It was only me**  
 18 **And my Adil**  
 19 **Baby sister - no - brother**  
 20 **I like Adil**  
 21 **Adil is near to me, I excited**  
 22  
 23 **Serena was there**  
 24 **And my mum was there**  
 25  
 26 **Serena telled me**  
 27 **Something they filming**  
 28 **Gold class is going to do a filming**  
 29 **It's going to filming, they're filming in Gold they filmed**  
 30 **Everybody did filming in year one**  
 31 **Filming**  
 32  
 33 **Phonics and handwriting and playtime and making and cross your my legs and cross your**  
 34 **arms**  
 35  
 36 **A drink, it's a drink**  
 37 **A person and a drink**  
 38 **Coke**  
 39 *Was there Coke in your meeting?*  
 40 **Yeah**  
 41  
 42 **My mum is talking**  
 43 **Something in the post it**  
 44 **How to do**  
 45 **And how to look after propert (sic)**  
 46 **And how to look after toys**  
 47  
 48 **Everybody was reading**

- 49 **They were doing**  
50 **The target**  
51 **Dad he wrote a note about for Adham to listen something**  
52 **Better listening**  
53  
54 **She did notes, Linda**  
55 **How to do something**  
56  
57 **Gold was doing filming**  
58 **Everybody did filming in year one**  
59 **Samina, Wasima, Ishaan, Imtiaz, Taslima, Tangina, Olive, Maria, Sachariah, Zachariah,**  
60 **Naleema, Lilu, Benjy, Franklin, Emanuel, Emma**  
61 **But not everybody was going to be filming**  
62 **Henry, Chuck, Mandy, Adham didn't.**  
63  
64 *What did you think about the film?*  
65 **Happy**  
66 **The children happy**  
67 **And me**  
68  
69 **Ella was happy**  
70 **Adil looked at his mum**  
71  
72 **I'm going to draw a gingerbread man**  
73 **A box of gingerbread men**  
74  
75 **I'm a boy**  
76 **I'm the little fox**

#### 4. Eleanor: A Dramatic Event

1 *What happened in your meeting?*  
 2 **Well I chose the friend**  
 3 **Called Waheda and she**  
 4 **She was scared 'cos (laughs)**  
 5 **When she looked up there was Owen (the head teacher)**  
 6 **When she looked up Owen was looking at her**  
 7 **And she went like this**  
 8 *She put her head in her hands and she went all crunched up! Oh poor Waheda.*  
 9  
 10 *Who else was in your meeting? Was it just you and Waheda?*  
 11 **And Owen**  
 12 **Mummy**  
 13 **Clara. Waheda. Eleanor. Daddy**  
 14 **And Halima**  
 15 **And Issa**  
 16 **Kate Granger**  
 17 **And there was another person but I've forgotten her name (laughs)**  
 18 **Linda and another person**  
 19 **What's their name?**  
 20 **The one with grey hair - Liz Richards**  
 21  
 22 **Well before the meeting there were lots of like these cards**  
 23 **They were purple**  
 24 **They said**  
 25 **What do you admire about Eleanor (laughs)**  
 26 **And then the other ones said (long pause)**  
 27  
 28 *TA Do you want me to help with that bit?*  
 29 **Yeah**  
 30 *TA It said what do you find difficult. And do you remember what the third one said or do you need a bit of help with that one?*  
 31  
 32 **I need some help**  
 33 *TA It was a third card that said 'What works well?'*  
 34  
 35 **Before the meeting was art and I did it in the room**  
 36 **And then they came in**  
 37 **And told us to start.**  
 38  
 39 **First was Linda**  
 40 **There were shortbread biscuits**  
 41 **And something Halima likes Mango juice**  
 42 **And I had water**  
 43 **And Issa wanted the orange**  
 44 **Then some other people came in**  
 45 **Charlotte and Cara, My two teachers**  
 46

47 *Why did the meeting happen? They're talking about things, about you, and why do you think they*  
 48 *have that meeting?*

49 **I forgot**

50

51 **What happened was I came in from playtime and**

52 **They said 'can you go out please?'**

53 **'Cos they were doing a surprise for me**

54 **So I had to go out and do some jobs for Cara**

55 **Cara sorts out the clubs**

56 **And I did some jobs in the office**

57

58 *What was that surprise?*

59 **The things the things they like and admire**

60 **They talked about**

61

62 **The day after, Taslima, my other friend**

63 **Tried to tell me about it**

64 **Morsima wanted to tell me**

65

66 **In the annual review**

67 **They said things that they liked**

68 **They said I'm friendly**

69 **And if someone trips up**

70 **I always say sorry to them**

71

72 **I forgot**

73

74 *TA Do you remember how they said that they thought you were very funny?*

75 **Yeah** (laughs)

76 **Even, even I said that**

77 **But, but sometimes I tell jokes**

78 **That makes myself laugh**

79 **Like sometimes in class**

80 **I, I'll be like** (makes squeaking noise, as if pretending to be a mouse)

81 **Sometimes in class**

82 **I speak so quiet**

83 **That nobody can hear what I'm saying**

84

85 *Did your mum and dad get anything ready?*

86 **Nuh-uh.**

87 **Because they didn't need to get anything ready**

88 **Because I wanted to surprise them**

89

90 **Well first I offered everyone a drink**

91 **And the funny thing was I said**

92 **'Eleanor what do I want to drink?'**

93 **Water**

94

95 *What happened at the end?*

96 **I went back to class**

97 *You went back to class. And did the adults carry on talking?*  
 98 **Yes**  
 99  
 100 *What was it like coming to your own meeting? How did it feel?*  
 101 **In some parts of it, it, it felt a bit scary**  
 102 **And then other parts it felt**  
 103 **Happy**  
 104 **And people were chatting a lot**  
 105  
 106 *If you were talking to somebody else and somebody was saying 'Oh, my teachers have told me I*  
 107 *can come to my Annual Review meeting, what do you think, Eleanor?' What would you say?*  
 108 **It was a good idea**  
 109 **Because then you can listen to what they said**  
 110 **'Cos then if they say anything that you could get better at**  
 111 **Then you could do it**  
 112  
 113 *If I asked your mum and your dad what did you think about that meeting and Eleanor being*  
 114 *there what do you think your mum and dad might say?*  
 115 **It (pauses)**  
 116 *It was?*  
 117 **Okay**  
 118  
 119 *And if I asked one of your teachers or one of the people who works with you what do you think*  
 120 *they might say about the meeting?*  
 121 **Okay**  
 122 **That I was going to have a meeting and my friend was very scared**  
 123  
 124 *How did you feel?*  
 125 **Sometimes a bit scared**  
 126 **That it might not go that well**  
 127  
 128 *Do you think anything's changed because of the meeting? Or not really?*  
 129 **Sort of**  
 130 **I think I'm not quite sure**  
 131  
 132 **Halima**  
 133 *And so Halima's got her post its?*  
 134 **Issa wearing a scarf**  
 135 **And then... There's Mum**  
 136 *Has Mum got curly hair?*  
 137 **It's too curly**  
 138 **It's very curly**  
 139 **Her glasses**  
 140 **And her diary**  
 141  
 142 **And then next to it is the post its**  
 143 **That's me and I didn't have post its**  
 144 *You didn't have a post it. Did you not want one?*  
 145 **I already did it**  
 146

147 **Waheda**  
148 **Ok let's put Owen there**  
149 **Put his arms**  
150 **And his shirt**  
151 **That's Waheda**  
152 **Waheda**  
153 **I'm not quite sure.**  
154 **And then this is another one**  
155 **Cara. Linda. Christopher Korwant**  
156  
157 **People look very happy**  
158 **They're concentrating**  
159  
160 *So what do you think this picture shows us about your special meeting?*  
161 **People are happy**  
162 **And I like my family to be all together**  
163  
164 *What kind of story do you think this is? An adventure story? A horror story? A ghost story? A*  
165 *fairy story a true story?*  
166 **True**

### 5. Khaled: My meeting to help me; to make my school lovely

1 **Let's start now**  
 2 **Let me think first**  
 3  
 4 *I want to know about your annual review meeting*  
 5 **They talked about me**  
 6  
 7 **Rushna, Linda, and Ella, and Angie was there**  
 8 **And Rushna**  
 9 **And my dad**  
 10  
 11 *Why do you think all these people came into school?*  
 12 **Because to talk about me**  
 13 **They were talking about me**  
 14  
 15 *Why were they talking about you, Khaled?*  
 16 **They talk about me**  
 17 **They going to make my school lovely**  
 18  
 19 *Did you talk about what can help make things better?*  
 20 **Linda said Listen, Listen, Listen, Listen, Listen**  
 21  
 22 **I've got to have my learning**  
 23 **I've got to have my learning**  
 24 **I go to my routine**  
 25 **And my maths**  
 26 **My literacy**  
 27 **I learn so quickly**  
 28 **My handwriting**  
 29 **To make my hand strong**  
 30  
 31 *Did you show any work?*  
 32 **My folder**  
 33 **New folder**  
 34 **I showed my folder**  
 35 **My lovely work**  
 36  
 37 **I'm good at maths**  
 38 **I'm good at playing badminton**  
 39 **And I'm good at playing football**  
 40 **And sports**  
 41 **Playing with my best friends**  
 42  
 43 **Before I was so scared of jumping**  
 44 **Now what's happened**  
 45 **I am not scared of jumping**  
 46 **I am better of jumping**  
 47 **Not so better of jumping**



48 **A little bit better**  
49  
50 **I like the people to help me**  
51 **And I like working on my own**  
52  
53 *Any bad things in the meeting?*  
54 **Bad thing's about**  
55 **Bad things about**  
56 **Bully peoples**  
57 **Jian, and Naeem, and Abu Bhakkar**  
58 **They're bullying to me**  
59  
60 **My teachers said Ella knows that**  
61 **Rushna knows that**  
62 **Angie knows that**  
63 **My dad knows that**  
64 **And I know that**  
65  
66 **I said to the grown ups**  
67 **I said to the grown ups and its getting all sorted out (claps)**  
68 **Its got sorted out yesterday on lunchtime**  
69  
70 **My dad tried to sort it out**  
71 **All the adults**  
72 **Not childrens allowed**  
73  
74 **My idea was**  
75 **I'm play inside**  
76 **Yeah, not outside**  
77 **I don't like to play outside because of the bad people**  
78  
79 **Saima came**  
80 **Saima is my best friend**  
81  
82 *What did you hear in the meeting?*  
83 **I heard about my best, best, best, best friend**  
84 **I play with her**  
85 **And I help her always**  
86  
87 **She heard what the adults said**  
88 **Yes, and I heard it**

## 6. What happened in Nick's Review

1    **So, I had me there**  
2    **A friend**  
3    **Yeah Linda was there**  
4    **My teacher Lisa**  
5    **My mum**  
6    **And of course, me**  
7    **And there was a person called Joan was there**  
8    **Just helping**  
9    **And that was all that**  
10   **That's all that was there**  
11  
12   **Well, shall I draw it?**  
13    **That's me**  
14    **There's the table**  
15    **There's my friend, Vince**  
16    **My mum was over here**  
17    **They had the board up here**  
18    **And there were some signs there**  
19    **Saying nice things about me**  
20    **There were some post it notes on the table**  
21    **Pencil pot**  
22    **Get the post it notes**  
23    **And get the right answer to the questions**  
24    **And stick them up here**  
25  
26    **They have questions about**  
27    **What do we like about Nick?**  
28    **What's important to Nick?**  
29    **What do we wish?**  
30    **And stuff like that**  
31  
32    **And then after that we read them all out**  
33    **Everyone said something**  
34  
35    **That I'm clever,**  
36    **Good at science**  
37    **Good reading and drawing skills**  
38    **And I'm a great friend, of course**  
39    **That came from Vince**  
40  
41    **And then after we've read them all out**  
42    **Then we start talking about what stuff**  
43    **How it would help me to join in more in lessons**  
44    **And, and about my secondary school**  
45    **We just talked about it**  
46    **Yeah, it's going to be in September**  
47    **Just ideas really**

48  
49 *And who was coming up with those ideas?*  
50 **Mainly all of them**  
51  
52 **Occasionally I have a bit of time out in the book corner**  
53 **That I will go to visit my secondary school in about a few months**  
54  
55 **And then me and Vince went down to playtime**  
56 **Well, not playtime because it was already over**  
57  
58 **We were there for most of the meeting**  
59 **And then nothing much happened, the rest of it, my mum says**  
60  
61 **It was good** the meeting  
62 **I think it was pretty useful**  
63 **I guess it was helpful to talk about what stuff**  
64 **I need to work on**  
65 **I guess it just helped me**  
66 **Think of all the things that**  
67 **I needed to work on**  
68  
69 **And I also found out**  
70 **When Linda was looking at the computer**  
71 **To see what levels I got**  
72 **And I got a 5A. I got a 5A or 5C, I think it was 5C in science**  
73 **I guess it was expected**  
74 **I really like science**  
75  
76 *If a younger child said 'Nick I'm going to be in my meeting can you tell me what happened to*  
77 *you?' what kind of things would it be important to say about the meeting?*  
78 **I guess there's going to be lots of talk about you**  
79 **And mainly about things maybe you need to work on**  
80 **Yeah yeah**  
81 **And it would be helpful to bring a friend**  
82 **To support you, I guess**  
83 **Just being a friend**  
84  
85 *Would you recommend having one of these meetings?*  
86 **I guess, yeah**  
87 **They're helpful**  
88 **Because it tells you about**  
89 **About all the stuff you need to work on**  
90 **And what stuff you're good at already**  
91 **That's about it**  
92  
93 *After the meeting*  
94 **We just went back into the classroom**  
95 **And carried on as normal**  
96  
97 *Did you feel nervous or happy or sad or worried?*

98 **Not really**  
99 **Quite calm**  
100 **Calm I guess**  
101  
102 *Surprises?*  
103 **No, not really**  
104 **I've been to one before**  
105 **It was quite the same**  
106 **As the first one**  
107  
108 **It was only yesterday**  
109 **I don't think it will have changed anything yet**  
110 **We're still trying out some of the things**  
111 **That were in the meeting**  
112  
113 *Do you think it's a good thing for kids to be involved in their own meetings?*  
114 **I guess, yeah**  
115 **It's quite helpful to them as well to know**  
116 **To know stuff**  
117 **Stuff about them**  
118 **How they need to work on**  
119 **Work on things**  
120 **And just helping them**  
121 **In general**  
122 **Really**  
123  
124 *Do you recognise the story*  
125 **Yeah, it's accurate**  
126  
127 *And what kind of story do you think this is?*  
128 **A bit more of a recount.**

## Appendix 23: Prompts for First Part of Session with Group of EPs at Tavistock Centre

### Handout 1

#### **Pen Portrait**

Laura is a boy who asked to be described as a girl for the purpose of this project and chose the name 'Laura' to represent himself/ herself.

Laura is nine years old, she is funny and confident socially, and an extrovert with a great sense of humour and good friends. She is very well co-ordinated- fast, agile and dexterous, and needs opportunities to be physically active during each day. Laura's behaviour is volatile; she reacts very quickly and with physical or verbal aggression when she perceives any kind of threat. If she believes herself to be in trouble she runs and hides. Laura needs time to calm down before sorting problems out.

She could be described as showing an 'anxious-ambivalent' attachment pattern. Her behaviour can be impulsive and difficult for adults to manage. Laura and her sister Candice experienced a traumatic early life, including significant neglect and abuse. Laura moved to a new family and a new school approximately three years ago. She is settled and growing in confidence, and less dependent on adult support. At the time of interview she was undergoing adoption. Laura receives 20 hours adult support, and is also having specialist therapy. At the time of his interview, Laura's National Curriculum levels were 2a in reading, writing and maths.

#### **Rough Verse: Laura**

#### **Laura: My Meeting**

- 1 *I'm interested in the true story of your annual review meeting*
- 2 *Do you think that would be okay?*
- 3 *Do you want to start?*
- 4
- 5 **Alan was the star - no - me**
- 6 **I was the star**
- 7
- 8 **There were ten people** in a circle
- 9 **I sat between my mum and dad**
- 10 **Me**
- 11 **Samarkahar**
- 12 **Owen**
- 13 **Linda**
- 14 **Mum**
- 15 **Dad**
- 16 **Kara**
- 17 **Other people**
- 18
- 19 **Sammakhar**

20 **He's my friend**  
21 **He is very kind to me**  
22 **He said lots of nice things about me**  
23  
24 *So what happened actually in the meeting then?*  
25 **In the meeting they told me**  
26 **They told the people to**  
27 **Write what you like about Laura**  
28 **And what Laura doesn't do really well**  
29 **What we wish**  
30  
31 **I wrote that I like myself in general**  
32 **People said I am funny**  
33 Same things  
34 **Laura's good at maths**  
35 **Laura's got on well with maths**  
36 **Laura's improved with maths**  
37  
38 *You could start with drawing all the people who were in the review.*  
39 *Everybody doing something.*  
40 *That might get things going.*  
41 **I'll do a picture of you**  
42 **Like an elephant**  
43 **They are too big the ears**  
44 Means you are good at listening  
45  
46 **He has red hair**  
47 **This is hair**  
48 **Curly hair**  
49 **Mum**  
50 **Face**  
51 **Black**  
52 **This is her necklace**  
53 **She chats all the time**  
54 **She was talking**  
55 **About me**  
56  
57 **My dad**  
58 **He has a beard**  
59 **He was looking**  
60 **At me**  
61 **And smiling**  
62 **At me**  
63  
64 **Kara's chatting**  
65 **About me**  
66  
67 **Amanda**  
68 **She was listening**  
69 **Got a hat**

70 **She's orange**  
71 **Got a beak**  
72 **They are orange glasses**  
73  
74 **I'm drawing Owen**  
75 **Look there's his ears**  
76 **Owen's writing**  
77 **About me**  
78  
79 **I've done Linda**  
80 **And she was talking**  
81 **About me**  
82  
83 **I'm watching**  
84 **Those are my eyes**  
85  
86 **That's me**  
87 **Me**  
88 **Me**  
89 **Laura**  
90 **Laurie**  
91 **Yeah \*\*\***  
92 **Yeah in Spanish**  
93 **Laura... and Kings of Laura and the car**  
94 **And the \*\*\* King**  
95 **The \*\*\* King**  
96 **The \*\*\* King yeah!**  
97  
98 **They don't know everything about me**  
99 **They knew more than I thought**  
100 **I don't know everything about me though**  
101  
102 **I can get loud**  
103 **My behaviour can get fizzy**  
104 **It gets a bit loud**  
105 **But it has to be loud**  
106 **Yeah I need to calm down sometimes**  
107 **I calm down outside**  
108 **Outside of the classroom**  
109  
110 *Is there anything you want to say before we finish about your meeting?*  
111 **I liked it**  
112 **Yeah**  
113 **Everything**  
114 **All the, all the good things about me**  
115  
116 **It was good - no - brilliant**  
117  
118 *Did you think people were honest in the meeting or did you think people were just trying to say*  
119 *nice things?*

120 **Honest**  
121 **They were honest**  
122 **I was getting nice things**  
123 **Some of the children in the personal area**  
124 **Said Laura's kind when she's a friend**  
125 **When she's happy**  
126 **And that's true**  
127  
128 *Do you think it did change anything?*  
129 I was happier  
130 **because people understood me more**  
131 **Yeah**  
132 **It's just they knew what I was like**  
133 **They knew more than I thought**  
134 **They got to know more stuff about me**  
135  
136 **So they knew**  
137 **What things they should do**  
138 **To calm me down**  
139 **And do stuff**  
140 **They got to know new stuff**  
141 **Staying away from Niall**  
142  
143 **It made me laugh**  
144 **I smiled a lot**  
145  
146 After the meeting it felt different  
147 **I got on better outside**  
148 **Yeah, and helped with the class**  
149  
150 **School – it's got better**  
151 **Feels different in every way**  
152 **I'm not sure how to say**  
153 **In class**  
154 **Outside, yeah**  
155  
156 **The one thing that would make me feel fizzy**  
157 **Was when I was getting adopted**  
158 **Now it's all sorted**  
159 **And now I'm less fizzy**  
160  
161 **I haven't got as fizzy**  
162 **Because they understood me more**





**Appendix 24: Prompts for Second Part of Session with Group of EPs at Tavistock Centre**

**Analysis of Laura's Account**

**Do you think this analysis seems reasonable?**

**1. Intrapersonal factors**

Someone who is exploring who he is in himself, and who is playing with identity. The meeting increased his self-awareness, especially about his strengths.

I get a strong sense of self-regard as emphasised by repeated use of the word 'me'.

Laura knows that the etymology of her name carries the meaning '\*\*\*'. She seems to be playing with some of the rich and powerful symbolism of this. Laura mentions 'The Kings of \*\*' (a well-known rock band) and also 'the \*\*\* King' (a Disney movie and musical). Linking her name to being a 'king' strongly suggests a sense of herself as powerful and important, and seems to allude to the \*\*\* being a top predator and 'king of the jungle', with aggression and violence subsumed behind a regal exterior. In the story of 'The \*\*\* King' the main character's father is killed and he is banished, spending some time in the wilderness and then returning to take his rightful role as 'The \*\*\* King'. This story includes themes of rejection, recovery and regeneration and triumph over adversity. This story appears to resonate with Laura's own life story of early trauma and rejection by her birth family, and recovery and making a new and positive life for herself.

**2. Interpersonal factors**

Someone who trusts those around him, who people tell the truth to and want to help. Who enjoys and feels accepted by the group, the group has given him a strong sense of emotional containment and acceptance.

**3. Meaning**

I think it means that Laura felt the review was enjoyable, meaningful and important, and that it helped her. That she feels optimistic that her life will get better since the meeting, at least partly as a result of the meeting.

I wondered about a 'halo effect' that Laura is so happy about her adoption being sorted, that it makes everything seem more positive.