

- Q Julia Bishop (researcher)  
A Melanie G (after-school family club organiser, Abbeycliff Primary School)
- Q The questions are divided into different sections so just general questions really. And it would be also quite useful to me to understand a bit more about the Family Feast that you run, and what your particular role is in that.
- A So we run An Even Better [South East Sheffield] is a new initiative that we started in school. That is funded through the Centre for Voluntary Action or... In London. CVA.
- Q Okay, CVA, yeah, I can look it up.
- A CVA, yeah. And so [male name] he's sort of the director, and he works with our executive headteacher, and Rosemary M who is the coordinator.
- Q Oh, yes, I met Rosemary, yes. Yeah.
- A And we came up with... We're trying to alleviate poverty in our area. And so we came up with Family Feast. And, so every two weeks we provide a hot meal for... And invite all our families. It's their choice if they want to come or not. You know, when it first started we had, like, maybe 20 or 30 people. We're up to, like, 80 people at the moment.
- Q Wow, that's incredible.
- A Cos word of mouth goes round and, you know, they come with their friends. So what we do, we send a flyer out, asking them, telling them what's on the menu. And to book their places. Not everybody books a place...But we ask them to you know, book a place if possible. And then we recruited volunteers who did their food hygiene. So, you know, certificate for catering. And then they had a little bit of training with the kitchen staff, so that we know how to use the equipment safely. And we got a pot [?] of money in, and we started off with lasagne was our first dish, which went down really well. And but then we, we, we sort of tried to do themes. You know, curry nights, and Italian night, and they wanted to do a Christmas dinner next week, however, considering we can only get in the kitchen at 2:00 and we hope to serve at 4:00...
- Where we're doing a Christmas buffet, with games and, you know, lots of fun activities for the children. And so we run that every two weeks, and it's open to anyone to come along. I've even had people that have come for meetings with me, and I said to them, come and see what it's about, and they've come and they've brought their children and they've sat and... Eaten with us.
- Q Yes, it's lovely. So what's your actual role here at the school?
- A So my role at the school, I am safeguarding officer here at school. We're federated with [nearby] Primary School, so we have the same executive head, the same governing body. So for high profile cases down at [federated primary school] I would go across and support. So sometimes, some days I'm backwards and forwards, but my main role here is safeguarding.
- Q Mm. But obviously you oversee or you are involved with Family Feast.

A I'm involved with Even Better [South East Sheffield] Project, so Family Feast and the Community Fridge. So I sort of oversee that bit as well.

Q Yes, lots of different aspects...

A Lots of different hats on!

Q Yeah. So how long has the Family Feast been running now?

A So it's been running just about a year. And we're getting more people interested in supporting us. So some someone that works for the Even Better [South East Sheffield] Project, they've managed to source the food hygiene courses for free, so we can get more parents trained up.

Q Yes, I was going to ask you if there're parents who are [overtalking]

A Yeah, so they are parents. I did it myself. Because I thought, I'll do it first. And it took me about an hour and a half. In total, on the computer. And you've got to have a pass rate of 75. You know, passed on 93. I didn't tell the parents that. You know, if I can do it, go and... And, and then they print off a certificate, which we keep in the file, so we know... Who's got that certificate, and are able to be in the kitchen cooking.

They're doing the course online. And it's one of those courses that you can pause it and you can save it and come back to it at a later time. You know, so you don't have to sit there and be prepared to be in front of the computer for two hours.

Q Mm, and do most of your parents have access then to a laptop or something [overtalking]?

A One has done it in school and the others have all done it from home. You know, and Marina's [Family 7] even borrowed a laptop to take home. You know, we, you know, we lent her the laptop to take home.

Q Right, yeah. Sure. No, that's, that's really interesting. That's great. And so the funding comes from, from A Better [South East Sheffield], does it?

A Yes.

Q And it's fortnightly you said. So how often do Lindsay's children, Noah and Jacqueline...

A They, they come practically every time. And Marina's children are here every... On the, all of them. And, do you know what, it's really nice to see them sat down, as a family, you know, and Lindsay's with her friends, and the children are sat there, with their friends, and it's really, I know it's in the dining room, and... But they seem to sit in their little clusters with their friends.

Q Yes, yeah. So, sort of the aim of it is, presumably, both nutritional and social, would you say?

A Yes. Definitely.

Q Yeah. And do you sort of...? Is it partly about, you know, sort of cooking knowledge here? Is it partly about opening up different tastes to people? You

know, what...? Is there any kind of thought behind what's actually offered food-wise?

A We try to do things that are, we know we can get out within that two hours. You know, that's... Because we can't get into the kitchen because they're obviously cleaning up after lunchtime. So we can't actually get in the kitchen till 2:00. So we try to make sure... Things that we can, we know we can get out within that two hours. So children come at 3:15 and we've now employed someone to do family games.

Q Oh really?

A So he's got, he comes, he's now coming every, every two weeks. And he's launched some, like, keep fit family fun games in the hall. And either myself or [woman's name] sort of meet and greet parents and children as they come. And then we invite them into the dining room when we know the meal's ready. And then they line up. Sort of a table at a time. Cos we find we've got, they queue out the door. So if they come in and find somewhere to sit, and then the first table will go up...

Q Just go up to get the food, yeah.

A Yeah, to get their foods.

Q And so typically what would for just, we're just focused on sort of the children at the moment, and just will they...? What will they do when they come into the event? You know, first of all you say there was a games element. I noticed lots of games on tables.

A Lots of games on tables. Sometimes we'll have the big screen on. Cos we, as a school we're Prime members, so we can get Prime movies up. So, like this time of year, you know, there'll be a little bit of a Christmas film or something on. You know, cos not everybody wants to play boardgames. And, or we can put Keep Fit up on the big screen as well.

Q Okay. Is that the GoNoodle type stuff?

A GoNoodle, yeah.

Q Marina's very keen on that, she was telling me about it. Brilliant. Okay, so that's what typically...

A And children, and I find that Lindsay said, you know, Noah's trying food that he wouldn't eat at home.

Q . So there is also an element of introducing children to slightly different tastes and foodstuffs.

A Yeah. You know, we've had them saying, can I have the recipe? You know, write me the recipe down. You know, and then it's lovely, Julia, when they come for seconds, you know? You know, does anybody want any more? You know, cos we've always got plenty. We always make sure there's plenty. And we're happy to, for anything that's left, we buy little pots that we can put it in, so they can, you know, they can take it home.

- Q Take it home, yeah. No, I've observed that and obviously I've had some myself and it's completely delicious so I compliment you all on your cooking, beautiful stuff. And some of it's vegetarian as well, isn't it, which is, yeah.
- A Yeah. We try to keep it veggie, to be honest. You know, even if it's got, you know, if it's lasagne we're using Quorn mince. Yeah, we're using Quorn mince.
- Q Oh right, okay. Because, is there a reason for that particularly?
- A Just, not really, just because we think then it's... Everybody would eat it.
- Q So can you think, I mean, in sort of Noah and Jacqueline's case, what they would normally do when they come in? Do they tend to play the boardgames, would you say?
- A They would, they would sit and play games. I mean, Noah's quite happy to get up now and do whatever doing. You know, so if Elliott is the guy that's coming to do the...
- Q Oh, the games.
- A The activities. So he, he, you know, Noah would, last week got up and he was with Elliott and doing what Elliott was asking him to do and Jacqueline more staying with Lindsay kind of thing. But still engaged in, in a game. And it's very nice, when they come through, you know, to use their voice. You know, to ask for what they would like to eat. Cos there's a choice, you know?
- So Lindsay's not saying, oh, Jacqueline will have that. Jacqueline's got to ask for it herself. You know, Lindsay's really good at making sure that the children are using their voice and asking for their, you know, asking for it themselves.
- Q Do they have lots of, I mean, do they have friends that attend, the children, would you say? Are other children there that they know that they can mix with?
- A Yes. And Lindsay's always sat with a few of her friends, but Noah's often, you know, with his friends, doing his thing. You know, but Jacqueline sat, you know, with her mum, but there's other children at the table that are playing the same kind of games.
- Q So moving on to technology and media in your activity. or club, as it were, and so basically we have sort of touched on it already. So just to recap and also see if there's anything else we've missed, the question is do technologies and media feature in the Family Feast, and if so, how?
- A So we use the interactive whiteboard to put activities on, or a film on for the children. And, you know, even for when they've finished eating. You know, then they can go back into the hall and watch the film. You know, just sit quiet and watch, and watch the film, and we've found that works really, really well. But you do see parents and children on their phones. In the hall.
- Q Okay, yes. Do you...? Are they texting, playing games?
- A Some are texting, some have got apps on there, you know? Games that they're playing. So...

- Q And this is children as well as...?
- A Children as well, yeah.
- Q So presumably they're on their parents' phone or sort of thing?
- A Yeah.
- Q Okay, yeah. Are they doing that singly, can you think, or are they kind of doing that in small groups with a mate or something like that?
- A Normally singly. You know, they're normally all sat there, you know, the little group of girls that sit there with, with mum's phone [laugh].
- Q And you mentioned something else. Oh yeah, there was the training course.
- A Yes.
- Q Do you keep any records or anything like that? Is there any sort of record keeping that you do that would involve, you know, sort of attendance or something like that? People emailing you or texting you to attend? Is it used in organising the event?
- A So we keep a register. But it's mainly a paper register that we keep. As they come. And so what we do, we send a flyer out. and they send it back. We don't... I send a Marvellous Me. Have you head of Marvellous Me?
- Q No, no.
- A Oh, so Marvellous Me is a text service from the computer that we can ping out to all parents. You know, I can show you. And so what we'll do on the Tuesday is send a reminder, just to remind... We've only got 250 letters that we can send. So it's a bit like.... So it's got to, we've got to keep it short. And just to remind us, Family Feast tomorrow, serving, and then whatever we're serving.
- Q And then you've got the menu, yeah.
- A Everybody welcome.
- Q Yes.
- A And although they can't reply to me they can send me a high five to show me that they've read it.
- But you know, we can, you know we can share all kinds of information with parents... But the parent has to sign up to it. You know, not all of our parents do. The majority do, you know? The majority do. But, and I know Lindsay does, and Marina does. You know, so they would get that Marvellous Me on the Tuesday before the Family Feast.
- Q Yeah. So just going back to the games and stuff you might put on the screen in there. Can you give me some examples of ones you've used in the past?
- A So GoNoodle, which is lots of keep fit. You know, and we've got Elliott down there at the front sort of leading the way. And the children basically copying what's up on the screen. You know, but it's good exercise for them. It's a lot of

fun. You know, the laughter is great. Yeah? And then some days just quiet with a film on.

Q Mmhm. What sort of films would you show, for example?

A Well, just whatever we, you know, whatever, we'll ask the children. If there's a lot of littlies, Peppa Pig's up there. You know, so it, it just depends on how many actually want the film on. You know, we might have got a group of girls saying, can we have Sophia the First? And we'll put Sophia up.

Q Yeah, and you said that was from Amazon Prime that you're getting this?

A Yes.

Q Not YouTube or anything like that?

A No. We have used YouTube.

Q Have you? Yeah.

A And we can, and we use... Is it, is it Vimeo for if we want music?

Q Oh yes, right. Okay. So you might have done [overtalking], sorry.

A [Overtalking] a music video up there as well.

Q Okay, yes. Do you ever have dancing or anything like that?

A No, but maybe we will. Cos we're having our Christmas, we're having a Christmas one next week, so it'll be Christmas party, getting games. So...

Q Right. Yeah, cos I saw the boardgames, I was thinking, you know, is there a particular emphasis on non-technology, is that a conscious thing?

A No.

Q So you don't ban it or anything like that, you just...

A No, no. I'm all for technology. I think it's easy, if it's up there, you know? And, and children like it. You know, the little ones will pull two mats and just sit on the mats on... And watch it.

Q Is there any policy that you're following here with regard to the use of technology or is it, you know, just your own sort of values and thoughts about it that's coming through?

A I mean, we do have our own... We have a school policy for ICT.

Q Does it reflect any of that what you do and what you don't do?

A Yes, because, and we have a firewall, you know? So we can only access certain things. You know, that are you know, age appropriate for primary school children. so yeah, so we have our own school policy. And... I've lost my train of thought now.

Q No, we were talking about the, sort of the school's roles versus what you, yeah, what you...

- A Yeah, so we, we, we're basically following school rules. But listening to the children about what they want to see.
- Q Okay, so you sort of consult them, do you, a bit?
- A You know, what we're putting on tonight.
- Q So it's at the time you're just saying...?
- A Yeah, yeah.
- Q Yeah. And how does that work, are they quite, you know, if you've got... You don't have an agreement, do you kind of have a vote or, you know, how do you...?
- A You know, normally it's the loudest. You know, but then the following, you know, the following session we try to, somebody else would get their choice.
- Q I mean, presumably you don't have a lot of time after the feast to put...
- A No.
- Q Like you couldn't put a full-length film on.
- A No, no.
- Q I mean, roughly how long would that last, that session afterwards, where they might be watching?
- A So, so they've got sort of 45 minutes before we eat, and then sort of from maybe 45 minutes, maximum, afterwards. And, you know, the aim is for everyone to have left by 5:30. That gives us time to make sure everything's cleaned up before caretaker locks up at 6:00.
- Q Yeah. One thing that occurred to me was do you ever get any of your recipes from online, or is this sort of stuff from your own cookery books, or your own practice as a cook at home?
- A It's, I think, it's a lot of my knowledge and Grace and Marina's knowledge. Or, you know, they're the main two that are in the kitchen. And we order everything online from ASDA. So food. I'll sit with Grace and Marina and we will do a food order sort of the week before, book it into a slot to be delivered on that morning. So that we know everything's here for them. So if there's a lot of vegetable involved then they've got lots of prep time. But yeah, we do, we sit and we order the food together from ASDA online.
- Q Yeah. That's great, thank you. But you tend to draw on your own knowledge for recipes and things like that?
- A Yeah, I think Sally in the office brought us a book, was like family meals in one pot.
- Q Oh, that's great, thank you. So the technologies and media you actually do use, let's just recap on that. So you talked about Amazon Prime, you talked about going online with ASDA. You use the app that enables you to text all the parents.



- A Yes, Marvellous Me.
- Q Yeah, Marvellous Me. And the online training course that you do, is that from, is that a particular organisation?
- A It is. Highspeedtraining.co.uk. So it's [male name], and it's High Speed Training that we access it through.
- Q That's lovely. And you say it's the free...?
- A And it is, yeah, it's given us, the courses, for free. So then there'll be a username and a password for each person, so a separate one. That enables them to then save it and come back to it later if they need to.
- Q Have you negotiated that free access?
- A Yes.
- Q Yes. He's not doing it for free just generally.
- A No.
- Q No, that's really interesting to know, thank you. No, it's really interesting, and obviously in the context of For a Better [South East Sheffield] and, yeah, the goodwill that you can obviously get in, that's brilliant, thank you. So let's go to those films that you show afterwards, or any sort of, you know, did you say you put any sort of games or anything like that on the screen, or would it be more sort of the GoNoodle and the films?
- A Yeah, it would be more GoNoodle.
- Q Yeah, yeah. Do you...? So your aims in showing that, obviously it's to entertain.
- A Yes.
- Q Are there anything else you sort of say that it helped with or you'd aimed to use it for?
- A I think it's a nice calming down time. You know before they go in to eat. I think parents are sometimes glad that the children are sat entertained. And yeah, just, I just think it's calming and they, you know, they usually sit in their little groups and they're talking about what's up there or if it's GoNoodle they're all stood in a line copying the screen.
- Q Yes. Yeah, working up an appetite [laugh].
- A An appetite.
- Q Yeah. And I suppose it is very different from what they do in class. It's a good foil at the end of the school day. So supposing you had endless money and resources available to you, what technologies or media might you use? Are there any, do you think, you could aspire to?
- A Ooh. You see, we have iPads all throughout school for children to use. And I would love some spare ones that they could access and use in there. I think that would be really... But at the end of the school day, at 3:15, the ones that the



children use in class are then locked away.

Q Okay. Yes.

A You know, it's having that responsibility, you know? I'm sure we could use them, but then it would be have, who would be responsible to make sure they were all collected back, and they were all locked away. So, well yeah, iPads would be amazing in there.

Q Tell me why you say that, what are you imagining?

A Oh, I just, you know, there's games they can access. They can, you know, they can read on an iPad. You know, we could encourage lots of reading. You know? Some children want to carry on their theme project, you know? Using search engines to find out information. Oh, I think the possibilities are endless. You know, if I could have ten iPads in there, would be amazing. Maybe somebody would like to donate me a few!

Q So the games and stuff that you do have there, do they belong to yourselves? The school, is it?

A The school, yeah.

Q Is it stuff you use for wet play and stuff or...?

A We use them at lunch club and things like that. You know, we run a...lunch club that's called Imagination Gaming.

Q Oh, oh do you? I didn't know that. Tell me more.

A Yeah, so we have Imagination Gaming at lunchtime. And so there's lots of things going on and some tech in there as well.

Q Oh yes? That's really interesting. What, so what sort of tech, if I can ask?

A So they're on that, they run iPads or...

Q Yes, so that is part of that, the use of the iPads. And is that every day that you'd run those lunch clubs?

A It runs Wednesdays, Thursdays, Fridays.

Q For all the year groups, or...?

A Key Stage 2, [Years] 3 to 6.

Q That's interesting. And what sort of take-up do you get for that?

A It's mainly children that don't want to be outside. It's either too cold or they don't want to play football. Some children don't want to access the outside. You know, so that's all... We've always got an option of a lunchtime club. So Wednesdays, Thursdays, Fridays is Imagination Gaming. And Monday and Tuesday we're based in the library, and I run the Monday one, and there's just a lot of board games, loom bands, they're all making these bracelets. But there's no, yeah, so it's mainly boardgames that they're playing there.

Q Yeah. Do any of Marina or Lindsay's children attend?

- A Mm... Can't say that I've seen them. I don't run the Imagination Gaming one, but I will go and have a look today.
- Q Okay. Yeah. Oh, thank you. No, I was just curious, cos I actually haven't picked up on that, so that's really interesting. Thank you. So I just wondered would you, do you see Lindsay's children using the technology and media that's on offer in the Family Feast? Would they be watching a film or...?
- A I think they would, yes, definitely.
- Q Do they do GoNoodle or anything like that?
- A Yeah, Noah likes GoNoodle.
- Q Does he? Oh, that's great.
- A You know, and on a Friday afternoon we have Golden Time. And GoNoodle is one of the activities that the children can sign up to. So we offer a range of activities, and each child then signs up to what they want to do for that 45 minutes of Golden Time. And GoNoodle is one of those. We have iPad clubs and, and things like that, that Noah and Jacqueline and Marina's children will get chance to sign up to. To go to.
- Q Yes. So that's across all year groups then, Key Stage One as well. That's really interesting. Do you have any sense of, again, Noah and Jacqueline's take-up of those things? So would Noah do GoNoodle? Do you think that was part of Golden Time or something?
- A He would do GoNoodle. He would also like to be outside on his bike. Cos we offer, like, a skating school bike ride. You know, so they can bring their bike or their scooter and be outside, and, weather permitting.
- Q Yeah. So he has a bike that he brings?
- A Yeah, and but Jacqueline, you know, and if he doesn't, then we've got spares that we lend out. Jacqueline does more girly things like having her nails painted, or a bit of face paint. You know?
- Q Yes. That's really interesting. So would you say that you use iPads and technology and media for creative purposes? Say it's for Golden Time or in your Family Feast?
- A Definitely in Golden Time. We at one point, we brought in a service where they were using iPads to make music.
- Q Was it like Garage Band or something like that?
- A Like Garage Band, yeah. And so all the children were doing the same thing. And then they were all, they all had the opportunity to make their own song. Their own music. And they played it to the whole group.
- Q Right. Was that in the Family Feast?
- A Not in the Family Feast.
- Q No, sorry, in Golden Time.

- A In Golden time.
- Q Oh, that's interesting. And who came in? Was it an organisation for...?
- A It was an organisation that came and did it. And I'm basically children now, they go on, they play on the apps that are already set on the iPad. You know, so there's lots... I mean, there is the learning ones. But there's also some fun games on there.
- Q Okay. Can you...? Do you know offhand, have you got any examples of what they might be?
- A There's Drawing Box, everybody loves Drawing Box. Because they... There's pictures on there that they can, you know, colour in. Lots and lots of colouring, girls, it's very popular with the girls. There's one on there with a robot and you've got to sort of move the boxes and stack the boxes. And then you've got to unstack them at the other side. You know, and I can't remember what it's called, [unclear].
- Q Is that like a coding? Is that like a coding that you've got to give it the instructions?
- A Yeah. Yes. And the boys seem to like that a lot. But you can equally, you can play Hangman or you can do, you know, some simple maths on there. And some grammar and punctuation.
- Q Is that like the Spelling Shed and things?
- A Yeah. She [overtalking].
- Q So do you feel that these sorts of activities, let's look both across the Golden Time ones and in the Family Feast. Do you see it benefiting the children in terms of skills and knowledge in the different areas? So, you know, is it giving them anything physical or social? The other ones here are cognitive, creative, and emotional. We've sort of talked a bit about creative there, but not some of those other ones. And I just wondered if you feel that there's any benefits coming in those other areas from particularly their uses of technology in these sorts...?
- A I think the use of tech, technology on an iPad, I think is good for them. You know? I think, you know, they work their own way around it, you know? And it builds their confidence. You know, so the first week they use it and they're not that confident, the next week they know what they're doing. Doesn't take them long to pick it up. And before you know it they're an expert and better than you are. You know? It's amazing how quick they pick it up.
- Q Yes. Yeah. And that gives them confidence, so that's then a boost.
- A Yeah, definitely. You know, they can share it then with their friends, and they're then showing their friends how to do it. You know, and Family Feast, you know, they're on phones and they're forever showing mum their phone. You know? Look what I've done.
- Q So you were just saying about the way in which they not only get the skills and pick them up quite quickly but then they start transferring them out to their peers.

- A Peers, yeah. And sharing and you've got someone, you know, I've seen it myself. You know, how do I do that? And then before I get the chance to show them, in they stepped to help.
- Q Is it often people of their own age, or would you say there's a slight inter-generational thing between the children going on there? Is it slightly older ones showing the slightly younger, or...?
- A I think, I think it's a bit of both, to be honest. And I think, you know, even like, you know Jacqueline and John is the youngest. You know, very tech-savvy.
- Q Yes. Yeah. Do you find that that sort of emerges in those sorts of times?
- A Yes, definitely. Definitely. And it's such, you know, in terms of Golden Time, iPads is such a popular club. You know, it's always full. You know, cos we have it, it's limited to 20. You know, so 20 children from across, you know, at Key Stage One if they're on Little iPad Club, and Key Stage 2... But Key Stage 2 is limited to 20 children, and it's always full.
- Q Mm. Yes. So how is that...? Do you know how that's run, the iPad club? Is it just like they just left...? Is it fairly open-ended, or is it quite a structured thing?
- A It's open-ended. You know, and it's, you know, some play, choose to play games. Some choose to carry on with learning. Some choose to just sit and read on an iPad.
- Q Do you find...? Do you think it must, it's probably hard to, tell me if so, but do you think those children are coming in often with knowledge of iPads, or do you think in fact this is an opportunity for them to access something they don't have access at home?
- A I do think, I think a lot of them have them at home.
- Q Yes. So they're bringing that knowledge in.
- A They're bringing that knowledge. But do you know what I find at this time of year? They want to Google. Places like Lapland. And things like that. They want to, they want to see... And there're some beautiful pictures and, you know, they're looking at images and they're, and you know, and the little ones will say, can you read me what this says? You know, and you're reading them about, you know, this is Father Christmas's home kind of thing. You know, and it's lovely.
- Q Yeah.
- A That's what they want to do. And, but then they, you know, you've got the boys that are Googling football players. You know? And so there's a lot of Fortnite, although they can't access it in school. While they're on other things, that's a big discussion between the boys. Because they're playing out of school. You know, and they can interact with each other from...
- Q They're talking about it in school.
- A Yeah. Oh, it's a big, it's massive in school.
- Q Yeah, yeah. Yes, we've found this in other research we've done, you know? So

do they and so when they're in iPad club or, yeah, let's just focus on that. so are they sort of quite sociable in a way? They might be sort of actually accessing information, but then will they talk about it and share across...?

A Talk about it, yeah, and, and they, some... You know, particularly the boys get quite loud and boisterous, you know? 'And look at this, look at this!' And they're holding the iPad up to show somebody across the other side.

Q Oh, that's interesting. Cos we're really interested in emotion. Emotional responses to the iPad and to what they're finding on there. So they obviously, there's a feeling of some sort of excitement...

A Excitement, yeah. And, and they want to share what they've found.

Q Yes. Yeah. And you mentioned about them, you mentioned about pictures. So they're looking at pictures on the iPad.

A So they're looking at images. You know, when I've been in there, and, you know, it's things like relating to the news like when, you know, when Donald Trump became president? 'Who's the first person that can find me a picture?'

Q Right, so that's what you would say to them, yeah.

A Yeah, you know, of the new president.

Q Okay, yes, yeah. So you're setting a little challenge or something like that?

A Yeah, you know, and oh, you know, they're talking about, you know, the Year 5s were doing Harry Potter. So let's have a look at Harry Potter World. You know? And you can, there's a group that want to sit sort of with me, and you're sort of guiding them. And, but the others are quite independent.

Q Mm. Mm. That's very interesting. And when they're Googling, how do you do that? Is it...?

[Voice recorder paused]

Q So we're just looking at Marvellous Me, and it is marvellous.

A It is.

Q So, sorry, just recap there, Melanie.

A So I can send to individual children, to a class, or to the whole school. And then this goes to the parents' phone. So I can send a message, I can send a reminder about bringing their book back. You know, they're going on a trip. You know, we're having a celebration event. Don't forget to come to the Christmas fair.

Q Yes. Happy Birthday, I'm seeing, and, you know, sort of well done, congratulatory type things.

A Safer Internet Day's coming up. This is what we're going to be doing. You know, the class teacher could send out saying, don't forget our PE days are Tuesdays and Thursdays. Make sure your child has their PE kit. And then in the corner, this shows me my high fives. They can't respond to me but they can send me a high five.

- Q Okay. And so are you finding that parents will share that with the children? Are they...?
- A Yeah. So it's a way of communicating with the child. And cos you can send good news home. You know, your child's done really, really well today. He's produced a great piece of writing. Well done. And then the parent will just high five the teacher back to say that she's seen it, she's read it.
- Q Yeah, yeah. Oh, that's fascinating.
- A Or, it's absolutely brilliant, so you can send a badge. You know, for our core values.
- Q Oh yes, I see, respectful and... Yeah.
- A And then life skills down at Red Robin House. You know, your child used their voice today to do whatever. 100% attendance. You can just send it to parents in, it's a couple of clicks.
- Q And it's very targeted, isn't it? You can do it... You can customise it to what your needs are.
- A Yeah. So if I'm, if I'm sending a message, it does limit me to the amount of characters I can use. Obviously. Yeah? But then I can attach. I can send a little video clip or photos. This is brilliant, you know, when children are on residential. Because we can send parents a message and a photo to say, your child's doing great, you know? You don't have to be worried.