

TIMECODES	INTRO – CHANGE & CHALLENGE
00:21	<p><b>Establishing Shots of Southend on Sea followed by covid lockdown sign and empty school</b></p> <p><b>Johanna Bailey, Year 2</b></p> <p><i>'It's been really hard because obviously when the children came up to us they hadn't been at school since March, most of them, so it took a long time to get those children back into the swing of school, school routines, school behaviours '</i></p> <p>Class room shots of teaching covering the interview</p>
00:41	<p><i>'you know some children have got teachers at home, you know their work was fantastic – other children they might send you in the work and you know its...' (shakes head)</i></p> <p><i>'all the time through lockdown and you could see that gap widening between the ones who were really engaging with it, and the ones that just weren't doing anything at home. And then obviously when it came back the gap is bigger than ever. We haven't covered half the stuff we should have done – so this year has been really hard'</i></p>
01:10	<p><b>Head Teacher Andy Douglas</b></p> <p><i>'The approach that we have taken is that we need to re-engage the children in learning. We need to address their mental health issues and not put the pressure on them by saying we need to do a test to see how far you've fallen behind'</i></p> <p><i>'They've been out of school for more or less a year so yeh we've taken a hit'</i></p>
01:28	<p><b>Deputy Head Tom Spence</b></p> <p><i>'We are still saying to all of our staff that actually social and emotional learning is more important at the moment, and if you've got a class that's really struggling then just pull back from that and have a focus on that – which would probably always have been the message to a certain extent, but we wouldn't have had quite that need previously'</i></p>
01:47	<p><b>Shireen Ayub, Year 4</b></p> <p><i>'It wasn't an enjoyable job, it was my work and that's really surprising because we've come back to school and there is minimal marking – so you know it is having a detrimental affect on the children but erm, it was a difficult time those lockdowns'</i></p>

02:11	<p><b>Marie Gentles, Former Head Teacher and Behavioural Expert</b></p> <p><i>'My strategy for continued professional development is training, coaching and modelling but also ensuring that all staff are the upskilled and that knowledge is disseminated across the entire staff team'</i></p> <p><i>'I do it this way because you have to first of all understand the reason why children behave as they do so that's where the training comes in. The coach and modelling comes in by showing them how it can be done. And disseminating out to the rest of the staff is because no one should manage and deal with behaviour in isolation, and actually it just empowers everybody and supports each and every child'</i></p>
02:50	<p><b>Head Teacher Andy Douglas</b></p> <p><i>'having somebody that could come in and be on site to go to lead it and in the moment deal with things and support the teachers to deal with issues, and the senior staff and our pastoral team has been absolutely brilliant. What we've got to do obviously is to make sure that all of that good work is being disseminated to all the staff who haven't worked as closely with Marie on a particular case by case basis'</i></p> <p><i>'I think a lot of them now more confident in dealing with that and they're confident to talk to others'</i></p>
03:22	<p><b>Jade Restell, Year 4</b></p> <p><i>'It is rewarding and I'm joyed seeing that actually these strategies do work, it will get better and I'm so proud of how far I've come because I used to take it super personally and now you know if I get an insult I'm like well what can you do'</i></p>
03:36	<p><b>Head Teacher Andy Douglas</b></p> <p><i>'If you could have a Marie in every school or in every authority who could spend a fair chunk of time supporting the schools I think it would be beneficial for primary schools across the country – hundred percent'</i></p>