

Focus group 4

Researcher 0:00

I won't be able to write everything down. So my name is Angela, and I work at Middlesex University.

Participant 0:08

I seen it.

Researcher 0:09

Did you see it?

Participant 0:10

My house is right next to it.

Researcher 0:11

Is it? So you live right next door? Here's my Middlesex bag. But I'm doing a project actually, it's called Child-Up. It's finding out lots about what children are saying about school, about, maybe about Covid, about support you get in class maybe if you speak a different language, what do you like about school, what don't you like about school. So we can have a discussion and just talk about whatever you want to, if that's ok? And I'm going to, we will just all have a talk. Does that sound ok?

Participants [many] 0:36

Yeah.

Researcher 0:37

So I'm taping it just because I won't remember what you say. Is that ok? Because, what I want to do as well, is I want to share this research with the other people who are doing the project, because they are in Italy and in Spain, and in Germany and in Poland, and in lots of countries all around Europe, and we're gonna talk to children all around Europe and then we're gonna see what they are saying. Is that ok? Yeah? So, you kick off. So you're year group 3?

Participant 1:00

Yeah. Are you doing, like, every school? Like, every school?

Researcher 1:06

Focus group 4

No, just some schools in England. Just a couple, so, but because I work near this one and I've done research here before and I've got a nice relationship with Mrs [name removed] and your teachers, so they said I could come in and talk to you. Yeah. So what do you like about school? What's good about school? Yep...

Participant 1:26

You get to play with your friends and to work with them.

Researcher 1:30

So you get to play and work with them? Yeah, that's important.

Participant 1:33

You can also, even though you don't really have, when you're stuck on something you can ask your buddies that can help you.

Researcher 1:51

Sure, so you can get some help from your friends? It's important to ask them.

Participant 2:00

There's a good thing about school that you get to learn and put things into your brain.

Researcher 2:07

Mmm, yeah, it's good to learn stuff. Yeah. What do you like about learning?

Participant 2:12

I like to learn about maths.

Researcher 1:17

Is maths the thing that you like?

Participant 2:19

And English.

Focus group 4

Researcher 2:20

And English. Ok.

Participant 2:22

Only English.

Researcher 2:23

Only English. Ok. What don't you like about school then? What don't you like? What do you think, ooh, what don't you like about school?

Participant 2:36

That sometimes you want to stay at home...

Researcher 2:40

And you don't fancy coming. You want to stay in bed and watching tele.

Participant 2:46

And spending time with Mummy.

Researcher 2:47

And spending time with your family, yeah. What don't you like sometimes?

Participant 2:53

I don't really like it when you think something is not true, but it still doesn't really matter, but people think something is, like, fake, or something was real, they think it's not true. I kind of feel that way...

Researcher 3:11

What, about school?

Participant 3:14

Yeah, sometimes

Focus group 4

Researcher 3:15

What do you mean? What your friends say? Or what your teachers say?

Participant 3:19

Friends and teachers

Researcher 3:22

Ah, ok, that's interesting. I'll ask you some more about that one in a minute.

Participant 3:27

The one thing I don't like is staying at home because it's too boring and I don't really want to get sick.

Participant 3:39

So you fancy staying at home instead of going to school?

Participant 3:43

No, I do want to go to school, but I don't want to stay at home.

Participant 3:50

But that means if you want to stay at school you can go to your maths club. There is a maths club, if you want to stay in school.

Researcher 4:06

Ah-ha...

Participant 4:08

I have two things. I don't really like when you get reflection. Like when you do something bad...

Participant 4:18

Focus group 4

But that's how you learn. You learn when you think about and you don't do it again, because that means the teachers [inaudible] to your parents. So if you, actually, it's kind of good to be in reflection...

Participant 4:39

Then you won't do that mistake ever again.

Researcher 4:41

What don't you like about reflection? Why don't you think it helps?

Participant 4:45

Because you, when you have reflection, you stay out...

Researcher 4:51

Oh, so you don't get to play? You miss playtime, do you?

Participant 4:54

Yeah. Me too.

Participant 4:56

I don't like how you have to wake up really early.

Researcher 5:00

Ah. Is school too early for you? Yeah? What time do you have to wake up at?

Participant 5:02

I have to wake about 6o'clock.

Researcher 5:06

So you'd rather come into school a bit later? Yeah, I liked going into school a bit later. I hear you. Ok, I'll come back to you, yep...

Focus group 4

Participant 5:19

I don't like it when I don't get to stay up late at home, because then I, when I finish my work it takes a long time. And then, by the time I finish it, it's time for bed but I want to play.

Researcher 5:32

Yeah, you want to stay up a bit longer?

Participant 5:35

As soon as you come back from school, you have your dinner and then you have to go to bed. `

Researcher 5:41

The day goes really quick.

Participant 5:45

And because, I really, really hate it when you are in the middle of class, and you're just so sleepy but you can't.

Researcher 6:01

Oh.

Participant 6:08

I have a little brother and he is up all night, so I barely get any sleep...

Researcher 6:10

So you come into school when you're very tired. How does that make your day feel?

Participant 6:14

A bit horrible.

Researcher 6:17

Focus group 4

So could you do with having a snooze at school? Would it be nice if you could have, like, a bean bag and have a little lie down for five minutes? I would like that at work sometimes, I would like a bean bag just to go and have a snooze for half an hour. You rested, did you do that at school, did you?

Participant 6:33

Yeah.

Researcher 6:35

Did it help?

Participant 6:36

Yeah, a little bit. I got woken up by the teacher.

Researcher 6:41

What did your teacher say?

Participant 6:45

He said that I had to keep on working. And also, sometimes, in reception you are lucky because you get to sleep in a chair for a few minutes.

Researcher 7:07

Yeah. Sometimes you just need that little snooze, don't you? Yeah that's a good point. Yep...

Participant 7:11

I don't really like to be sick that much because I will miss all learning in school.

Researcher 7:21

You don't want to miss out because you think 'what's going on without me'...

Participant 7:24

When you're at home you can't do anything.

Focus group 4

Researcher 7:32

And then you wonder what everybody's doing when they are at school without you.

Participant 7:35

You feel like you should just go there...

Participant 7:38

Once I was sick, I, we were doing PE, I thought, everyone was learning something new, and I thought I really wanted to come back when I was sick.

Researcher 7:52

Right. And sometimes you just kind of what to. Can I ask you guys a question? You know when you're with your teacher? How do you know if your teacher is listening to you? You know if you're like, at school, how do you know that somebody is listening to you?

Participant 8:09

Because they are looking at you.

Researcher 8:11

Ah, they are looking at you. So you know that if somebody is looking at you, they are listening. Oh, and they respond to you and are concentrating on you.

Participant 8:21

Sometimes when the teachers look at you and don't say your name, you get confused which person she's actually looking at.

Researcher 8:31

Ah, so you want your teacher to look at you and say your name?

Participant 8:34

Yeah, because...[inaudible chatter]

Researcher 8:39

Focus group 4

...or somebody behind you. Yeah. That's a very good point. What were you going to say?

Participant 8:44

It can get very weird because where she says a person's name, but she looks at someone else.

Researcher 8:53

Ah, so she gets mixed up?

Participant 8:56

Yeah but she never...

Researcher 8:57

Oh ok. What about your table? What do you think? How do you know if somebody is listening to you?

Participant 9:03

When they are making eye contact with us.

Researcher 9:06

Eye contact, yeah. And what do you think?

Participant 9:07

And they respond.

Researcher 9:11

When they respond. What about when somebody is not listening to you? How does it make you feel?

Participant 9:15

Sad. [inaudible chatter]

Researcher 9:20

Focus group 4

Sad. Lonely. Ignored.

Participant 9:24

Because they get very upset, it's kind of like they are left behind, and nobody wants to listen.

Researcher 9:42

Why do you think nobody wants to listen? What makes you think that? Or why is that happening?

Participant 9:46

Because they are not really paying attention and not looking at that person who's talking and just playing around with something else.

Researcher 9:53

Yeah. And how does that make you feel?

Participant 9:55

Very sad.

Researcher 9:58

Yeah. In what way? What do you want them to do, what would you say to them?

Participant 10:05

I'm not really sure.

Researcher 10:08

Yeah. But it's a good point that you bring up. It's interesting.

Participant 10:14

You have to focus on what you're doing and don't play with anything.

Researcher 10:17

Focus group 4

Yeah, good point. What would you say?

Participant 10:28

[inaudible as very quiet voice and loud background noise]

Researcher 10:33

Everyone should have a chance to answer, and everyone should feel included, and everyone is equal.

Participant 10:42

Everyone should not be ignored.

Researcher 10:44

Yeah, I think so, yeah. It has a big impact if you're ignored...

[End of transcription]