Appendix II: Interview with two Science Teachers and one English Teacher*

All three are current teachers and former students of the school. The interview was conducted in March in informal setting over lunch and the notes were recorded together.

Definitions shared with interviewees:

Assets: useful or valuable aspects of a community. For example, in the context of this module parents and carers are considered assets within a community. Consider other assets.

Barriers: barriers to success that a community may face. This does not mean deficit.

1.   Who does the school consider to be its "community"? The physical community around the school – all the different families who live around the school. All the people who help the school to function – teachers / cleaners / site staff. Also the service users who are a large proportion Bangladeshi families.

2.   What made you want to teach here in this area – what drew you to serve in this community rather than elsewhere? Because I wanted to give back to the school that gave me so much. Working within the same community that I grew up in – I can give more than someone who didn't grow up here within the community. I feel connected to this school. We are the women we are today because of where we started – strong headed, opinionated, standing our own ground… the friendships we've built here. For an inner city school, its achievements are phenomenal. Large proportion of ex-students who have come back to work here. We felt the need to want to be here. Didn't want to work in any other school. I was placed here as part of my training. I met lots of my teachers that were still here. I got told off in the staff room by one of my old teachers – and I had to tell her I was a teacher now. I felt proud coming back here. I had to do a speech at an achievement assembly and the headteacher said "Welcome home Parul". My dad and grandad used to do a lot for the community and it's engrained in you that you should give back to the community. My siblings all work within the community. You feel so proud when you see students you've taught within the community – e.g. a pharmacist and nurse - giving back to the community. I feel so proud. I taught teachers in my son's school.

3.   What have you learned about this area's community both before and since coming here? ('demographic' / 'geographic'?) We've grown up here. Even though we've moved out, we still have strong connections and family here. This feels like home. The language – we're bilingual so we can slip into both languages quite easily so this feels like home.

4.   How do these characteristics present "barriers" to learning? Financial aspects within community present barriers to learning and funding within education – celebration of identity has gone. We should be proud of who we are, of our roots, identity and culture. Some schools are afraid to celebrate these things because they want to be inclusive. We shouldn't be afraid to celebrate Bengali heritage. Is there no money to do this? Funding allocated to different things which are prioritised differently. Priorities more corporate – not individual kids. Demographic of community now – parents are poorer and children don't have things. No trips – school used to subsidise trips and now they can't. Trips are too expensive so can't take part now. Parents are working more and cost of living is more. Equipment is more expensive compared to when I was growing up. More funding in youth services. Lack of adult/parental influence and role models from families as parents work so much/ people so busy. Lots of parents not educated to a certain level and language barrier between parents and kids – it's worse now! Many parents speak Bengali/other dialects and don't understand any English. Kids only speak English and can't speak Bengali. Parents struggling and can't support kids. Kids growing up in western culture and religion. Parents not able to understand or connect. Kids and parents mean well but there is a communication barrier within families. Expectations risen – kids have to be the best and they can't keep up. Parents frustrated cause they can't communicate with and support their kids. This creates tension.

5.   How are these characteristics viewed as an "asset" by the school and made use of in supporting learning? Filled with cultural references- creating a level of understanding of and acceptance of people around you. Everyone has different experiences – create a level of experience can experience in school confinement. They share ideas with each other. Sabina does a lot with the community (community liaison officer). Creates projects, courses and links with community. Works with local primary school (bigland green). Students understand they are of a colour even though they've grown up here. Second generation have different priorities. All of our networks are here but all of our

parents networks are there. Utilising people within community who are well connected within the community as role models – employing ex-students who are female, Bangladeshi.

6. **What "assets" does this school community face compared to the last school you taught at and what "barriers" does this community have compared to elsewhere?** This school is a lot more progressive than other schools. Constantly re-assessing environment and curriculum to push the girls further. People are not rigid - majority of staff body is very adaptive and can change with changes. This is a key success to this school. Students are already trying to learn another language that they have grown up with but don't know well enough. Parents might be competing with investment. They don't have energy to learn another language which has very little relevance in their day to day lives. Although uptake of Bengali is low – maybe because language you speak and language you're taught is starkly different?

7. **How does the school engage with these "assets" and "barriers" and seek to minimise or ameliorate them?** Dedicated family liaison officer in order to build bridges and relationships within community. E.g. parents don't understand elements of curriculum. Dedicated person to explain these things. Needed someone from community to communicate with parents. Aim is for girls to exceed expectations. People that represent community in staff body who connect with children.

Appendix III: Notes from interview with School Associate Head Teacher*

*The interview was conducted in person in the AHT's office in March and notes were reviewed together.

Q1: Who does the school consider to be its community?

The community will be "the families that the school serves" in addition to that our school and families sit within the context of Tower Hamlets (the wider community).
Traditionally Bangladeshi families want children to be educated separately - that's why we are heavily Bangladeshi.

Q2: What made you want to teach here in this area - what drew you to serve in this community rather than elsewhere?

I've been in this school for 32 years, didn't come here to serve this community.
Previously I taught in Hackney at Woodberry Down (students were mainly black and white working class - very few asian). I came here because I wanted to be in Inner London and I knew that the community was different. I stayed because I realised it's a community I wanted to serve.

Specifically, I stayed because of my drive for social justice and seeing the complexities and layers of disadvantage that our girls experience - through the eyes of race, class, gender, culture etc. Misogyny is everywhere and I don't excuse cultural practices that are mysogynist. Seeing these layers of complexity around disadvantage, I felt that I could make a different and felt at home here - the community was warm and welcoming, incredibly hospitable. Students' behaviour used to be immaculate. When I came, there was no drama, no trips or visits. Girls were silenced by society, by culture and by family expectation. I wanted to be part of the journey and transformation of possibilities for the girls.

The school has changed dramatically, previously about 30/40% of students hadn't been to primary school. Literacy was very low in English and we had a big EAL department. Girls didn't used to wear Hijabs - there has been a radical change since 9/11 - where the community have wanted to say "this is who we are" - there was collective community thought around being strong together and a strong identity. 9/11 tipped the balance - there was no more hiding of "who we are".

Q3: How do the characteristics you've mentioned present as "barriers" to learning?

The evident barrier is disadvantage - economic disadvantage and poverty.
The barrier is no longer about expectations for girls - this has changed.
With this disadvantage comes:
- technological disadvantage
- Lack of physical space and overcrowding
- Worklessness / unemployment
- Health issues - specifically mental health issues.

Increasing language barrier at home - before, mums spoke no English, while dads and brothers spoke some, therefore they ruled the house. The girls now have power. *Girls now speak English and parents only speak Sylheti - parents and children therefore struggle to communicate. There is tension within families where girls are loosing home language. Parents' emotional language is often Sylheti whereas for the girls, it's English - communication within families is a big issue.*

Q4: How are any of these characteristics or other viewed as an "asset" by the school and made use of in supporting learning?
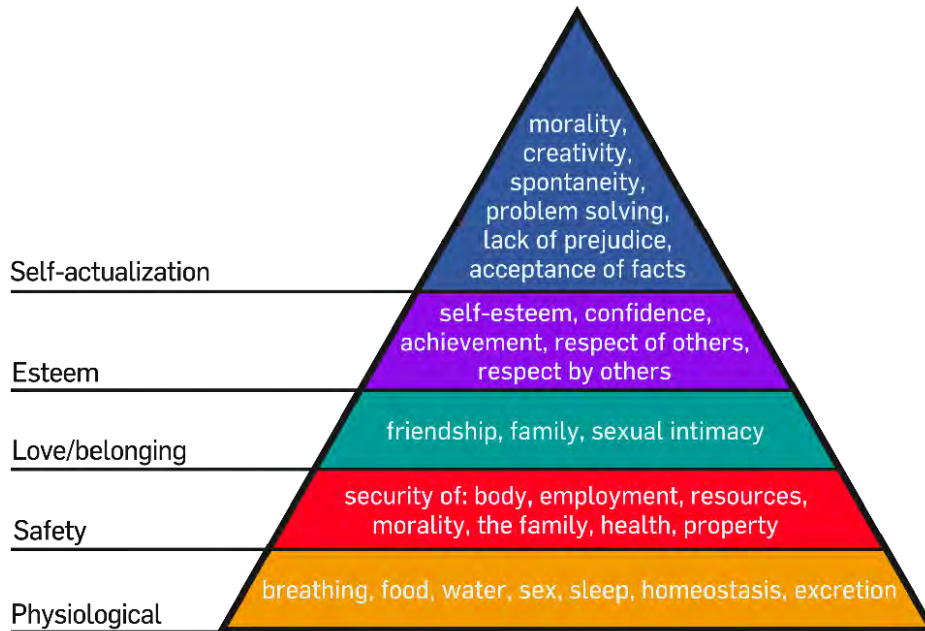
Assets include:
- ambition for your children
- Respect for education
- "You must respect you teachers - they are like your parent" (generally)
- An established relationship of respect and trust with the families the school serves. Building trust took a long time.

Q5: How does the school engage with these assets and barriers and seek to minimise or ameliorate them?

To address barriers:
• we are filling cultural capital gap - no working class girl has access to theatre ("cultural" relating to class/economic status and not about ethnicity)
• Don't quite fill gap around sport
• Girls don't have networks so we're working to create networks for girls - we work with WOW, Bank of America - creating a platform where girls can have a voice and from which they can be seen and heard
• Bigland Green Centre has had huge impact within community - workshops have been run around parenting skills/IT Skills/Language/Volunteering system/Employability skills and qualifications etc. Mums were targeted first then dad's came as wished to be included
• Fruit carving was run as a workshop where parents could learn skills to start up a business - a way into employment and empowerment. Support was also available around mortgages, benefits. Mental health, domestic abuse on site - this was possible through the trust built between families and school. Families see school as safe space.
• Community Liaison officer who organises community programme/workshops comes from school - classes are largely free or funded by Tower Hamlets. School then picks up gap in budget for any additional community learning.

Appendix IV: Maslow's Hierarchy of Needs (1943)

Appendix V: Research data collection outline

When?	What?	Why?	How?
March 2021	Student questionnaire	To find out more about students' - languages they speak / want to learn, interests, favourite way of learning languages etc.	Collected via Microsoft Forms Analysed Thematically
March/April 2021	Interviews (x 7) with key stakeholders in School community (Ex-students/teachers; Associate Head Teacher; Learning support team; School Liaison Officer; Head of Y7)	To gain deeper understanding of barriers and assets within the school community To gain clearer idea of collective definition of the school community	Four Face-to-face interviews and one online interview. Transcripts and notes recorded, compared and contrasted.
March - June 2021	Academic / Online research	To understand how school community compares to others To understand how other interventions and pedagogies have promoted students' self-esteem, motivation and linguistic creativity.	Collected via Internet and Library

April-May 2021	Blob Tree at beginning, middle and end of intervention	To encourage students to reflect on and become conscious of how they're feeling To measure students' intrinsic motivation and understand how the intervention has impacted their self-esteem	Approximately thirty-second one-to-one conversations with students during lesson starter and activities, where students are asked: *"How are you feeling in and about Spanish?"* And respond by pointing to a person on the blob tree. Analysed categorically.
May 2021	Student stories and translations	To measure students' creativity - linguistically and otherwise	First draft submitted of English and Spanish via paper. Second draft submitted on paper or online via email including links to Flipgrid audio. Students also used Canva to improve the presentation of their stories. Analysed against collaboratively-designed success criteria and fluency (understanding of lanuguage), originality (using language outside of sentence builders) and elaboration (extended sentences) descriptors.
May 2021	Lesson observation at end of intervention	To provide another observational perspective on classroom culture	In person lesson observation by Head of Spanish. Feedback provided via formal lesson observation form.
May 2021	Student questionnaire	To discover how students' attitudes to language learning varied from questionnaire during lock-down	Questions handed out at beginning of lesson on story deadline day. Students completed on paper and handed into teacher/researcher. Results inputted into spreadsheet, thematically analysed and contrasted with March questionnaire.
May 2021	Student assessment data	To measure writing attainment pre and post-intervention and to see how far students are using new language and strict structures not learned in class.	Standardised writing and translation assessments based on language covered throughout Year 7. Results recorded as percentages.

June 2021	Qualitative follow-up - Focus group with students on experience of intervention	To understand students' individual and collective experiences of the intervention - what they learned, enjoyed anything they'd do differently in the future	Students asked to stay behind for 5-10 minutes at end of lesson to provide feedback on story project. Approximately 10 students stayed.
June 2021	Feedback from parents at Y7 parents' evening	To understand how parents and families experienced project and any changes seen since.	Asked Y7 Spanish parents during parents' evening appointments if engaged with project support materials and how found collaborator session if attended and any evident impact seen since.

Appendix VI : Student questions for first questionnaire

1)   Which languages do you speak?
2)   Which languages would you like to speak?
3)   Why would you like to speak these languages?
4)   What are the opportunities to learn and use these languages in your community?
5)   How do you keep learning more vocabulary in languages?
6)   What is your favourite way to learn languages?
7)   What do you find hard about learning a language?
8)   What do you think stops you from learning a language well?
9)   What will you do now, outside of school, to keep learning more vocabulary in the languages you are familiar with already?

Appendix VII: Blob Tree (Wilson and Long, 2005)
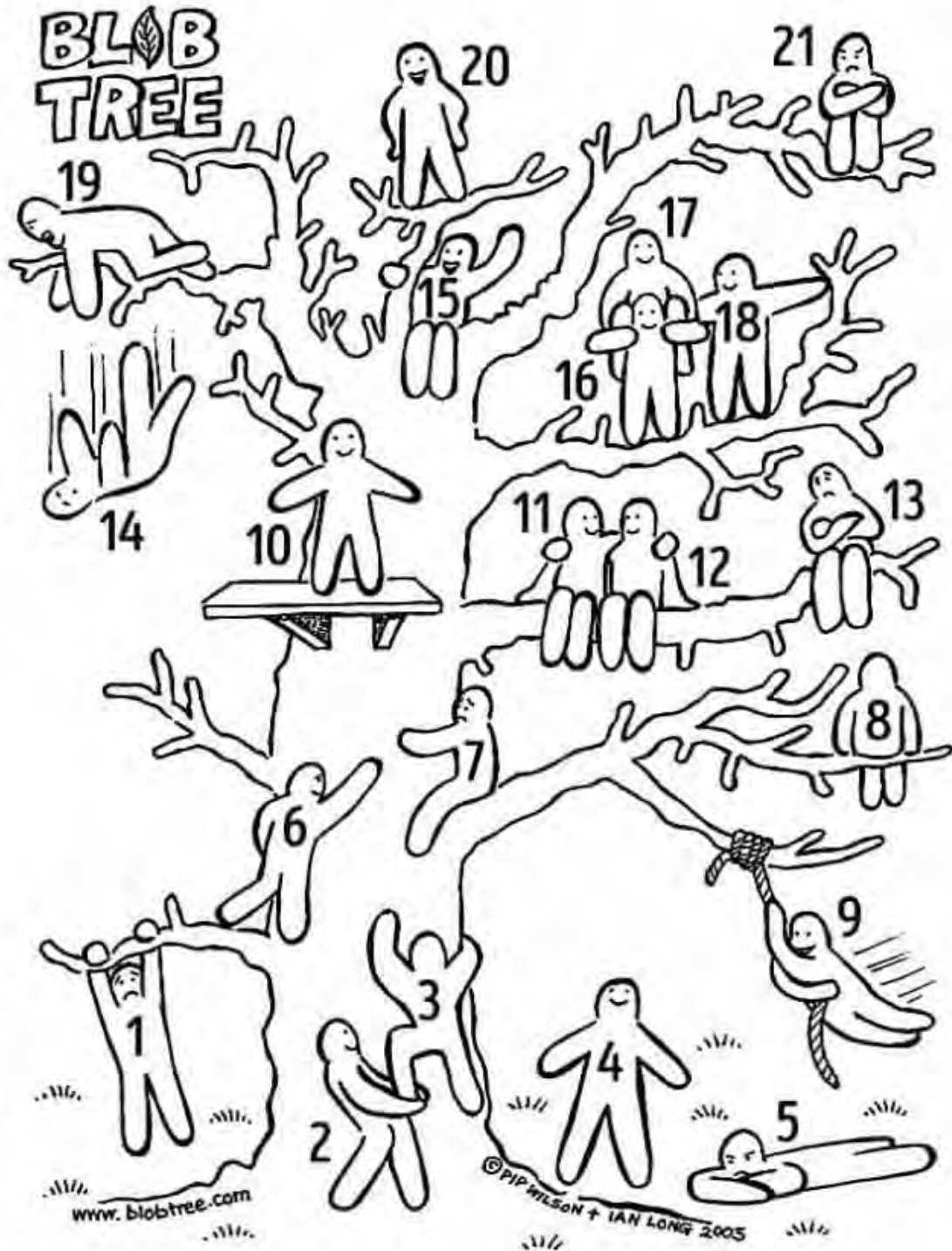
Appendix VIII: Research information sheet and consent form for participants (anonymised)

Information for participants

Thank you for considering to participate in this research which will take place from February 2021 - March 2021. This information sheet outlines the purpose of the research and provides a description of your involvement and rights as a participant.

1. What is the research about?
The aim of this research project is to explore the school's community and to identify local strengths and challenges, which can be limited or maximised to support students' Modern Foreign Language learning through a specially designed intervention. Information for this research will be collected through interviews, online research and a student questionnaire. This research is for my Post-graduate Diploma in Education (PGDE) at UCL.

2. Do I have to take part?
It is up to you whether or not you decide to take part. You do not have to take part if you do not wish to. If you do decide to take part, I will ask you to sign a consent form which you can sign and return to me via email or when we meet.

3. What will my involvement be?
You will be asked to take part in an interview about the school community. It will include a range of questions about your experience of and reflections on the school community (e.g. what is the school community, what are its barriers to learning, assets etc.). The focus of the interview will be on how the school is engaging with the community's assets and barriers and seeking to minimise or develop them and what gaps still exist.

> **Assets:** useful or valuable aspects of a community. For example, in the context of this module, parents and carers are considered assets within a community.

> **Barriers:** barriers to success that a community may face. This does not mean deficit.

4. What will my information be used for?
I will use the collected information for my PGDE Module 3 research submission at UCL. The information obtained will be treated confidentially and all answers will remain anonymous.

5. Will my taking part and my data be kept confidential? Will it be anonymised?
Records from this study will be kept as confidential as possible. Only the researcher will have access to the files and any audio tapes. Your data will be anonymised – your name will not be used in any reports or publications resulting from the study. All digital files, notes and transcripts will be given codes and stored separately in locked files. The data will be disposed of once the project is complete and final grades are confirmed.

Limits to confidentiality: confidentiality will be maintained as far as it is possible, unless you disclose something which implies that you or someone you mention might be in significant danger of harm and unable to act for themselves; in this case, we may have to inform the relevant agencies of this, but we would discuss this with you first.

6. What if I have questions?

CONSENT FORM

Leading Learning in Communities: *How can barriers and assets of the school community be limited and maximised to promote students' Modern Foreign Language learning ?*

Researcher: Amy Flynn

I have read and understood the research information above. I have been able to ask questions about the research and my questions have been answered.	YES / NO
I consent to be a participant in this study	YES / NO
I agree to the interview being audio recorded	YES / NO
I understand that the information I provide will be used for *the researcher's PGDE Module 3 research assignment* and that the information will be anonymised.	YES / NO
I agree that my (anonymised) information can be quoted in research outputs.	YES / NO
I understand that any personal information that can identify me – such as my name and institutions I am affiliated with will be kept confidential and not shared with anyone *other than the researcher.*	YES / NO

Please retain a copy of this consent

form. Participant name:

Signature: _____

Date _____

Interviewer name: Amy Flynn

Signature: _____

Date _____

Appendix IX: Notes from Interview with School Liaison Officer*

The interview was conducted in March via Zoom (due to COVID isolation). The interviewee wished to just talk freely instead of answering my questions in a structured way. The notes below were reviewed with the interviewee at the end of the interview.

The school's community? = parents of pupils and neighbouring surroundings - wider community. Started adult learning classes - only for our parents. But then became popular and built Mulberry Bigland Green to offer to wider community

- Started in 2007 - not great attendance. Schools did home visits and realised barriers at home - not adequate learning areas at home. Parents needed understanding for why education is important for children and not engaging with school. Parents didn't send letters or take notice of them. Parents lacked confidence and self-esteem - ran creative classes - Sabina attended classes with them to build relationship initially.
- Workshops - health and wellbeing / mental health / students options - how can parents support students to choose / Drug and alcohol workshops.
- Students weren't encouraged to take dance.
- Ask for adult learning classes newsletters - in office - e.g. ESOL / ,maths / parenting /exercise / TA classes / bag decorating for Y7 parents to understand barriers / trip to olympic park / theatre with parents and children and some just for parents e.g. English national opera and Donmar warehouse - budget also available for adult learning classes - trips to Windsor castle and leeds castle etc.
- Barriers tackled - parents did accredited courses and have now gone to work through courses. Barrier is now COVID - parents can't do courses but having workshops through zoom for those who can access. Many not accessing. Technological barriers - main issue.
- Family learning after school - fruit carving / cake decorating after school etc. ESOL classes - ideas store run classes and WEA - welfare education association. Smart training - offer TA and childcare classes. Parental Engagement team - offer courses (school buys into these courses) e.g. emotional first aid. SLO has been offering parenting courses - how to communicate with children. Lots of events in community - share events and museums and cultural things in community with parents and families. Health and wellbeing workshops run in local community. Alumni theatre company - parents and learners can take part in this - have devised plays in past. Have had directors come in. Wrote a play together and performed in English. ENO have run 8 weeks of Opera workshops - had famous opera singers come in and work with parents. Children taking part in these. Sabina organises workshops for international women's day - end of day Bengali music performance at end. WOW - women of the world festival - take students and parents there to attend event. Students run workshops and have stalls. - Teachers recruit students to do this and think they'd benefit. Community day on Saturday where everyone is welcomed - not just targeted courses / events / programmes.
- Parents feel safer coming into school than independently go to colleges - aim is to empower them to be able to do this, so next stage is to apply for college and uni.

Appendix X : Notes from Interview with Learning Mentor team

This team provide social and emotional and low-level counselling support for students across the school. This team previously included a qualified school counsellor and two more full-time "learning mentors". This team is now comprised of two sole "learning mentors", one full-time and one part-time.

The interview took place privately in the learning mentor office and was not recorded, due to interviewee preference. The interview took the form of "free-speech" on the part of the interviewee, following prior reflection on interview questions sent via email.

Questions sent to learning mentors to reflect on prior to meeting:
1. Do you have any data that shows how the most recent lockdown might have affected girls' well-being? e.g. increase in referrals
2. How has the recent lockdown affected students in your experience/opinion? How are the effects showing up for you in your role?
3. How are the school community responding or not responding to the effects you are seeing?
4. What themes are you seeing among Y7 students in terms of their social and emotional well-being?

Notes from interview:
• Due to a massive backlog in referrals (whereby the learning mentors would find out key details about individual cases and not be able to consult students due to limited capacity), referrals are now processed differently. We now do not know who the new referrals will be until a space becomes available. During the lockdown, requests for learning mentor support slowed down due to several declining remote mentoring, where they would participate online from their homes.
• Some cases which would have been shorter term, have now become longer term, having fallen through the gap of internal "learning mentor support" and CAMHS support where the threshold is increasingly high, being seen "not bad enough" for social care. Of the 17 previously being seen, 3 cases have now been escalated to CAMHS and Social Care in addition to others who have not been seeing us, and 3 other cases have seen an increase in domestic violence during lockdown.
• From our experience, working within the school community, we have witnessed:
- a large increase in student anxiety, having come about as a result of lockdown;
- One particular case concerned a student with a student with low mood now developing an eating disorder over lockdown;
- One student with low mood has now been prescribed anti-depressants.
- Students' sleep patterns are all over the place as a result of lock-down and this has affected students' self-esteem. Students stay up all night and sleep all day and then fall behind in their learning which increases their sense of anxiety and lowers their self-esteem. 11 students have accessed our Sleep Hygiene group.
• We are aware of students seeing their doctors independently of the school for mental health related concerns. Due to the new "Hub system" as a result of the COVID pandemic, it is now harder for students to come to us subtly and just drop-in. Previously, prior to this year, numbers for drop-in/unscheduled appointments were in their hundreds. Students no longer have access to this.
• Acknowledging this and the increase in bereavement cases in our school, we have responded to demand and started a bereavement group which students can choose to join. 52 students in our school have lost siblings or grandparents in the past year and 11 have lost parents, largely to COVID. The Y7 bereavement group is starting tomorrow; one attendee has lost a parent to COVID. Studies show that group bereavement therapy is best started at around 6-months after the bereavement, hence the group only starting now. We will be starting more groups to respond to recent cases of bereavement in the coming months.
• There is now no school councillor. Our role previously used to concern bullying, mediation, fall-outs. Our role now entails dealing with self-harm, domestic violence and bereavement. Despite not having the training or necessary support to deal with such a level of cases, we need to take the referrals because there is no-one else to see them and no-one else to refer to. Prior to COVID, some students were on the waiting list for 6 months and since then, we have lost 24 places from the counsellor and the students counsellor also is no-longer here. The counsellor has not been replaced for financial reasons. Supervision for counsellors and learning mentors has also been cut for financial reasons. Over this time, the number and severity of cases has gradually gone up.

• There also used to be a nurse running eating disorder sessions. We will now be getting a school social worker but they haven't been here during COVID or the last lock-down. Drug and alcohol awareness sessions also used to be run, but these no longer happen. CAMHS have not been coming to the school during COVID.

• The threshold for the Educational Welfare Practitioner service (part of CAMHS) is really low and the CAMHS threshold is extremely high. Therefore those with eating disorders are not being seen and are falling through the gap. Individual teams are aware of and acknowledge the problem.

• Themes we are seeing concerning the social and emotional well-being of Y7 Students are:

-        Disordered sleep patterns - staying up all night and sleeping all day leading to falling behind in work and therefore increase in anxiety and lowered self-esteem;

-        Y7 transition has been really tough - normally Y7s take a while to settle in and build their confidence. However, lots of Y7 students and Y7 tutors had to isolate in the first term and this has continued either side of the lockdowns, meaning that students have had no routine of settling in.

-        Y7 students have nothing to talk about or nothing to say because they haven't done anything, which has been really hard for them. They are therefore finding it hard to relate to each other and form friendships.

Appendix XI: Short story English translation

Liar liar, pants on fire...

There's a cat called Bob. He's 73 years old and is quite wise. He's also fat and fluffy. He's fat because he's lazy, but he's very funny. He's funny because he has strange habits. He takes a siesta at two in the afternoon everyday. Not a moment before, not a moment after. At two on the dot. He has long, soft and red hair and green eyes. He doesn't wear glasses. They say that redheads have ten lives instead of nine. I don't know if that's true.

This is Bob's ninth life. In this moment, he's not scared. He's content.
It's Wednesday and it's time for Bob's siesta. However, in this moment, his friend, Rosa the bear, enters the flat and started shouting "There's an earthquake! You need to leave!"
Bob jumps off the sofa where he sleeps and makes his way towards the door, but he can't leave. He isn't scared because Rosa is a *mentirosa* (liar). Before he even has time to think about it, there is an earthquake for real! The room goes black.
Two minutes and two seconds later, Bob wakes up. But Bob is no longer a cat, he's a human with a mum, five sisters and he still has red hair. Maybe this is life number ten.

Appendix XII : Sentence builder co-constructed with learners, used to support story writing.

Appendix XIII: MAP 9 Post-intervention Standardised Writing Assessment completed in class without books

Appendix XIV : HAP 6 Creative Story Translation in 2 languages (submitted with Bengali audio recording)
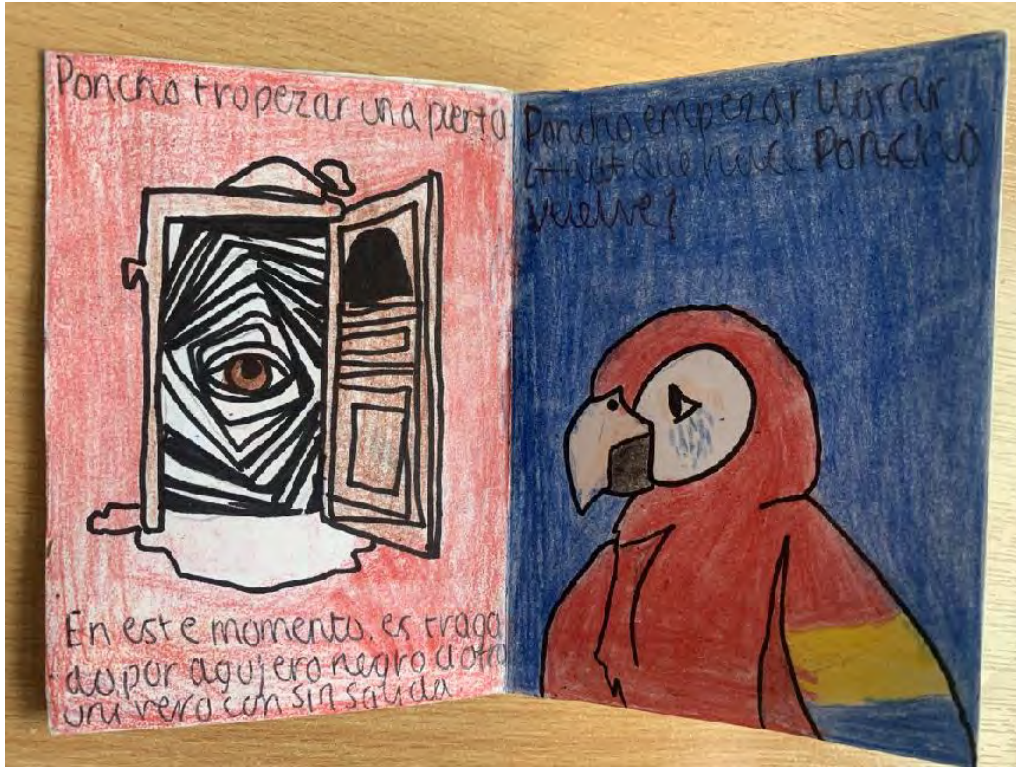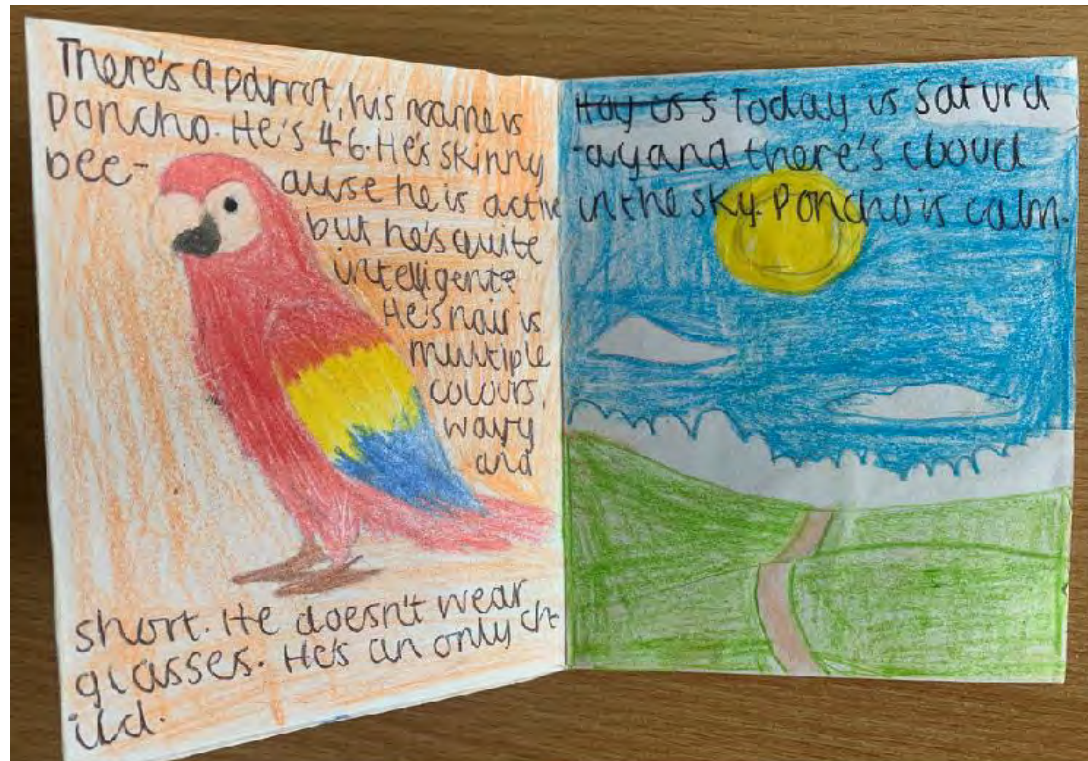
Appendix XV : HAP 5 Creative Story writing and translation

Freyja, Mara y el extraterrestre

Es un día fantástico, en el jardín, hay un gato, se llama Freyja. Está con su mejor amiga, Mara el pingüino Están jugando en paz. Freía tiene el pelo negro, liso y suave y los ojos fucsias, una cosa excepcional para un gato. También Mara tiene el pelo liso y suave. Tiene el pelo negro y blanco como un pingüino normal, pero tiene los ojos amarillos porque es un pingüino feliz.

En este momento, hay una invasión extraterrestre. los extraterrestres secuestran Mara y fría y viajan a Marte. Mara tiene miedo y un poco frío por la baja temperatura, "Freyja, necesito ayuda, ¡hace frío y tengo mucho miedo! ¡Por favor! ¡Sálvame!" Mara comienza a llorar en silencio. "no tengas miedo Mara. ¡Yo sé cómo volver! Solo espera y mira que hago," dice Freyja cuando aterrizan, se esconden en secreto.

Los extraterrestres miran al otro lado, Freyja coge mara y corren hacia la nave cercana. Freyja enciende la nave y comienza a conducir hacia la tierra. "¿Ves? No necesitas preocuparte porque estoy aquí contigo. Ahora, ¡vamos a casa!" dice Freyja, contenta, "Muchas gracias, Freyja, me salvaste, ¡eres la mejor!" dice mara, aliviada. Freyja y mara vuelven a casa, pero no saben que un extraterrestre los está siguiendo...

¿Qué pasa después? ¿Viven? ¿Mueren? ¡Espera la siguiente parte, adiós! – (NAME) 7y

Freyja, Mara and the alien

It's a fantastic day, in the garden there is a cat called Freya. She is with her best friend, Mara the penguin. They are playing peacefully. Freya has black, straight, soft hair and fuchsia eyes, very rare and beautiful for a cat. Mara has straight, soft hair as well. She has black and white hair like a normal penguin, but she has yellow eyes to show that she is a happy penguin.

In this moment, a spaceship lands and an alien invasion begins. The aliens get hold of Freya and Mara and fly away to Mars. Mara is scared and feels a little cold because of the very low temperature, "Freya, I need help, it is cold and I'm so scared, please! Save me!" Mara silently starts crying, "Don't be scared Mara, I know how to get back! Just wait and watch what I do." says Freya when they land. they secretly hide.

The aliens look the other way, Freya holds Mara and they both run to the nearest spaceship. Freya activates the spaceship and starts to head back towards Earth. "See? You do not need to worry at all because I am here with you. Now let's go home!" says Freya delighted. "Thank you so much Freya, you saved me, you are the best!" says Mara, relieved. They go back home but they don't know that an alien is following them...

What happens next? Do they live? Do they die? Find out in the next part, bye! - (NAME) 7y

Freyja, Mara e l'alieno

E una giornata fantastica, c'è un gatto, si chiama Freya. Sta con la sua migliore amica, mara in pinguino. Loro stanno giocando in pace. Freya ha il pelo nero, liscio e morbido e ha gli occhi fucsia, una cosa rara e bella per un gatto. Anche Mara ha il pelo liscio e morbido. Lei ha il pelo bianco e nero come un pinguino normale però ha gli occhi gialli perché è un pinguino felice.

In questo momento, c'è un'invasione extraterrestre. Gli alieni sequestrano Mara e Freya e viaggiano su Marte. Mara ha paura e un po' freddo per la bassa temperatura, "Freya, mi serve aiuto, fa freddo e ho molta paura! Per favore! Salvami!" Mara comincia a piangere in silenzio. "Non avere paura Mara, Io so come andare indietro! Solo aspetta e guarda cosa faccio," dice Freya quando atterrano, si nascondono segretamente.

Gli alieni guardano l'altro lato, Freya tiene Mara per mano e loro corrono verso la nave spaziale più vicina. Freya accende la nave aliena e comincia a condure la nave verso la Terra. "Vedi? Non ti devi preoccupare perché io sto con te. Adesso, andiamo a casa!" dice Freya, contenta, "Grazie mille Freya, mi hai salvata, sei la migliore!" dice Mara, sollevata. Freya e Mara vanno a casa però non sanno che un alieno lo stava seguendo...

Che succede dopo? Sono vive? Sono morte? Aspetta la prossima parte, ciao ciao! – (NAME) 7y

Appendix XVI : Learner profiles to illustrate individual differences

HAP 5:

HAP 1 acquired Bengali from her parents and grew up speaking and learning both Italian and English in the Italian primary state education system, where there is a heavy emphasis on Grammar. She began attending a primary school in Tower Hamlets during KS2 and arrived in Y7 literate in both Italian and English, with an ability to speak and produce spoken Bengali and as an avid reader. Although she speaks Bengali at home and ofter translates for her parents who do not speak English, she regularly communicates with her Italian friends in Italian. This enables her to maintain her knowledge of and fluency in Italian. She is equally confident speaking Italian and Bengali but believes her Italian is stronger. With her knowledge of Italian, she finds Spanish relatively easy and commonly notices patterns and exceptions in the language. She is frustrated by her inaccessibility to functioning technology and internet, having borrowed a laptop from the school over the lockdown period but never previously having owned one. Although her parents are very supportive of her education and attend parents' evenings where they can, their socio-economic status and lived experience, having not passed through the British education system themselves and not owning a computer or tablet, presents a barrier when supporting their daughter. She completed her story in Spanish, English and Italian using a borrowed laptop. She was unable to record her Bengali version due to a lack of access to sound recording technology and parents' unavailability.

LAP 3:

LAP 3 speaks a mix of Somali and English at home. Although very articulate in spoken English, her literacy level is non-existent in Somali and very low in English. She strongly dislikes writing and struggles to focus and sit still. Having grown up in London with a Somalian mother, she has no interest in learning Somalian, but would rather learn Spanish, Polish or Russian, "because they seem nice" based on her experience of TikTok videos. Her favourite way to learn languages is verbally and using Duolingo, however, she also enjoyed reading and talking about an interactive story in Spanish with the translations over lockdown. She has a very active imagination and regularly makes up stories, songs and actions to entertain her peers. She has access to a computer at home for learning. Her mother speaks English and is aware of her daughter's character. She is very willing to work in partnership with the school to develop her daughter's literacy where she can, although works many hours and is often unavailable to support her work at home. LAP 3 also struggles to organise herself and regularly forgets her book, having left her Spanish book on the bus and lost her draft story which she worked hard to complete. She completed a story.

LAP 3 also has the following support plan:

Needs: LAP 3 is an Additionally Supported Student. Her main difficulties appear to be lack of focus and concentration, however they do impact on her engagement in lessons and literacy. Her reading age of 11.2 (standardised score 98) is in line with her chronological age. She scored standardised score of 99 in spelling and 93 in reading comprehension. Both results are in the average range. She can be easily distracted and therefore finds it hard to focus on one activity. She is often distracted by her pen, or small objects on her table. She may find it hard to follow instructions, avoid tasks that require sustained attention and move from one incomplete activity to another. Additionally, she struggles to keep an eye contact for long during a conversation and tends to look around. She experiences difficulties staying on task, not fidgeting is difficult for her although she tries really hard.

Strategies to use to help LAP 3:
• Keep instructions clear and simple, checking that she understands by repeating the instructions to her individually.

- Give short, simple instructions and encourage her to talk through a task before attempting it.
- Set short, clearly-defined targets.
- Praise small achievements and set up an agreed reward system for good focus rather than using sanctions for inappropriate behaviour
- Speak in a calm manner and prompt her to get back on task.
- Give her opportunities to explain her anxieties.
- Allow time-out to refocus.
- Be consistent with managing behaviour.

Appendix XVII: MAP 9 Creative Story Writing and Translation completed with Dutch-speaking "collaborator"

AMIGOS CALVOS

Hay un gato se llama Leo. Tiene once años. Es muy activo deportisto. Pero a veces puedo ser perezoso. Leo no gusta escuela. Mañana hay escuela. Leo no está entusiasmado porque hay escuela. Leo tiene el pelo gris y suave con rayas blancas. Y también tiene bigote largo y blanco. Pero ahora, Leo es calvo porque de escuela. La amiga de Leo, Snow el conejo, se siente mal porque ella lo entiende. Leo y Snow no son inteligentes. "¡Ay no!", grita Leo. Snow tiene un idea. "¡Me quedo calva!", dice Snow. Son muy tontos los dos. Se queda calva. Ahora se llaman "Amigos Calvos".

BALD FRIENDS

There is a cat called Leo. He is eleven years old. He is very active and sporty but sometimes he can be lazy. Leo does not like school. Tomorrow is school. Leo is not excited because of school. Leo has grey, soft hair with white stripes. He also has white, long whiskers. But now, Leo is bald because of school. Leo's friend, Snow the bunny, feels bad for him. Leo and Snow are not itelligent. "Oh no!", cried Leo. Snow had an idea. "I will go bald!", said Snow. They are both very stupid. She went bald. Now they are called "Bald Friends".

KALE VRIENDEN

Er is een kat genaamd Leo. Hij is elf jaar oud. Hij is heel werkzaam en sportief maar soms ook heel lui. Leo hudt niet van school. School is morgen. Leo is niet opgewonden door school. Leo heeft grijs, zacht haar met witte strepen. En ook witte, lange bakkebaarden. Maar nu is Leo kaal geworden door school. Leo's vriend, Snow het konjin, heeft medelijden Leo. Leo en Snow zijn niet wijs. "Oh nee!", huilde Leo. Snow had een idee. "Ik ga kaal!", zei Snow. Ze zijn allebei heel dom. Ze ging kaal. Nu heten ze "Kale Vrienden".

Appendix XVIII: MAP 9 Post-intervention Standardised Writing Assessment completed in class
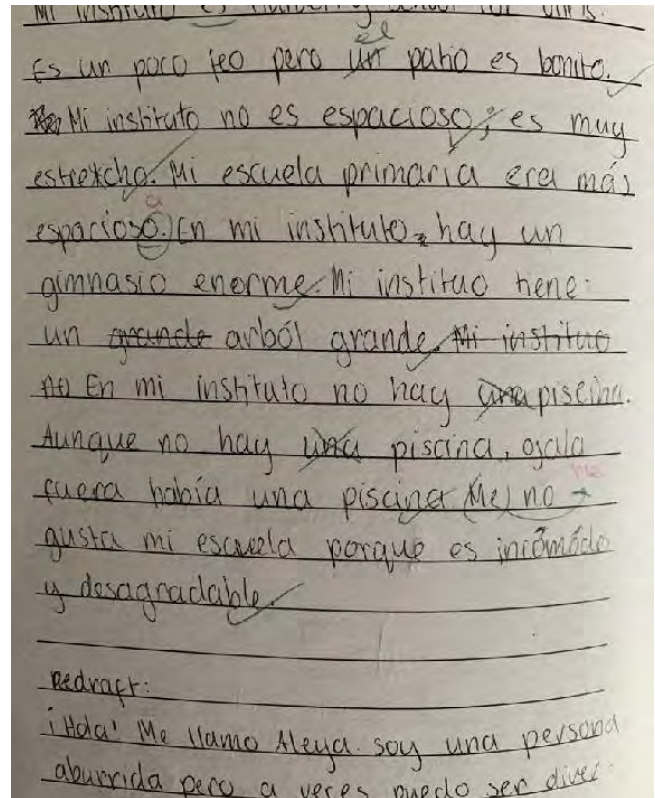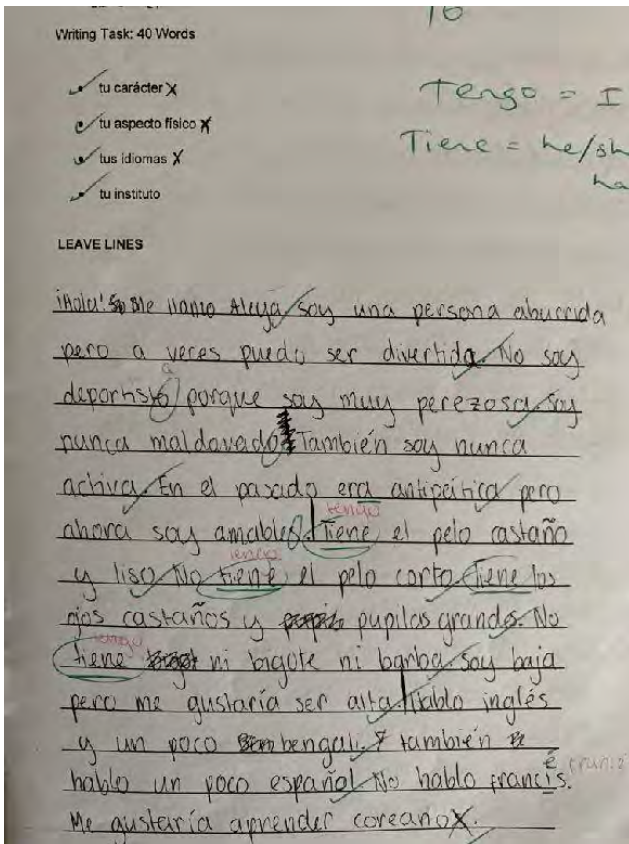
Appendix XIX: Reflective questions inspired by Roller's "Reflections on the Experience" questions (2014) to minimise bias

1) What assumptions have I made?

2) How might these assumptions have affected my observation conclusions?

3) How has my personal profile and context affected my conclusions?

4) To what extent have my emotions or feelings towards key stakeholders affected my interpretations?

5) How has the physical setting or logistical considerations of the research affected my conclusions?