

Written evidence

Members of the Oracy APPG will consider written, verbal and audio-visual evidence and oversee oral evidence sessions. All evidence will inform the final report.

The extended deadline for submitting written evidence is 20th September 2019. We would appreciate if the submissions would follow the following guidelines:

- Be in a Word format
- No longer than 3000 words
- State clearly who the submission is from, and whether it is sent in a personal capacity or on behalf of an organisation
- Begin with a short summary in bullet point form
- Have numbered paragraphs
- Where appropriate, provide references

Please write your evidence below and email the completed form via email to inquiry@oracyappg.org.uk with the subject line of 'Oracy APPG inquiry'

Sally Harper

Full name:

Independent Supply Teacher/Consultant

School or Organisation:

Teacher/P4C Facilitator

Role:

Written evidence:

I am attaching a presentation (and assignment) I gave back in 2011 when I was a teaching assistant, working towards a Foundation Degree in Education Support. I always felt that training for TAs in dialogic interventions was the one thing that could really transform a child's education but unfortunately, due to changes in the DfE's educational priorities, eight years later and approaches such as Thinking Together and Philosophy for Children (I trained as a facilitator in March 2018) are still relatively unknown and training for teachers and TAs in dialogic teaching is still non-existent in the county of Dorset where I teach. Poole SCITT, with whom I trained as a primary teacher, have engaged me as a lecturer for dialogic education as there is a core assignment for this. I deliver an interactive workshop called 'Are We All Talk?' (also attached) and I offer support to students who are required to embed higher level questioning in maths, English and science lessons. I have recently secured a 12 week intervention for Pupil Premium in a North Dorset primary school and I am very much looking forward to filming our sessions and continuing my professional development through this kind of action research. When I was teaching permanently in KS2 I fostered a whole class approach to P4C and it hugely impacted on behaviour, self esteem and achievement. In addition, it provided a framework that enabled me to cope with the ever increasing workload I had as a newly qualified teacher. I believe that dialogic education empowers both pupils and teachers as it fosters mutual respect and constantly reinforces the value of communication which can only be a positive in this era of technological dependence. Our shared humanity will always be our saving grace. I am looking forward to participating on a Level 2 P4C course in May. I apologise that my written evidence is in the form of attachments rather than in a summary in accordance with the guidance below.

Additional guidance:

Value and impact

1. Given many teachers recognise the importance of oracy, why does spoken language not have the same status as reading and writing in our education system? Should it have the same status, and if so why?
2. What are the consequences if children and young people do not receive oracy education?
3. What is the value and impact of quality oracy education at i) different life stages, ii) in different settings, and iii) on different types of pupils (for instance pupils from varied socioeconomic backgrounds or with special educational needs)?
4. How can it help deliver the wider curriculum at school?
5. What is the impact of quality oracy education on future life chances? Specifically, how does it affect employment and what value do businesses give oracy?

6. What do children and young people at school and entering employment want to be able to access, what skills to they want to leave school with?
7. What is the value and impact of oracy education in relation to other key agendas such as social mobility and wellbeing/ mental health?
8. How can the ability to communicate effectively contribute to engaging more young people from all backgrounds to become active citizens, participating fully in social action and public life as adults

Provision and access

1. What should high quality oracy education look like?
2. Can you provide evidence of how oracy education is being provided in different areas/education settings/extra-curricular provision, by teachers but also other practitioners that work with children?
3. What are the views of teachers, school leaders and educational bodies regarding the current provision of oracy education?
4. Where can we identify good practice and can you give examples?
5. What factors create unequal access to oracy education (i.e. socio-economic, region, type of school, special needs)? How can these factors be overcome?
6. Relating to region more specifically, how should an oracy-focused approach be altered depending on the context?

Barriers

1. What are the barriers that teachers face in providing quality oracy education, within the education system and beyond?
2. What support do teachers need to improve the delivery of oracy education?
3. What accountability is currently present in the system? How can we further incentivise teachers to deliver more oracy education to children and young people?
4. What is the role of government and other bodies in creating greater incentives and how can this be realised?
5. What is the role of assessment in increasing provision of oracy education? What is the most appropriate form of assessment of oracy skills?
6. Are the speaking and listening elements of the current curriculum sufficient in order to deliver high quality oracy education?
7. What is the best approach – more accountability within the system or a less prescriptive approach?
8. Are there examples of other educational pedagogies where provision has improved and we can draw parallels and learn lessons?