

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'

Full name:

School or Organisation:

Role:

Written evidence:

Oracy APPG's 2019 Inquiry: *Speaking for Change Evidence from Baasit Siddiqui (Parent, ex teacher and director of Siddiqui Education Ltd)*

About Baasit Siddiqui: Baasit is the director of Siddiqui Education Limited. Siddiqui Education runs a variety of motivational workshops and CPD sessions to support raising the attainment gap of disadvantaged students in the UK. Baasit delivers workshops that raise aspirations and develop students' transferable skills. This includes their oracy skills via presenting, podcasting, interview techniques and experience in networking.

Introduction

I am very humbled to have been asked to provide evidence for the above inquiry. As a parent, educator and now, a motivational speaker, working to raise the attainment gap of disadvantaged students in the UK; I am keen to share my views and experiences on this subject matter in a variety of ways.

With regards to my "evidence", I can only reference my own personal experiences and beliefs from the viewpoint of a parent and educator. My current workshops focus on developing oracy in a variety of ways and because of this I have witnessed first-hand the need to not only develop oracy skills, but also help our students understand the potential being an effective orator can have on their later life no matter what their planned vocation is.

I will aim to answer as many of the main questions from the three scopes of the inquiry either as a parent or educator.

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?

From my own experience as a teacher for ten years, I have always been aware of the huge focus on reading and writing. As my background is not as an English teacher, I can only assume that it is easier to measure and assess reading and writing progress. I believe oracy is a vital skill and with today's advancements in digital technology that oracy could be measured more effectively. However effective oracy can mean so many things and whether this falls under English, media, business or development of soft skills is something would need to be considered.

2. What are the consequences if children and young people do not receive oracy education?
The impact of poor oracy limits our children and young people in progressing into a huge variety of jobs. Being able to articulate your thoughts is important at the job interview stage, communicating with fellow employees and potential customers but also is an extremely vital skill for anyone wanting to progress to a management role in the future. The Social Mobility commission recently reported disadvantaged students achieve 11.5% less money after 5 years of graduating compared to non disadvantaged students. One reason could be lack of experience via culture capital in developing these speaking and listening skills.
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)?

Good speaking and listening is vital at every stage of a child and young person's development regardless of the students background. I believe where culture capital is

low, there is a need for schools to help develop these speaking and listening skills in a wider capacity than group work and mock interviews.

4. How can it help deliver the wider curriculum at school?

To be able to put into context the importance of oracy regardless of your planned profession after school is so powerful. For students to understand everyone has a story and the power in being able to share that story is a skill set that many people would crave and truly benefit from.

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?

See response to point 2.

6. What do children and young people at school and entering employment want to be able to access, what skills they want to leave school with?

Having recently conducted an oracy workshop. Students found it useful albeit nerve wracking to develop their skills in presenting to a whole class. However, they really were pleased to have the chance to develop their interview skills and networking skills. The ability to roleplay an employee in a job of their choice and use a variety of strategies to communicate and locate a specific person in the room, really contextualised to need for effective communication in a business setting.

7. What is the value and impact of oracy education in relation to other key agendas such as social mobility and wellbeing/ mental health?

A lack of culture capital will mean disadvantaged students may lack the experience of speaking to other children outside of school (i.e. fewer extracurricular clubs). It is difficult to effectively communicate with people outside of your circle of regular friends and it is important that these students are able to address this and develop strategies to be able to do this. Communicating with potential employees is vital, but so is building the confidence to communicate with people once they leave full time education.

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

The more confident you are at speaking to all groups of people, the more confident these students will be to share their views regarding society.

Provision and access

9. What should high quality oracy education look like?

I believe oracy should be addressed within English at primary school through to GCSE. However, I believe it is very important for students to develop oracy in the context of business and personal and social education. For example, students should be able to see how effective communication can support getting a job, making a sale, getting a promotion or becoming a professional speaker. Students should realise the benefit from a business standpoint to developing these skills (e.g. Ted Talk speakers etc.) High quality oracy education should address why it is needed and how to develop it effectively.

To support students who find it difficult to speak, link it to something they are more comfortable to begin with. For example, podcasting and vlogging are powerful tools to help students develop their oracy without having to even share their work until they are comfortable to do so. If students are encouraged to do this, they should be shown good examples of effective podcasters and vloggers so they can develop these skills.

10. 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?

Within schools there will be group work, paired work, presentations (these can vary from school to school and student to student. There are students in KS5 who are not familiar and therefore not confident in presenting to a whole class), debating and mock interviews. Aswell as Siddiqui Education, there are a variety of third-party providers supporting oracy, in particular effective presenting skills. I believe more can be done to promote oracy with regards to interview skills and networking/role playing an employment/business setting.

11. What are the views of teachers, school leaders and educational bodies regarding the current provision of oracy education? **I believe personally that presentations are not done enough and especially not for disadvantaged students. I have come across a resistance from disadvantaged students to speak in front of their peers compared to non-disadvantaged students. Speaking to these students one to one they are confident and can articulate their views, but to stand and do so in front of a class leads to barriers. For example, refusal, lack of focus, reading of a sheet. This I find in particular with boys in KS4.**

12. Where can we identify good practice, and can you give examples? **Young enterprise, 7 billion ideas, Luke Staton are all three examples of third parties other than Siddiqui Education focusing on developing presentation skills.**

13. What factors create unequal access to oracy education (i.e. socio-economic, region, type of school, special needs)? How can these factors be overcome?

Lack of culture capital and strain on teachers. These factors can be overcome by helping all students to appreciate being able to talk in any setting can support students no matter what they have planned for their future vocation.

14. Relating to region more specifically, how should an oracy-focused approach be altered depending on the context?

Whether a student is aware of what job they would like to do in the future or whether they are keen to be an entrepreneur it is vital the students can understand why it is important to be able to be a good speaker. A simple example could be how sports personalities have a shelf life on their main career, being an effective speaker could lead to coaching positions, management, punditry or motivational speaking. All of which are very lucrative. It is also important to help students understand how oracy will help in gaining employment and developing connections in the world of work.

Barriers

15. What are the barriers that teachers face to providing quality oracy education, within the education system and beyond?

Resistance from students especially KS4 and 5, lack of time, difficulty in assessing progress and lack of links to curriculum.

16. What support do teachers need to improve the delivery of oracy education?

Support in digital skills, e.g. learn how to create a revision podcast or a vlog about a particular topic. Show students examples of effective speakers via TED talks but also vloggers to gain skills in oracy. Make the examples relevant to the students.

Teachers may take for granted how good they are as orators and not appreciate how many skills they can pass on to their students. Teachers are the perfect example of effective orators and should ensure they not only model effective oracy but identify and justify what they are saying, how they are saying it and why.

17. What accountability is currently present in the system? How can we further incentivise teachers to deliver more oracy education to children and young people?

I believe oracy should initially focus on something the student is passionate about. A workshop I run for year 6 transitioning into year 7 focusses on podcasting. Students develop their speaking skills and must identify their audience to begin with. The subject content and language used should be suitable for their audience. As the student are passionate about the content and can relate to it, it leads to students building their confidence in speaking at an early age. The benefit of a podcast is that they can choose who they share their orating skills with. If a project like this is done on a regular basis, I believe the students will become more confident in sharing their orating abilities.

18. What is the role of government and other bodies in creating greater incentives and how can this be realised?

I believe the government is doing a good job regarding focussing on developing essential life skills, links to career aspirations via Gatsby and higher education via NCOP. These three areas of focus should ensure there is a link to oracy. The development of children's oracy should be linked to the world of work as this will be when students will require the ability to speak and listen to people other than the peers and adults that have been with them since they began school.

19. What is the role of assessment in increasing provision of oracy education? What is the most appropriate form of assessment of oracy skills?

Assess a job interview (role play), the ability to network (role play), ability to present to a whole class/podcast or vlog.

20. Are the speaking and listening elements of the current curriculum sufficient in order to delivery high quality oracy education? **No**
21. What is the best approach – more accountability within the system or a less prescriptive approach? **Less prescriptive. Make it fun, encourage digital oracy in the form of podcasting and vlogging or create an audio book. A tablet and smartphone has a recorder on it. Audacity, a free sound editing software can allow students to create a good quality audio file with relative ease.**
22. Are there examples of other educational pedagogies where provision has improved, and we can draw parallels and learn lessons?
ELS, Gatsby and the NCOP/NERUPI framework are all useful examples that would benefit from including a bit more of a focus on oracy. With regards to extracurricular there should be a focus on drama and expressive arts at an early age.

Additional guidance:

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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?
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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?

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