

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'

Emma Smith

Full name:

St Mary's CE Primary Academy

School or Organisation:

Oracy Leader/Year 4 teacher

Role:

Written evidence:

Oracy

School: St Mary's Primary Academy, Ladywell Road, Tunstall ST6 5DE

Oracy Leader in School – 3 years: Miss Emma Smith (Year 4 teacher also - 6th year)

1. What are the consequences if children and young people do not receive oracy education?
2. 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?
3. 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?
4. 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)?
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. What is the value and impact of oracy education in relation to other key agendas such as social mobility and wellbeing/ mental health?
7. What should high quality oracy education look like?
8. How can it help deliver the wider curriculum at school?
9. 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?
10. Where can we identify good practice and can you give examples?
11. Are there examples of other educational pedagogies where provision has improved and we can draw parallels and learn lessons?
12. What are the barriers that teachers face to providing quality oracy education, within the education system and beyond?
13. What support do teachers need to improve the delivery of oracy education?
14. What is the role of assessment in increasing provision of oracy education? What is the most appropriate form of assessment of oracy skills?
15. Are the speaking and listening elements of the current curriculum sufficient in order to deliver high quality oracy education?
16. Are there examples of other educational pedagogies where provision has improved and we can draw parallels and learn lessons?
17. Relating to region more specifically, how should an oracy-focused approach be altered depending on the context?

1/2/3

What are the consequences if children and young people do not receive oracy education?

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?

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?

Our school is graded outstanding and has many strengths, as shown by our excellent KS2 SATs data too. Even though our school is in a very socio-economically deprived area of Stoke-on-Trent (pupil premium:164/510, free-school meals:109/510 and English as an additional language:177/513), with the quality of teaching and learning and the devotion of teachers our children still achieve extremely good results.

Oracy education became a priority on our School Development Plan when we felt the need to equip our children for life outside the school gates. Appointed as the Oracy Leader 3 years ago, I wanted to bridge the gap in learning we had across the school and ensure that our children left primary school with not only great SATs results, but also strong communication skills. From my own research, this is one of the main skills employers are looking for in potential employees. We hope that our children, as they move onto adulthood, will form strong relationships throughout their lives through good communication, be able to talk when they have a problem and also to use their skills in public speaking. Our approach is outlined below. (Point 7/8/9)

4/5.

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)?

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

Oracy education has had a huge impact across the school. In the Early Years, there has always been a focus on communication skills and learning. However, for us this is made more difficult with the lack of skills our children arrive at school with. The oracy education almost needs to begin from birth, in our children's homes. Parents need to be taught more about the negative effects of technology on children's communication skills, when it is used too often and children are not spoken to. We have found that our children's communication skills are becoming worse as they enter nursery. Luckily, with a very strong team, we meet the huge job of ensuring our children meet their early learning goals.

As the children move through the school, the value of oracy increases. If children cannot express their opinions, thoughts or even just answer questions verbally, then it makes it even harder for them to write them down too. We have found that asking children to simply stand up to answer a question and answer in full sentences has ensured our children pay respect to each other, has supported them with their writing and has made debating become more of a respectful discussion. We have even found that some of our children with special educational needs are the best debaters.

6.

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

Having many social and emotional needs in our school, the need for children to be able to talk about their problems and emotions with a trusted other was necessary. We have a farm at our school, which children with particular needs can attend, sometimes on a daily or weekly basis, to spend time with our farm manager and farm animals. Some of our children like to spend time talking to our farm manager or other children, whereas others prefer talking to the animals, some of them even having favourites. This is time for our more vulnerable and perhaps quieter children to talk in a safe environment. We feel this is just fantastic.

7/8/9

What should high quality oracy education look like?

How can it help deliver the wider curriculum at school?

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?

It has taken me three years to get to the point where our school is at now but we are there. In school we have a list of 'What Oracy looks like at St Mary's' that is interweaved through our entire curriculum. Here is the list below:

1. We use 'Mini Mission Launches' to begin our missions each half term. – *A drama event which hooks children into their learning. This is oracy-based.*
2. We stand up and answer questions in a full sentence.
3. We respect each other when we are speaking. – *Children are asked to look at the person who is talking.*
4. Language is modelled and corrected where necessary.
5. We use 'sentence stems' to improve our eloquence, when answering and asking questions. For example, when challenging a peer.

Spectacular Speaker Sentence Openers

ALWAYS PAY YOUR RESPECTS AND LOOK AT THE PERSON WHO IS TALKING.

Agreeing:

- I agree...
- I think your answer is great because...
- Yes and also...

Disagreeing:

- I see it differently because...
- I would like to challenge your comments.
- I disagree with your answer because...

Other:

- I'm confused. Can you tell me more?
- Just to make sure...
- I would like to add to what you have said.
- I can help you. (If a friend in your class is struggling).

KS1

Spectacular Speaker Sentence Openers

ALWAYS PAY YOUR RESPECTS AND LOOK AT THE PERSON WHO IS TALKING.

Agreeing:

- I agree with what you're saying, but...
- I believe that to be a valid point because...
- Yes and furthermore...

Disagreeing:

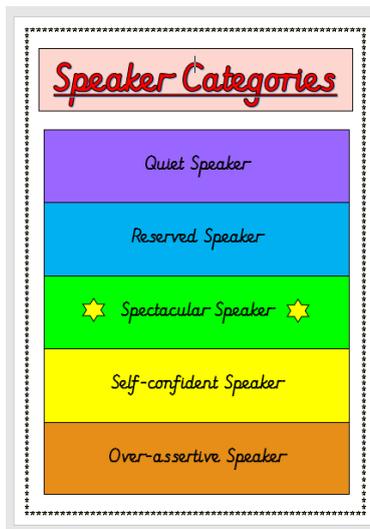
- I see it differently because...
- I would like to challenge your comments.
- I would like to invite you to consider...

Other:

- I'm confused when you say----. Can you elaborate?
- I would like to elaborate on what you have said.
- To be clear, you're saying that...
- I would like to add to what you have said.
- Put another way, you are saying...
- The author's claim that --- is interesting because...
- Is it fair to say that you believe...

KS2

6. Speaker categories are used to motivate us to develop our speaker skills. We want to aim for 'Spectacular Speaker'.



7. Oracy activities are weaved into our learning, to support and develop our speaking and listening skills (for example, debates, retelling stories and using new language).
8. Once a week our worship is oracy-based, where we answer a BIG QUESTION related to our RE topic.
9. Each classroom has an oracy display, with space for a hat debate area. – *This is where we debate our BIG RE QUESTION.*
10. 'Oracy Champion' certificates can be earned each week.
11. An oracy DOJO is given when we use spectacular speaking and listening skills.
12. We deliver our own Christian worships, which have a religious focus. - *We have children delivering some of our worships. Our worship council also introduce our worships throughout the week.*
13. New vocabulary discussed in class is displayed on our Mini Mission walls.
14. We have a 'No Pens Day' once a year.
15. We have a drama and debating club.
16. We have debating events across the school.

Oracy is teacher-assessed through the use of National Curriculum objectives that I have broken down per year group.

- Pressure of obtaining good SATs in Year 6 and teachers having pressure to provide good data in other year groups, meaning reading, writing and mathematics have a higher priority.

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

- Teachers need a National Curriculum where oracy education is a core subject.
- From my own experience, teachers need more training and the ability to see it in action. There needs to be a point to the change. Teachers are very busy and so need to see the impact on the children for it to be fully embraced.
- Parents supported to develop oracy skills at home in deprived areas.

14/15.

What is the role of assessment in increasing provision of oracy education?

What is the most appropriate form of assessment of oracy skills?

Are the speaking and listening elements of the current curriculum sufficient in order to delivery high quality oracy education?

- Objectives broken down more specifically in the National Curriculum. *
- Teacher assessment at each assessment point.
- Talking to pupils.
- During observations, it should be seen that there is a development of oracy across the school from Early Years to Year 6.

16.

What is the best approach – more accountability within the system or a less prescriptive approach?

- *as above.
- The accountability should be evident around the school:
 - o Children should speak with eloquence and confidence.
 - o Manners should be clearly used by the children.
 - o In lessons, children should stand up to ask or answer questions and they should use sentence stems.
 - o Visitors should be able to see oracy thriving around the school.
 - o Children should also listen and pay respect to others when they are talking.
- Teacher assessment is sufficient, as they know the children best.

17.

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

- All children should have an equal access to education. What can be achieved by a child in a wealthy area should also be achievable for a child in a deprived area. Our SATs data are proof of this. With the right support and outstanding teachers, an oracy focus for all can be achieved.

- The only difference I would point out is providing more support for parents in deprived areas before they begin school.

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?