

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'

Liz George; Angie Curran

Full name:

Teaching London LDBS SCITT

School or Organisation:

Director; Academic Studies Tutor

Role:

Written evidence:

Provision and access - Initial Teacher Training

1. Teaching London LDBS SCITT was awarded 'Outstanding in all areas' by Ofsted in 2017. It offers a schools direct PGCE route, predominantly school-based, preparing teacher trainees for both primary and secondary classrooms in the twenty-first century.
2. One of the PGCE essays is entitled Talk for learning in mathematics, (for primary trainees) and is subject specific for secondary trainees. The masters level essay asks them to analyse the role of talk in mathematics (primary), or their subject respectively, and develop and utilise this creatively to plan, teach, assess and evaluate effective learning and teaching. They are required to

demonstrate a confident, detailed and informed understanding of the role of talk in the development of pupil's learning, drawing on the contribution of respected theorists and researchers such as Piaget, Vygotsky, Bruner, Barnes, Mercer and Alexander. Trainees are expected to understand and analyse the significance of social constructivism and dialogic teaching in developing insight into professional and pedagogic practice.

3. As an ITT provider we place oracy and talk for learning at the core of our training provision. In engaging with this small scale action research essay we can see the clear benefits in creating confident, skilled, informed trainees who are able to bring together the demands of the Teaching Standards and significantly improve their practice in the classroom.
4. The demands of this essay and the methods employed ensure that talk for learning is actively discussed and accommodated in partnership schools as part of trainees' training while contributing to the debate and giving credibility to this valuable area of pedagogy.
5. We educate our trainees in both the theory and practice of effectively using talk in the classroom resulting in trainees entering their career as teachers immersed in strategies of how to teach pupils to use talk for reasoning and presentation purposes.

6. Value and impact

7. Talk for learning skills enable students to become more discerning in their understanding of complex information; more able to reflect upon and navigate difficulties and pressures and more able to articulate and positively influence the world around them and there is substantial research to suggest that cognition is significantly enhanced. The benefits for our country are ones of economic success, socio economic advancement and academic excellence as well as individual well-being, self-confidence, self-awareness and resilience.
8. The provision for practicing processes that extend and rehearse learning processes when discussing or problem solving with others which can then be applied when alone thus making the benefits exponential..
9. There already exists considerable amounts of well-documented evidence from research for expanding the use of talk for learning in the curriculum:
 1. Vygotsky, Cognitive processes (language, thought, reasoning) develop through social interaction.
 2. 1975 Bullock Report, which gave recognition to the fundamental importance of talk.
 3. 1987 National Oracy Project where it was noted, 'children astonishingly quickly picked up "messages" about the value, or lack of value, of talk in the classroom'. (p35)
 4. The work of Neil Mercer et al, Cambridge University, Thinking Together.
 5. 2011 National Curriculum review panel stated: 'There is a compelling body of evidence that highlights a connection between oral development, cognitive development and educational attainment.'
 6. 2016 Towards Dialogic Teaching, Rethinking Classroom Talk, Robin Alexander.

7. 2013 Programmes of study: key stage 3 National curriculum in England, Spoken language: the national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language continues to underpin the development of pupils' reading and writing during key stage 3 and teachers should therefore ensure pupils' confidence and competence in this area continue to develop'. page 2

Barriers

10. The invisibility of oracy and talk for learning in schools is to the detriment of school students who finally find themselves disadvantaged in the workplace by their lack of obvious oracy skills in a public arena and their inability to use exploratory approaches to problem solving. 97% of employers feel life skills such as communication are more important than academic qualifications (Life Lessons, The Sutton Trust, 2017)
11. While the 2014 The National Curriculum in England Key stages 3 and 4 framework document, Spoken language (page 10) encourages talk for learning, it is not universally applied in schools. *6.2: Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.:*
12. Myhill and Fisher recognised that, "Spoken language forms a constraint, a ceiling not only on the ability to comprehend but also on the ability to write, beyond which literacy cannot progress"
13. Despite the support for its inclusion by the HMI for English and the widespread support from organisations such as the National Association of Advisers for English and the National Association of Teacher in English, the downgrading of the value of speaking and listening was clearly signalled to teachers, parents and school pupils by the removal of speaking and listening from the accreditation of GCSE English language Talk. As the 1987 National Oracy Project noted, 'children astonishingly quickly picked up "messages" about the value, or lack of value, of talk in the classroom'. (p35)

Provision and access

14. 'At the heart of pedagogy lies oracy' (Bearne and Reedy, 2018,). However for the quality of such pedagogy to be realised, there is a need to 'transform classroom talk into an instrument of greater rigour for learning (Alexander, 2013). This can be achieved by a requirement for all Teacher Training organisations to rigorously embrace and provide training to trainees on the pedagogy of talk in the classroom, complimented by the provision of consistently high quality professional development and internal action research for teachers and teaching assistants in all schools.

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?

