

# An Evaluation of the Impact of The Plymouth Oracy Project: improving outcomes for disadvantaged pupils and increasing staff confidence and competency delivering Oracy in schools.





## Contents

|   |      |
|---|------|
| Executive Summary .....   | v    |
| Introduction .....  | v    |
| Background.....   | v    |
| Evaluation Design .....   | vi   |
| Results and Recommendations .....   | vi   |
| Developed staff confidence and competence to deliver Oracy .....  | vi   |
| Improved attainment and progress and narrowed the attainment gap for disadvantaged learners .....                                       | vii  |
| Impacted other measures of pupil success.....   | viii |
| Introduction .....  | 1    |
| Background.....   | 1    |
| Why is Oracy important? .....   | 1    |
| The need for effective Continuing Professional Development and Learning (CPDL).....   | 2    |
| The Intervention .....  | 3    |
| Research Objectives.....  | 4    |
| Participants .....  | 4    |
| Data collection .....   | 6    |
| Analysis.....   | 8    |
| Ethical Clearance.....  | 8    |
| Project Team.....   | 8    |
| Timeline .....  | 9    |
| Findings.....   | 10   |
| Introduction .....  | 10   |
| The impact of a sustained model of CPDL using specially trained Specialist Leaders in Education and Plymouth Leaders in Education ..... | 10   |
| Effectiveness of the CPDL model .....   | 10   |
| Refocused staff on the importance of Oracy.....   | 12   |
| Impact on the whole school .....  | 13   |
| Impact on staff linguistic Oracy skills .....   | 13   |
| Impact on staff cognitive Oracy skills.....   | 15   |

|   |    |
|---|----|
| Impact on staff confidence and competency to teach the social emotional aspects of Oracy.....   | 16 |
| Impact on staff confidence and competency teaching physical Oracy skills .....  | 17 |
| To what extent did The Plymouth Oracy Project improve attainment and progress and narrow the gap for disadvantaged learners?.....                 | 17 |
| Impact on EYFS attainment and reducing the attainment gap.....  | 17 |
| Impact on primary school attainment and reducing the attainment gap.....  | 19 |
| Impact on secondary school attainment and reducing the attainment gap .....   | 20 |
| Impact on special school attainment and reducing the attainment gap.....  | 21 |
| Impact on other measures of pupil success .....   | 22 |
| Impact on pupil confidence .....  | 22 |
| Impact on emotional literacy and pupil wellbeing.....   | 24 |
| A culture of meaningful talk .....  | 25 |
| Impact on attendance .....  | 25 |
| Impact on parents/carers .....  | 26 |
| Summary and recommendations .....   | 27 |
| The extent to which The Plymouth Oracy Project developed staff confidence and competence to deliver Oracy .....                                   | 27 |
| The extent to which The Plymouth Oracy Project improved attainment and progress and narrowing the attainment gap for disadvantaged learners ..... | 27 |
| The extent to which The Plymouth Oracy Project impacted other measures of pupil success (e.g. pupil confidence, attendance). .....                | 28 |
| APPENDIX A: The schools involved in the evaluation .....  | 30 |
| APPENDIX B: Additional SLE/PLE schools involved in the project.....   | 31 |
| APPENDIX C: Online questionnaire (research tool 1) .....  | 32 |
| APPENDIX D: CPD questionnaire (research tool 2).....  | 34 |
| APPENDIX E: Interview schedule for the school case-studies (research tool 3) ..   | 35 |
| APPENDIX F: A copy of the quality assurance school visit report, action plan and meeting record (research tool 4).....                            | 41 |
| APPENDIX G: Evidence of Impact on Staff .....   | 44 |
| APPENDIX H: Implementing Oracy in a Special School.....   | 45 |
| APPENDIX I: Evidence of Embedding Oracy in Whole School Development.....  | 46 |
| APPENDIX J: Implementation of The Plymouth Oracy Project in an EYFS Class   | 47 |
| APPENDIX K: The Impact of Stem Sentences .....  | 48 |

|  |    |
|--|----|
| Appendix L: Teaching Pedagogies and Implementation of Oracy to Address Gender Differences in Emotional Literacy .....                    | 49 |
| APPENDIX M: Engaging Parents/Carers in Oracy Developments.....   | 50 |
| APPENDIX N: Implementing Oracy in Mathematics .....  | 51 |
| APPENDIX O: Implementation of Oracy in a High Attaining Secondary School ...   | 52 |
| APPENDIX P: Implementing Oracy in a School with a High Proportion of Disadvantaged Pupils .....  | 53 |
| APPENDIX Q: Implementing Oracy to Address Pupil Reading and Vocabulary in a School Located in an area of High Levels of Deprivation..... | 54 |
| APPENDIX R: A Cross Curricula Approach to Oracy .....  | 55 |
| APPENDIX S: Implementing Oracy across a Multi Academy Trust .....  | 56 |
| APPENDIX T: Implementation of Oracy in Reading for Meaning .....   | 57 |
| Acknowledgements .....   | 58 |
| References.....  | 60 |



## Executive Summary

### Introduction

The Plymouth Oracy Project was designed to develop theoretical and pedagogical understanding of dialogic talk for learning amongst school staff, with a particular focus on improving the Oracy development and educational outcomes of pupils falling into the 'disadvantaged' category. The project sought to extend the success of existing collaborative teaching projects across schools in the UK, such as that demonstrated in Voice Bradford, Voice 21 and Oracy Cambridge.

### Background

Oracy is argued to reduce the attainment gap of those most disadvantaged pupils (Alexander 2017) and is essential for effective learning (Nichol and Andrews 2018; Alexander 2012). Central to this is the role of school staff in helping pupils gain a broad repertoire of talk (Alexander *et al.* 2017). However, changes to educational policy (Haworth 2001) and skills and confidence shortages amongst school staff (Evans and Jones 2017) is argued to have resulted in a devaluing of Oracy in schools. Therefore, The Plymouth Oracy Project aimed to address this by using high quality, national Continuing Professional Development and Learning (CPDL) sessions to support acquisition of Oracy development and teaching in Plymouth schools. To ensure effective implementation, Specialist Leaders in Education (SLE) and Plymouth Leaders in Education (PLE) and additional cluster meetings provided further bespoke, targeted support to schools to ensure Oracy skills developed in pupils according to specific needs.

This research aimed to evaluate the extent to which The Plymouth Oracy Project successfully:

- Developed staff confidence and competence to deliver Oracy;
- Improved attainment and progress for learners;
- Narrowed the gap for disadvantaged learners;
- Impacted other measures of pupil success (e.g. pupil confidence, attendance).

## Evaluation Design

| Research tool  | Description  |
|--|--|
| Online questionnaire   | Issued to school staff involved in The Plymouth Oracy Project at three intervals during the 16 month project (January 2018, n=41; June/July 2018, n=22; Feb/March 2019, n=20).   |
| CPD questionnaire  | At the end of Oracy CPD events staff were asked to complete a short questionnaire consisting of open and closed questions (n=320).   |
| Case-study interviews  | Eight 20-60 minute interviews and walking tours of school grounds (including taking photographs of Oracy resources).   |
| Analysis of quality assurance school visit reports, action plans and meeting records | All schools were asked to document the developments they made to teaching and learning as part of The Plymouth Oracy Project.<br><br>Analysis of 175 documents from 31 schools.  |
| Analysis of existing attainment and attendance data                                  | <p>Primary schools:</p> <ul style="list-style-type: none"> <li>• EYFS Communication and language (% of pupils reaching the expected level for this age);</li> <li>• End of year 2 assessment (% of pupils reaching the expected level for this age in reading, writing and maths);</li> <li>• End of key stage 2 assessment;</li> <li>• Progress of the year group involved in the project;</li> <li>• Oracy matrix scores;</li> <li>• Attendance data.</li> </ul> <p>Secondary schools:</p> <ul style="list-style-type: none"> <li>• Assessment scores for the year group involved in the project (% of pupils reaching the expected level for this age in reading, writing and maths);</li> <li>• Attainment 8 scores;</li> <li>• Progress 8 scores;</li> <li>• Progress of the year group involved in the project;</li> <li>• Oracy matrix scores;</li> <li>• Attendance data.</li> </ul> |

Table 1: Summary of research methods

## Results and Recommendations

### Developed staff confidence and competence to deliver Oracy

The data indicates that the combination of professional development activities, school to school support, quality assurance visits and the school specific action plans have led to substantial increase in staff competence and confidence delivering Oracy. It is clear that the project has refocused staff on the importance of Oracy and encouraged greater staff reflection on the role of talk in the classroom. Whilst the project was initially implemented in target groups, evidence suggests that schools have embedded their training in the wider school practices (e.g. assemblies, Oracy classroom displays etc).

**Recommendation 1:** The importance of continued investment and delivery of training in Oracy for new staff and existing staff to update skills. Research shows the considerable significance of school staff receiving Oracy training (Alexander 2013; Nichols and Andrews 2018).

**Recommendation 2:** Given the considerable success of this sustained CPDL model, there is a need to look at how this model could be applied in contexts beyond Oracy, for example to address issues in teacher retention.

**Recommendation 3:** This evaluation highlights the value of future investment in initiatives designed to address Oracy, especially in the EYFS. High quality early intervention can change a child's developmental trajectory and improve outcomes. This evaluation also highlights the importance of rigorous evaluation of these initiatives to understand and evidence impact.

### Improved attainment and progress and narrowed the attainment gap for disadvantaged learners

Early Years Foundation Stage: The attainment gap between disadvantaged and other pupils almost halved over the course of the project.

Key Stages 1 and 2: The Plymouth Oracy Project had a considerable impact on improving learner attainment and progress in reading and writing, whilst narrowing the gap for those most disadvantaged learners. The Plymouth Oracy Matrix indicated a 10% reduction in the gap between disadvantaged and other pupils.

Secondary schools: Progress data suggests a reduction in the gap between disadvantaged pupils and other children decreasing from 7.9% to 4.8%, demonstrating a 3.1% narrowing of the gap. In terms of The Plymouth Oracy Matrix, there has been a 17.8% reduction in the gap between disadvantaged and other pupils.

Special school: Although this evaluation only focused on one special school, making it difficult to form reliable conclusions regarding impact, there was a 33% increase in maths and reading attainment. Furthermore, qualitative data demonstrates the immense impact of Oracy in improving pupil confidence, peer relations and almost rebranding English as something pupils can engage with and achieve highly.

**Recommendation 4:** A need to explore how Oracy could be implemented in other special schools and the key impacts on pupils in doing so.

## Impacted other measures of pupil success

**Significant impact on attendance:** The data regarding the impact of The Plymouth Oracy Project on attendance was very positive. Quantitative data suggests there have been improvements in attendance for secondary schools. Data for the one special school involved in this project indicated greater improvements. However, there is a need to advise strong caution due to the very limited sample size and the impact this had on analysis.

**Substantial improvements in pupil confidence:** The project resulted in major improvements in pupil confidence at all levels. Staff enthusiastically described examples of children who were previously mute, have EAL or complex SEND and the immense impact of The Plymouth Oracy Project on these children. It was clear from the analysis that the provision of stem sentences and triad/paired working was key to supporting pupil confidence.

**Emotional literacy:** It is clear from the qualitative data that The Plymouth Oracy Project has had an impact on creating a calmer school environment for pupils. Other evidence from the interviews with school staff, indicate that pupils are much better at hearing other opinions, even when they strongly disagree with the opinion. In some schools, this has also improved behaviour at playtimes, with less conflict.

**A culture of meaningful talk:** Discussions with all the schools highlighted that Oracy has very much become an embedded part of the school culture. Teachers commented that there is now an expectation that pupils will talk and will be held accountable for what they say.

**Impact on parents/carers:** It is clear that the project is starting to have an impact on parents/carers, although it is still early on and this is an area schools are planning to expand on.

**Recommendation 5:** Continue to consider how schools can raise awareness of Oracy amongst parents/carers and wider communities.

## Introduction

The Plymouth Oracy Project was designed to develop theoretical and pedagogical understanding of dialogic talk for learning amongst school staff, with a particular focus on improving the Oracy development and educational outcomes of pupils falling into the 'disadvantaged' category. A key aim of the project was to 'close the gap' between pupils from poorer socio-economic backgrounds (as demonstrated by pupil premium qualification) and those from more affluent backgrounds with a strong emphasis on effective Continuing Professional Development and Learning in Oracy for school staff. The project sought to extend the success of existing collaborative teaching projects across schools in the UK, such as that demonstrated in Voice Bradford, Voice 21 and Oracy Cambridge.

## Background

### Why is Oracy important?

Oracy is argued to reduce the attainment gap of those most disadvantaged pupils (Alexander 2017) and is defined as:

*...a fundamental form of expression for each individual located 'between' persons as conversation. It is the basic vehicle for personal engagement with others and serves to develop thought and identity (Doddington 2001, p.273)*

Key research in this area stresses the importance of Oracy for learning (Alexander 2012; Nichol and Andrews 2018), reflecting an understanding of the social nature of learning (Vygotsky 1978). Vygotsky (1962) stressed the links between language and thought, interaction and development and argued that the use of language to communicate is key to the development of new ways of thinking. Alexander (2012, p.4) states:

*Pupils need for both learning and life, not only to be able to provide relevant and focused answers but also to learn how to pose their own questions and how to use talk to narrate, explain, speculate, imagine, hypothesise, explore, evaluate, discuss, argue, reason and justify.*

These studies therefore highlight the importance of pupils gaining a broad repertoire of talk to support their learning.

Research stresses the reciprocal nature of Oracy and therefore the important role adults, such as teachers play in supporting Oracy (Alexander 2013; Nichols and Andrews 2018). Alexander *et al.* (2016) argue that it is through the teacher's talk that

the pupil's talk is either confined to recitation or encouraged through discussion and dialogue, enlarging discursive and semantic repertoire. These studies call for specialist Oracy teaching to be part of the overall school culture and environment.

Whilst Oracy in the curriculum is not a new concept (e.g. Bullock report 1975; Department of Education and Science 1989), Haworth (2001) argues that the introduction of the National Curriculum and the National Literacy Strategy resulted in the devaluing of Oracy. This has led to low levels of staff confidence and skills in terms of supporting Oracy developments in schools (Evans and Jones 2017). Whilst in the latest National Curriculum (2014) the term 'Speaking and Listening' has been replaced with 'Spoken Language', Alexander (2012) argues that this lacks an emphasis on the acquired skills Oracy needs, highlighting the value of initiatives such as The Plymouth Oracy Project in addressing this knowledge and skills gap.

### The need for effective Continuing Professional Development and Learning (CPDL)

Central to The Plymouth Oracy Project was an understanding of the considerable importance of effective CPDL in Oracy. In 2016, the Department for Education (DFE) set out their vision of effective Continuing Professional Development and Learning (CPDL) by publishing a new Standard for Teachers' Professional Development for all schools in England, highlighting that effective professional development for teachers is a core part of securing effective teaching. In 2019 the launch of the Recruitment and Retention Strategy reinforces a focus on supporting teachers through CPDL, highlighting the early career teacher but also committing to 'invest in and embed school cultures that create a sense of value through ongoing professional development' (DFE 2019, p4).

Exploring barriers to effective CPDL, Weston (2015) carried out an audit of CPD activity across 500 schools and suggested seven principle issues:

- One off activity which result in a lack of time to embed the new knowledge into practice and policy;
- Limited collaborative problem solving and a focus on passive learning;
- A lack of time for professional learning where staff feel that the workload of the job reduces opportunity to commit to a particular opportunity;
- A lack of high quality external facilitation and expertise, which is increasingly challenging with fiscal pressure on schools;
- A lack of differentiation in whole school training often linked to compulsory training;
- Training rarely focuses on defined cohorts of pupils;
- Limited evaluation of the effectiveness of generic and one-off CPD.

There are a number of research studies in this area, which stress the value of research collaboration and collegiate approaches to CPDL. For example, Timperly *et al.* (2007) reflected on cooperative approach to learning and developing research. Kraft *et al.* (2017) commented on the impact of instructional coaching as a mechanism for improvement and Kraft and Papay (2014) suggested that professional collaborative culture was associated with teacher development.

In 2015, the Teacher Development Trust carried out an overarching review of evidence into effective CPDL for teachers (Cordingley *et al.* 2015). Their review explored common components of effective CPDL and suggested implications for practice and future research. Similarly, Timperley *et al.* (2007) carried out research exploring subject level CPDL and identified a series of common themes that contributed to effective CPDL. In particular, infrastructure support, coherence with policy and the importance of CPDL being optional rather than compulsory. Through all of the research, and emphasised in Cordingley *et al.* (2015), there appears to be a growing body of evidence to suggest that there are core ingredients that, when executed effectively, produce a better impact for CPDL. In particular:

- The importance of CPDL providing ongoing support over a sustained period;
- The need to ensure CPDL is relevant to the context in which teachers work and the pupils that they are targeting during development processes;
- The importance of collaboratively discussing the theory *and* practice of new ideas and to test practices and ideas out in classrooms;
- The importance of expert modelling of practices and providing staff with expert feedback on their own efforts (coach or mentor role);
- CDPL is designed with clear goals and include formative assessment that focus on the intended impact of development upon pupils;
- CDPL involves exposure to ideas that challenge/disrupt and deepen/extend their thinking.

Having introduced some of the key literature focusing on Oracy and effective CPDL that underpinned the development of The Plymouth Oracy Project, this report next outlines what this intervention looked like in practice.

## The Intervention

There is a persistent and entrenched socio-economic gap in attainment at national level (Crenna-Jennings 2018). Similarly, in Plymouth where this intervention was implemented, data highlights that disadvantaged pupils achieve lower educational outcomes than non-disadvantaged pupils, from Early Years through to Key Stage 4 (Plymouth City Council 2017). Where Oracy has been the focus of extensive, evidence-informed professional development, supporting collaboration, whole-school engagement and community engagement; the results have been very positive. Most

notably this is evidenced through projects in Bradford (Kotler *et al.* 2001), School 21 (EEF 2015) and the Cambridge University 'Oracy Cambridge'.

The Plymouth Oracy Project provided high quality, CPDL sessions to support acquisition of Oracy development and teaching in Plymouth schools. To ensure effective implementation, Specialist Leaders in Education (SLE) and Plymouth Leaders in Education (PLE) and additional cluster meetings provided further bespoke, targeted support to schools to ensure Oracy skills developed in pupils according to specific needs. This programme of Oracy support was designed in such a way to address many of the challenges school staff can face in implementing Oracy (e.g. lacking confidence in Oracy, competing priorities and support from school leadership) as outlined in a study by Millward and Menzies (2016).

## Research Objectives

This research aimed to evaluate the extent to which The Plymouth Oracy Project successfully:

- Developed staff confidence and competency to deliver Oracy;
- Improved attainment and progress for learners;
- Narrowed the gap for disadvantaged learners;
- Impacted other measures of pupil success (e.g. pupil confidence, attendance).

## Participants

The Plymouth Oracy Project involved 31 eligible schools (DFE Guidelines) across Plymouth, in which two teachers from each school were part of the training. In addition to six CPD days, eligible schools had a named SLE/PLE who visited the school five times during the first year to support with action planning, assessment and project development, including development of Oracy across the wider school. For the eligible schools initially, one key teacher in a specific year group led the project but as the project developed, successful initiatives were disseminated across the whole school. The 31 SLEs involved in this project also received five days of training from the Voice 21 Oracy Leaders Programme.

The schools were divided into clusters. There were six clusters in total (one Early Years, three primary clusters and two secondary clusters). The clusters are as follows:

| Cluster  | Total no. schools | Total no. year groups targeted | No. of schools which focused on each target Year group |   |   |   |   |   |   |   |   |   |    |    |
|--|-------------------|--------------------------------|--|---|---|---|---|---|---|---|---|---|----|----|
|  |                   |                                | EYFS   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Early Years Cluster                                      | 4                 | 4                              | 4  |   |   |   |   |   |   |   |   |   |    |    |
| Primary Cluster 1  | 5                 | 6                              | 1  | 2 | 2 |   |   | 1 |   |   |   |   |    |    |
| Primary Cluster 2  | 6                 | 6                              | 1  |   | 2 | 1 | 1 |   | 1 |   |   |   |    |    |
| Primary Cluster 3  | 5                 | 9                              | 2  | 1 | 1 |   | 1 | 1 | 3 |   |   |   |    |    |
| Secondary Cluster 1                                      | 5                 | 5                              |  |   |   |   |   |   |   | 4 | 1 |   |    |    |
| Secondary Cluster 2<br>(note: included 1 special school) | 6*                | 10*                            |  |   | 1 |   |   |   |   | 3 | 2 |   | 1* | 3* |

Table 2: School clusters

Note: \* Due to external circumstances, two schools left the project before the end of the initiative.

Please see appendices A and B for a list of schools that were involved in The Plymouth Oracy Project and the PLE /SLE schools as well.

## Data collection

Reflecting a mixed method approach, this evaluation aimed to assess the impact of an Oracy intervention using a range of qualitative and quantitative data. In particular:

| Research method   | Description   | Participants  |
|---|---|---|
| Research tool 1:<br>Online questionnaire<br>(appendix C)  | Measured the impact of the intervention on school staff knowledge and confidence of Oracy. Issued to school staff involved in The Plymouth Oracy Project at three intervals during the 16 month project.  | January 2018 (n=41)<br>June/July 2018 (n=22)<br>Feb/March 2019 (n=20)   |
| Research tool 2:<br>CPD questionnaire<br>(appendix D)   | At the end of Oracy CPD events, staff were asked to complete a short questionnaire consisting of open and closed questions.   | n=320   |
| Research tool 3:<br>Case-study<br>interviews<br>(see appendix E)  | Eight 20-60 minute interviews and walking tours of school grounds (including taking photographs of Oracy resources).  | Teachers and senior leadership staff in eight schools selected on the basis of initial analysis of pupil attainment and attendance data and initial results from the analysis of the school Oracy action plans. |
| Research tool 4:<br>Quality assurance<br>school visit reports,<br>action plans and<br>meeting records<br>(see appendix F) | All schools were asked to document the developments they made to teaching and learning as part of The Plymouth Oracy Project. These documents consisted of: <ul style="list-style-type: none"> <li>• Oracy action plans: Each school was required to complete an action plan to monitor actions and impact of school specific outcomes based on initial findings of Oracy assessments.</li> <li>• National/Local leaders of education (NLE/LLE) quality assurance summaries: All NLE/LLE were required to complete a meeting summary as part of the quality assurance monitoring.</li> <li>• Meeting reports: The NLE/LLE and SLE/PLE provided a range of school-to-school support and coaching and mentoring for head teachers involved in The Plymouth Oracy Project. This was recorded using a meeting record document.</li> </ul> | Approximately 175 1-5 page documents from the 31 schools involved in the project.   |

Table 3: Data collection methods

Current research (Mercer *et al.* 2017) suggests that the measurement of Oracy skills in children can be problematic. In the absence of a universal indicator for measuring Oracy proficiency in children a range of data was utilised, gathering data focusing on school performance for disadvantaged pupils (identified as pupil premium) and non-pupil premium (identified as others).

The Plymouth Teaching School Alliance (PTSA) also continued to develop an indicator which is named 'The Plymouth Oracy Matrix' and was informed by three key documents:

- Tower Hamlets Progression in Language Structures
- The Communication Trust Universally Speaking
- Green Lane Primary School, Bradford

'The Plymouth Oracy Matrix' generated a more accurate measure of progress in Oracy proficiency, especially in the short-term due to the time delay for improvements in Oracy to translate into school-wide improvements in reading, writing and maths. See below for a summary of the attainment data utilised:

|                                     |  |
|-------------------------------------|--|
| School attainment and progress data | <p>Primary schools:</p> <ul style="list-style-type: none"> <li>• EYFS Communication and language (% of pupils reaching the expected level for this age);</li> <li>• End of year 2 assessment (% of pupils reaching the expected level for this age in reading, writing and maths);</li> <li>• End of key stage 2 assessment;</li> <li>• Progress of the year group involved in the project;</li> <li>• The Plymouth Oracy Matrix scores;</li> <li>• Attendance data.</li> </ul> <p>Secondary schools:</p> <ul style="list-style-type: none"> <li>• Assessment scores for the year group involved in the project (% of pupils reaching the expected level for this age in reading, writing and maths);</li> <li>• Attainment 8 scores;</li> <li>• Progress 8 scores;</li> <li>• Progress of the year group involved in the project;</li> <li>• The Plymouth Oracy Matrix scores;</li> <li>• Attendance data.</li> </ul> |
|-------------------------------------|--|

Table 4: Attainment data

## Analysis

Analysis of quantitative data involved basic descriptive statistics whilst analysis of qualitative data involved thematic coding.

## Ethical Clearance

Key stakeholders were required to sign a memorandum of understanding (MOU) which outlined key responsibilities, roles and obligations. Before data collection could begin, ethical approval was sought from the university. Prior to the interviews staff were asked to read an information sheet and sign a consent form giving their voluntary informed consent. All research was carried out in accordance with appropriate ethical guidelines (BERA 2018).

## Project Team

Reflecting the research led ethos of the Plymouth Teaching School Alliance (PTSA) the project team consisted of educational practitioners and researchers:

| Name               | Role   | Organisation   |
|--------------------|--|--|
| Donna Briggs       | Deputy Director and project lead for the PTSA                      | Plymouth Teaching School Alliance (PTSA)               |
| Ciara Moran        | Executive Head Teacher   | Salisbury Road Primary and Woodfield Primary, Plymouth |
| Gillian Golder     | Director of Marjon Teacher Education Partnership and research lead | University of St Mark and St John                      |
| Dr Jonathan Harvey | Researcher   | University of St Mark and St John                      |
| Dr Samantha Child  | Researcher   | University of St Mark and St John                      |

Table 5: Main project team

## Timeline

|   | Jan. 18 | Feb. 18 | March 18 | April 18 | May 18 | June 18 | July 18 | Aug. 18 | Sept. 18 | Oct. 18 | Nov. 18 | Dec. 18 | Jan. 19 | Feb. 19 | March 19 |
|---|---------|---------|----------|----------|--------|---------|---------|---------|----------|---------|---------|---------|---------|---------|----------|
| Distribution of the online staff questionnaire (research tool 1)  |         |         |          |          |        |         |         |         |          |         |         |         |         |         |          |
| Distribution of the CPD questionnaire (research tool 2)   |         |         |          |          |        |         |         |         |          |         |         |         |         |         |          |
| Case-study interviews conducted (research tool 3)   |         |         |          |          |        |         |         |         |          |         |         |         |         |         |          |
| Collection of secondary data - quality assurance school visit reports, action plans and meeting records |         |         |          |          |        |         |         |         |          |         |         |         |         |         |          |
| Analysis of data  |         |         |          |          |        |         |         |         |          |         |         |         |         |         |          |
| Production of the main report and summary   |         |         |          |          |        |         |         |         |          |         |         |         |         |         |          |

Table 5: Evaluation milestones

## Findings

### Introduction

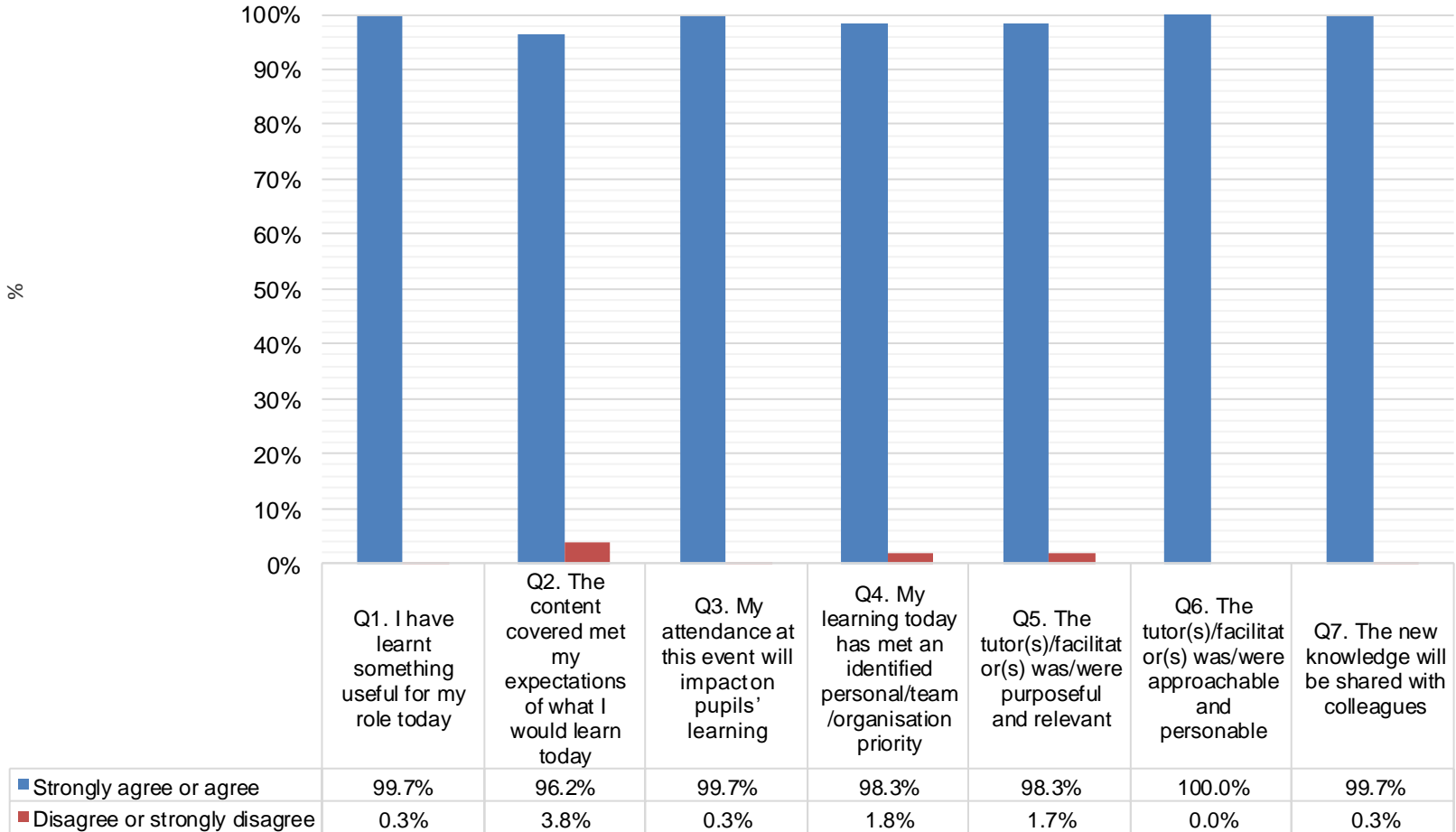
The findings from this study evidence the substantial impact of The Plymouth Oracy Project on staff confidence and competence delivering Oracy, as well as the impact on attainment and reducing the gap for disadvantaged learners. Last but not least, this study evidences the significant impact of The Plymouth Oracy Project on other measures of pupil success such as social and emotional wellbeing and school attendance. In this next section, the report provides an outline of the key results before providing a series of recommendations.

### The impact of a sustained model of CPDL using specially trained Specialist Leaders in Education and Plymouth Leaders in Education

#### Effectiveness of the CPDL model

**The data suggests that the combination of professional development activities, school-to-school support, quality assurance visits and the school specific action plans have resulted in increased staff competency and confidence.** At the end of the CPDL sessions, staff were asked to complete a short questionnaire (320 respondents) designed to evaluate the effectiveness of the training. 96-100% of staff indicated agree or strongly agree with regard to all seven statements asked. See bar chart 1 on the following page for further information:

Bar-chart 1: The impact of Oracy Project training



Qualitative data also indicates that **the training was extremely successful in developing staff confidence and competency in Oracy**. There was a very real value attached to sharing knowledge and ideas and benefitting from research informed speakers. For example, school staff commented that the 'keynote consolidated and extended the training' and 'high quality speakers providing research, resources and ideas.' During an interview with a Head Teacher, they commented 'hearing it from the horse's mouth...being able to go to the Head Teacher's event...that really helped...we needed to understand'.

Delegates, at the now annual Oracy conference, were asked what they had learnt from the conference that they were planning to implement in their classroom/school. Comments illustrate an eclectic mixture of strategies that can be applied within specific subjects but also across the curriculum, such as 'ideas for reasoning in maths', 'approaches to talking and teaching listening' and 'I particularly enjoyed the resources shared for reading for meaning'. The comments from the delegates at the conference also reflect an excitement and enthusiasm to gain new insights into pedagogy through high quality continued professional development, for example 'a whole unit on Oracy planning and Oracy activities was amazing' and 'I have so many new ideas I can't wait to use them in the classroom.' For an example of how staff have implemented what they were taught during Oracy CPDL sessions, see appendix G.

#### Refocused staff on the importance of Oracy

Evidence from the meeting records, quality assurance reports and discussions with staff suggest that Oracy is very much a key consideration in the planning and delivery of lessons. For example, staff commented:

*Taking part in the Oracy project has already influenced our thinking around practice and its development within our own classes/schools (meeting record, 09.01.2018).*

At a different school, staff stated:

*Raising the profile of Oracy has created a greater awareness around staff involved regarding the current levels of Oracy and needs moving forward (meeting record, 13.03.18).*

**Interviews with staff at eight schools highlighted the value of The Plymouth Oracy Project in raising the value of talk in the classroom.** For example, a teacher commented that the project had 'reawakened the staff love of language and their focus'. Another teacher commented that the project had:

*Made me step back and look at what children need... We must not be scared to talk. There is so much pressure to write, write and write more but the children clearly cannot talk and without life experience and vocabulary at home. It is not a new thing but we can be sucked into we must write (teacher).*

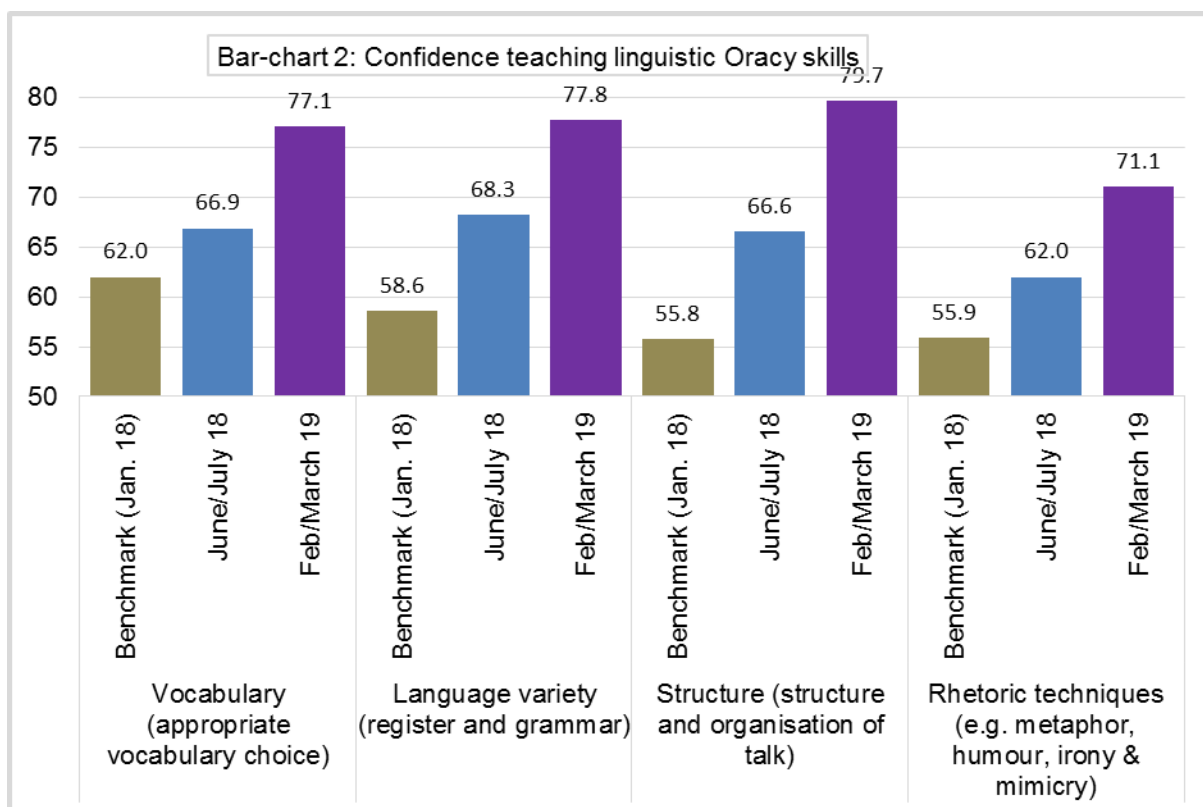
A further member of staff discussed the challenges getting non-specialists in English to prioritise Oracy and that The Plymouth Oracy Project had proved extremely helpful in providing all staff with a structure to engage with. There was a strong sense that The Plymouth Oracy Project had helped staff refocus on the importance of Oracy.

### Impact on the whole school

Whilst The Plymouth Oracy Project was initially implemented in target classes, it is clear that the initiative has had a much wider impact on whole schools. In a quality assurance report, a school stated that their aim was to 'ensure Oracy sits at the heart of children's learning and our curriculum vision'. Throughout the meeting records, there were countless examples of actions and plans to roll out whole school training on Oracy and most of the eight schools the researcher visited had Oracy displays (e.g. talk rules) in nearly all classrooms and assembly halls. Staff at all eight focus schools commented that Oracy had become embedded in staff thinking. For example, a member of staff reflected on their weekly staff briefing and that staff regularly refer to Oracy 'suggesting it's in their consciousness. Instead of the lesson being about discussing something for maths, they bring it back to Oracy – in their minds it's more drawn together.' For evidence of how schools are embedding Oracy in whole school developments see appendix I.

### Impact on staff linguistic Oracy skills

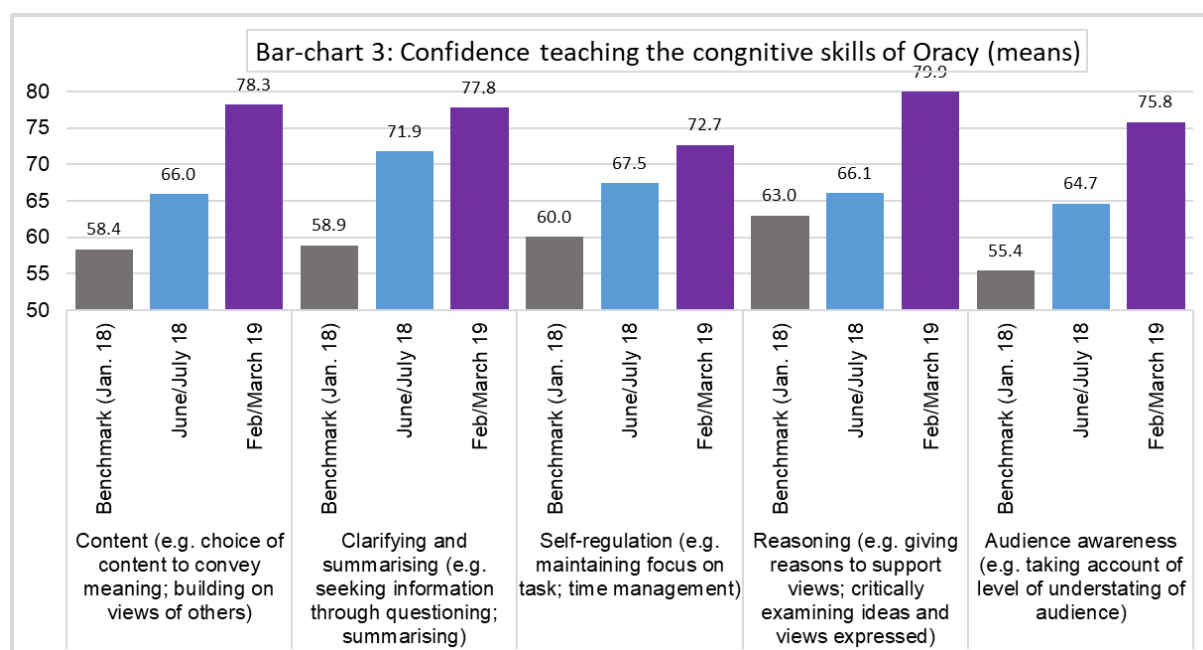
Summative evaluation suggests The Plymouth Oracy Project had a substantial positive impact on staff confidence and competency teaching linguistic Oracy skills. Data from the online questionnaire indicates that mean staff scores increased by approximately 10-20% between January 2018 and Feb/March 2019 for in all four key measures of linguistic Oracy skills (vocabulary, language variety, structure and rhetoric techniques). See bar chart 2 on the following page for further information:



The qualitative data suggests similar improvements in staff confidence and competency teaching linguistic Oracy skills. For example, during an interview with a class teacher, they commented that The Plymouth Oracy Project ‘allows teachers to be secure in what they are teaching. Fundamental structures are there and teachers are creatively adapting it’. Another staff member commented on the challenges implementing Oracy in an Early Years classroom where there is lots of ‘traffic’. Whilst Oracy was something that initially made the class teaching assistant nervous, the stem structures that were provided resulted in the production of a crib sheet for the teaching assistant boosting staff confidence. Another teacher commented on the value of The Plymouth Matrix in that it helped her to identify that many of her pupils were missing level two words but understood level one words and level three words without issues. This has encouraged the teacher to take learning back to level one words and concluded that ‘children are now so much more confident using words’. This particular teacher commented that the school had wrongly assumed children knew these words so The Plymouth Oracy Project has encouraged staff to take a step back and really consider pupil awareness and use of vocabulary.

## Impact on staff cognitive Oracy skills

In terms of staff confidence teaching the cognitive skills of Oracy (such as reasoning, audience awareness, content, self-regulation and clarifying and summarising), results from the online questionnaire again suggest The Plymouth Oracy Project had a substantial positive impact on staff confidence. There was an approximate 10-20% increase in mean scores for all five measures of staff confidence teaching cognitive skills with the largest increases indicated with regard to teaching audience awareness (20.4 increase), content (19.9 increase) and clarifying and summarising (18.9 increase). See bar chart 3:



Similarly, during interviews school staff summarised the impact of The Plymouth Oracy Project on the cognitive skills of Oracy:

*It's impacted the ways we do something in a session...teachers now challenge pupils more. Do you agree or disagree, can you add something to this...discursive classroom.*

*Teachers are thinking about their questioning – to give students time to think.*

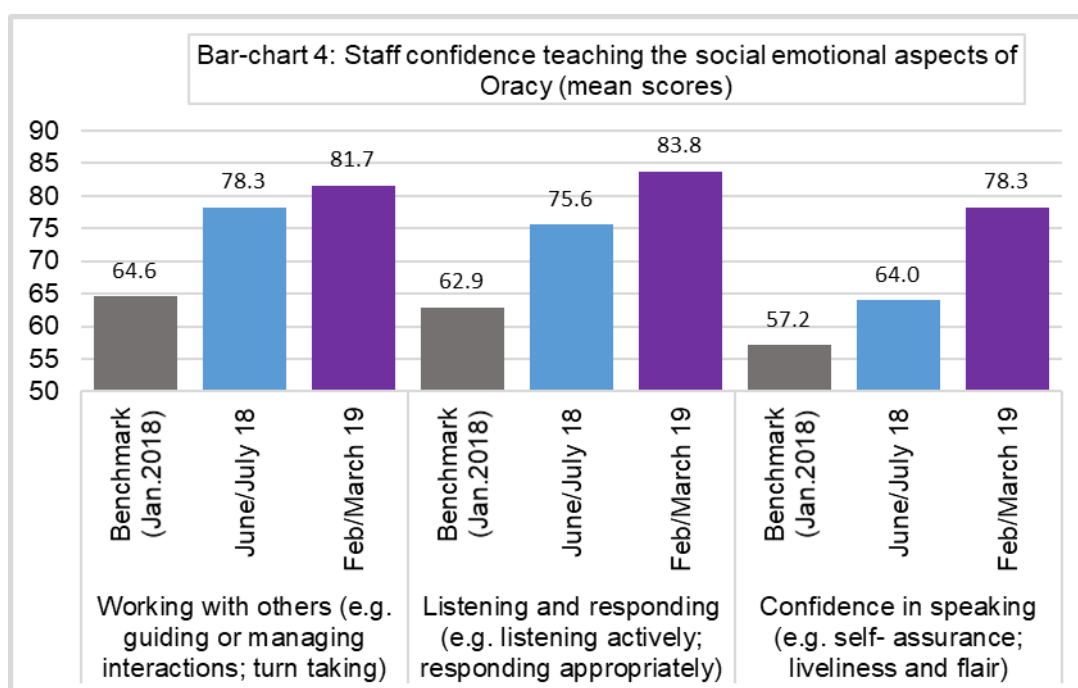
*Teachers value the process time.*

*Staff questioning – much better – questioning children to ensure they explain and provide greater clarity in their responses.*

There were also a number of qualitative comments from the evaluation of the now annual Oracy Conference (Sept 2018) that illustrated a change in staff confidence and competence to teach cognitive Oracy skills, for example 'I have really developed confidence for using talking points and new approaches for initiating debate.'

## Impact on staff confidence and competency to teach the social emotional aspects of Oracy

In terms of staff confidence in teaching the social and emotional aspects of Oracy (working with others; listening and responding and confidence in speaking) mean scores increased by approximately 15-20 at the end of the programme compared with at the beginning. The largest increases in mean scores were for listening and responding (20.9) and confidence in speaking (21.1). See bar chart 4 for further insights:



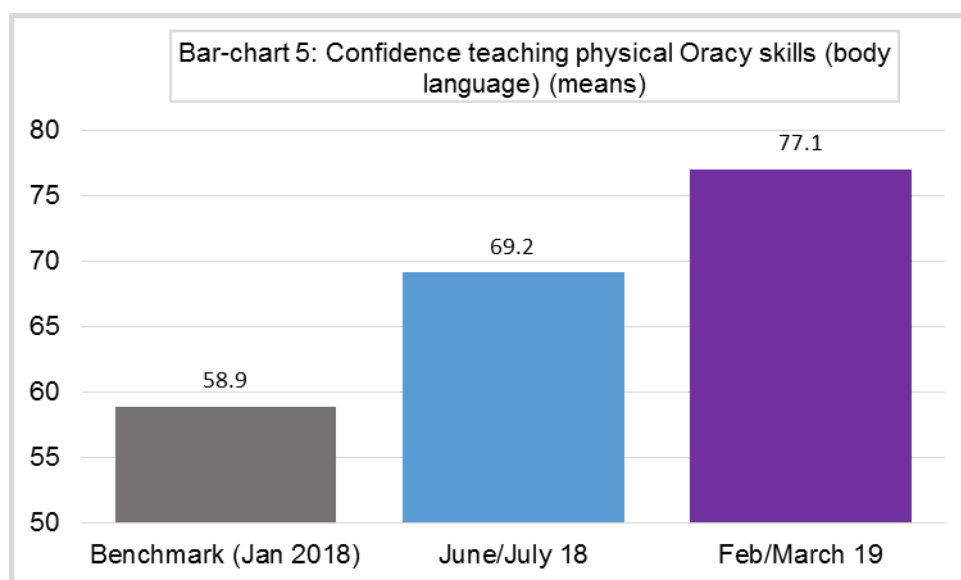
Furthermore, **data from the meeting records and discussions with staff indicated that pupils are talking more and staff talking less**, highlighting the success of the project. For example, staff in one school commented:

*Noticeably, there is evidence that teachers are talking less on balance, pupils are talking more and teachers are not standing at the front to deliver lessons so much... There is evidence of more evaluative paired talk, rather than just sharing what they know/have learnt. Teachers are exploring the development of paired talking in a more meaningful way (Quality Assurance report, 26.03.18)*

An Early Years teacher commented on the value of using a stem sentence dice with her foundation stage pupils to develop children's ability to listen and take turns. See appendix J for a case study illustrating how Oracy training has been applied in an Early Years Classroom.

## Impact on staff confidence and competency teaching physical Oracy skills

Lastly, with regard to staff confidence teaching physical Oracy skills, the online questionnaire indicated an increase in mean scores by just under 20% from the start to the end of the project. See bar chart 5 for further information:



To summarise, it is clear that The Plymouth Oracy Project has **had a substantial impact on all schools involved in the initiative. It is clear that this is an effective model of CPDL in terms of developing staff confidence and competency teaching Oracy.** Having discussed the results focusing on impact on school staff, in the next section, this report focuses on the impact on pupil attainment and progress.

To what extent did The Plymouth Oracy Project improve attainment and progress and narrow the gap for disadvantaged learners?

## Impact on EYFS attainment and reducing the attainment gap

**Both quantitative and qualitative data suggests that The Plymouth Oracy Project had a considerable impact on improving learner attainment and progress whilst narrow the gap for those most disadvantaged learners.** For example, analysis of school attainment data indicates the project had a substantial impact on progress in the Early Years' Communication and Language attainment. The percentage of disadvantaged pupils reaching at least the expected standard in Communication and Language increased from 16.6% to 62.3% (an increase of 47.7%). Meanwhile, the proportion of 'other' pupils reaching at least the expected

standard in Communication and Language increased from 36% to 73.6%, an increase of 37.6%. The gap between disadvantaged pupils and others decreased from 20% (autumn 2017) to 11.3% (summer 2018), demonstrating the impressive impact of the project in ‘closing the gap’ between pupils from poorer socio-economic backgrounds (as demonstrated by pupil premium qualification) and those from more affluent backgrounds. See table 6 for further information:

| <b>Table 6: Early years communication and language skill (% pupils reaching at least expected standard in Communication and Language)</b> |       |               |       |               |       |
|---|-------|---------------|-------|---------------|-------|
| EYFS Communication and Language (C&L)   |       |               |       |               |       |
| % achieving at least expected standard in C&L   |       |               |       |               |       |
| Autumn 2017   |       | Spring 2018   |       | Summer 2018   |       |
| Disadvantaged   | Other | Disadvantaged | Other | Disadvantaged | Other |
| 16.6  | 36    | 46.6          | 64    | 62.3          | 73.6  |
| Gap -20%  |       | Gap -17.4%    |       | Gap -11.3%    |       |

An Early Years teacher commented on the key impact of the project in increasing the range of vocabulary her pupils are now using. This teacher commented that vocabulary in her classroom had ‘absolutely blossomed...inner city we find communication comes in lower. Children were picking up a much wider range of vocab, using it in their own play.’ Other schools similarly commented on improved vocabulary and confidence in using this vocabulary. For an insight into how The Plymouth Oracy Project has been applied in an Early Years context see case study (appendix J).

## Impact on primary school attainment and reducing the attainment gap

In terms of the impact on primary schools, the data presented in the table below outlines the combined averages in reading, writing and maths. This data focuses on all pupils (not just targeted pupils). It is clear from the data that there has been a reduction in the attainment gap between disadvantaged and other pupils for reading, writing and maths. See appendix N for an example of how Oracy has been applied to primary maths. See below for table 7:

Table 7: Impact on primary school attainment

| % Making expected progress Spring 2018 |         |         |         |         |       | % Making expected progress Summer 2018 |         |         |         |         |       |
|--|---------|---------|---------|---------|-------|--|---------|---------|---------|---------|-------|
| Disadvantaged                          |         |         | Other   |         |       | Disadvantaged                          |         |         | Other   |         |       |
| Reading                                | Writing | Maths   | Reading | Writing | Maths | Reading                                | Writing | Maths   | Reading | Writing | Maths |
| 66                                     | 73      | 72      | 69      | 76      | 74    | 70                                     | 72      | 72      | 71      | 73      | 73    |
| 70                                     |         |         | 73      |         |       | 71                                     |         |         | 72      |         |       |
| Gap 3%                                 |         |         |         |         |       | Gap 1%                                 |         |         |         |         |       |
| Reading                                |         | Writing |         | Maths   |       | Reading                                |         | Writing |         | Maths   |       |
| 3                                      |         | 3       |         | 2       |       | 1                                      |         | 1       |         | 1       |       |

With regard to The Plymouth Oracy Matrix, the data concerning disadvantaged pupils in primary schools, show scores have increased from 33% – 61% (an increase of 28%) and scores have increased from 44% - 62% (18%) for other pupils. **This is an indicator that the project is succeeding in closing the gap in student performance for the primary phase with the gap starting at 11% and narrowing to just 1%, an overall gain of 10%.** See table 8:

| Autumn 2017   |       | Spring 2018   |       | Autumn 2018   |       |
|---------------|-------|---------------|-------|---------------|-------|
| Disadvantaged | Other | Disadvantaged | Other | Disadvantaged | Other |
| 33            | 44    | 48            | 56    | 61            | 62    |
| -11           |       | -8            |       | -1            |       |

Alongside formal attainment data, qualitative interview data also highlights the impact of Oracy on children's attainment in primary schools. Two teachers provided a particularly helpful summary of this impact:

*It has given a structure. Children's ability to respond appropriately, select right language, and know that we have opinions and ...express those ...but appropriately with evidence. It has impacted their talk, their writing (primary school staff).*

*It's really improved talk, much, much better and then improved writing (primary school staff).*

For case studies on how Oracy has been applied in primary school settings and the impact on disadvantaged pupils, see appendices P-S.

### Impact on secondary school attainment and reducing the attainment gap

Lastly, the project appears to be having an impact on outcomes for secondary schools. This can be observed in the attainment and progression of the year groups involved in the project, as displayed in Table 9 below, which shows a narrowing of the gap between disadvantaged pupils and other children from 7% to 4%:

Table 9: Impact of the project on secondary school attainment

| % Making expected progress Spring 2018 |         |       |         |         |       | % Making expected progress Summer 2018 |         |       |         |         |       |
|--|---------|-------|---------|---------|-------|--|---------|-------|---------|---------|-------|
| Disadvantaged                          |         |       | Other   |         |       | Disadvantaged                          |         |       | Other   |         |       |
| Reading                                | Writing | Maths | Reading | Writing | Maths | Reading                                | Writing | Maths | Reading | Writing | Maths |
| 55                                     | 58      | 61    | 61      | 70      | 64    | 52                                     | 52      | 75    | 63      | 63      | 67    |
| 58                                     |         |       | 65      |         |       | 60                                     |         |       | 64      |         |       |
| 7%                                     |         |       |         |         |       | 4%                                     |         |       |         |         |       |

Table 10 below displays an improvement in attainment 8 scores across the secondary schools. In terms of attainment 8, the gap between other and disadvantaged pupils decreased from 9.2 to 4.4:

Table 10: Attainment and progress 8 averages for Secondary schools

| Attainment/Progress 8 Autumn 2017 |       |               |       | Attainment/Progress 8 Summer 2018 |       |               |       |
|-----------------------------------|-------|---------------|-------|-----------------------------------|-------|---------------|-------|
| Attainment 8                      |       | Progress 8    |       | Attainment 8                      |       | Progress 8    |       |
| Disadvantaged                     | Other | Disadvantaged | Other | Disadvantaged                     | Other | Disadvantaged | Other |
| 39.2                              | 48.4  | 0.5           | 0.2   | 44.8                              | 49.2  | -0.3          | -0.1  |
| Gap = 9.2                         |       | Gap = 0.3     |       | Gap = 4.4                         |       | Gap = 0.2     |       |
| Gap change from 2017-2018         |       |               |       | +5.6                              | +0.8  | -0.8          | -0.3  |

Table 11 details the increase in Oracy Matrix scores across the secondary schools. **The improvements in closing the gap are more evident in the secondary phase**

**with a 17.8% improvement in the gap between disadvantaged and other pupils moving from 44.3 to 26.5:**

Table 11: Oracy Matrix scores for secondary schools

| Autumn 2017   |       | Spring 2018   |       | Autumn 2018   |       |
|---------------|-------|---------------|-------|---------------|-------|
| Disadvantaged | other | Disadvantaged | other | Disadvantaged | Other |
| 27.7          | 72    | 27.5          | 57.5  | 39.5          | 66    |
| -44.3         |       | -30           |       | -26.5         |       |

For an example of a school for high attaining boys, where the teacher implemented Oracy in Key Stages 3 and 4 classical civilisation and ancient history classes, see appendix O. The teacher concluded that all pupils made progress but that there was particularly strong impact on EAL pupils. For an example on how oracy has been implemented in an inner-city secondary school see appendix T.

#### Impact on special school attainment and reducing the attainment gap

This research also focused on one special school. Pupil progress data in relation to this school were removed from earlier analysis as all pupils were deemed disadvantaged so comparison between groups and exploring a narrowing of the gap was not suitable. The year group targeted for the project was year 7 and the nature of curriculum provision does not lead to progress or attainment 8 figures. However, from Table 12 **it can be seen that pupils from the school have made significant progress in all areas, especially in reading and maths, where there is a 33.4% increase in pupils reaching the expected standard:**

Table 12: Special School % of pupils reaching expected standard in reading, writing and maths

| Disadvantaged 2017                          |         |       | Disadvantaged summer 2018 |         |       |
|---|---------|-------|---------------------------|---------|-------|
| Reading                                     | Writing | Maths | Reading                   | Writing | Maths |
| 16.6  | 16.6    | 16.6  | 50                        | 33      | 50    |
| % Improvement in reading, writing and maths |         |       |                           |         |       |
| Reading                                     | Writing | Maths |                           |         |       |
| 33.4  | 16.4    | 33.4  |                           |         |       |

A teacher in this special school commented:

*Because they have prepared what they are going to say, the actual writing is less threatening (teacher).*

This same teacher commented that The Plymouth Oracy Project had almost 'rebranded' English:

*English for them is something they'd previously failed at but this is something different – something they felt they couldn't access they've realised they can (teacher).*

The findings relating to this special school are very promising; however, due to the focus on just one special school it is hard to draw reliable conclusions, highlighting a possible area for further research regarding the impact of Oracy on children with SEND. For a case study evidencing how The Plymouth Oracy Project has been applied in a special school context see appendix H.

## Impact on other measures of pupil success

**The data from this evaluation suggests that The Plymouth Oracy Project had a substantial impact on pupil attendance but also on harder to measure impacts such as pupil confidence, voice and social emotional wellbeing.** Furthermore, The Plymouth Oracy Project is starting to have an impact on wider communities outside of the school settings, although this will take time to understand full impact and embed in communities.

### Impact on pupil confidence

In terms of the impact on pupil confidence, this was one of the main impacts that was evident in the qualitative data (e.g. meeting records, staff interviews). One Early Years teacher commented:

*Children's confidence to speak has gone from pea sized to so confident in the majority of children (teacher).*

Focusing on a school for high attaining pupils, a student provided an explanation of how and why Oracy had impacted their confidence:

*Oracy is how well one's ability is to speak in front of an audience. In class, I can speak more confidently because I know that the class is listening to me. In my class, I feel like people can speak more expressively to an audience, which has changed the way people speak. What this does is make me feel*

*quite safe and confident but sometimes, when it is your turn to speak in front of the class, you may feel a bit uneasy; people are laughing, they are talking, they are not listening but Oracy can help with that. It can help with that by being more trusted by the audience, allowing a more comfortable ground to speak on. In conclusion if people can use Oracy they will be better at performing in front of a big audience with knowing that they are being listened too' (presentation to DfE advisor by four Year 7 boys, a pupil's perspective on what Oracy is).*

Another school reflected on a recent Youth Speaks competition:

*We had twice as many volunteers than in the past...the confidence in the pupils was amazing...they really believed in themselves...they came back and were critiquing other groups using the words we use to support Oracy. It was incredible to observe the level of confidence (teacher).*

During interviews with school staff, staff enthusiastically described examples of children who were previously mute, have EAL or complex SEND and the immense impact of The Plymouth Oracy Project on these children. A teacher commented:

*We had children that really would not speak. Now they talk. They have tools. Without sentence stems they would not be able to talk (teacher).*

One such example focuses on a class of pupils in a special school who are now delivering Oracy lessons to younger peers. The teacher reflected on the progress that had been made to enable this to happen:

*For them it's a massive thing – given the nature of our kids talking in class can be an issue, standing up and talking is a big issue, standing at the front of the class is a massive issue and actually having the confidence to lead learning is major...they are now considering entering a debating competition with children from mainstream schools (teacher, special school).*

Another staff member commented:

*Oracy had a big role to play in unlocking his confidence and encouraging him to try new things. He had stopped trying because he had previously failed (teacher).*

It was clear from the analysis that the provision of stem sentences and triad/paired working was key to supporting pupil confidence. During interviews with staff, four schools commented on the value of stem sentences in boosting confidence and 'empowering' pupils as it gives pupils a starting point. A member of school staff commented that it is a:

*...delight to see the confidence it has given our pupils. The agency in children when they are able to express themselves with clarity. Having a stem*

*sentence ....is dignifying...they sound like anyone else...they speak with clarity and confidence (teacher).*

Three schools stressed that the use of stem sentences had reduced anxieties amongst pupils. For example:

*Reducing anxiety around school. It is enabling them to have the language to know where to start with talking (teacher).*

*I have one pupil who has a statement and part of that is anxiety. Because she has the sentence starters, she is more confident (teacher).*

For further evidence of the impact of stem sentences on learning, see appendix K

Similarly, the used of triads and paired talk was also considered beneficial in boosting confidence. Staff commented on the value of pairing more confident children with less confident children in order to build confidence.

#### Impact on emotional literacy and pupil wellbeing

**It is clear from the qualitative data that Oracy has had an impact on creating a calmer school environment for pupils.** For example, one school commented:

*We've been surprised by the effect it's had on the classroom...emotional climate...it's been impressive...calmness...pupils are so much calmer (school staff).*

Other evidence from the interviews with school staff, indicate that pupils are much better at hearing other people's opinions, even when they strongly disagree with these views. For example:

*The children in my class do not get on but they're so much better at hearing each other's opinions and listening to each other that it doesn't become a major issue anymore as in their talking lessons they used to disagreeing with each other...partly accepting that other people have a different opinion which was difficult for some of our students (school staff).*

Another school referred to an assembly where they were discussing British values and how they translated into gospel values. A staff member reflected on how through giving them the stem sentences 'they learnt that they could disagree without having to punch someone in the face'. Another staff member commented on the value of stem sentences (I agree/disagree) in changing social interactions in the playground:

*The I agree/disagree sentence stems is very powerful in the playground...to be able to talk and use your words rather than punch someone is important. They know it is ok to disagree (school staff).*

## A culture of meaningful talk

Discussions with all the schools highlighted that Oracy has very much become an embedded part of the school culture. Teachers commented that there is now an expectation that pupils will talk and will be held accountable for what they say. For example:

*An expectation that they answer in full sentences. We are not accepting one-word answers. You have to explain what your thinking is (teacher).*

*Children now understand they have a voice and will be expected to express themselves (teacher).*

With reference to a high attaining school, teachers used Oracy as a strategy for developing students listening skills and ability to reflect and critique the talk of their peers. They commented that 'whilst pupil ability to present was good the ability to listen and give constructive feedback is what has changed' and that Oracy has made:

*Students be accountable for feedback. Especially that it's positive...it has been a massive thing... before pupils would do their part and then switch off (teacher).*

## Impact on attendance

Absence information is reported as totals or rates across a period, usually by school term or academic year. Overall absence is the aggregated total of all authorised and unauthorised absences. Recent national statistics published on attendance/absence was the DFE autumn 2017. In this the overall National absence rate for state-funded primary and secondary schools was 4.3% in autumn 2017, in the primary phase this was 3.9% and secondary phase 5%. Therefore, the National average of attendance for the primary phase is 96.1% and for secondary phase 95%.

It can be seen from the table 13 below that attendance has improved over the course of the project:

|             | Whole School             |                          | Target Groups            |                          |
|-------------|--------------------------|--------------------------|--------------------------|--------------------------|
|             | 2016-17<br>Academic Year | 2017-18<br>Academic Year | 2016-17<br>Academic Year | 2017-18<br>Academic Year |
| EYFS        | 95.25                    | 95.31                    | 94.68                    | 94.76                    |
| KS1 and KS2 | 95.25                    | 95.16                    | 95.06                    | 95.07                    |

Secondary and special school attendance data (Table 14) suggests improvements in attendance with a 1.17% increase in attendance for targeted groups. The special school has seen impressive improvements in attendance of 1.3% for the whole school and a highly significant improvement for the targeted year 7 group (9.6%) putting this class above the National average for the secondary phase. It is however important to note the limited sample size, raising questions about the reliability of this data. See following table:

| Table 14: Secondary Cluster attendance comparison school and target group averages |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
|  | Whole School          |                       | Target Group          |                       |
|  | 2016-17 Academic Year | 2017-18 Academic Year | 2016-17 Academic Year | 2017-18 Academic Year |
| Secondary Schools  | 91.93                 | 93.33                 | 93.24                 | 94.41                 |
| Difference   | +1.4                  |                       | +1.17                 |                       |
| Special school   | 85.2                  | 86.5                  | 85.7                  | 95.3                  |
| Difference   | +1.3                  |                       | +9.6                  |                       |

### Impact on parents/carers

All schools involved in The Plymouth Oracy Project have plans for how to engage parents/carers and their wider communities in Oracy. An excellent example of a school strongly focusing on parental/carer engagement is outlined in appendix M. This school intend to recruit parents/carers as Oracy Ambassadors. Other schools use stickers and bookmarks to prompt discussions at home about Oracy as well information in school newsletters. School staff commented:

*Parents cannot believe the kids can do it (teacher).*

*We've been having conversations with parents – parents are interested in Oracy and what students have been discussing in Oracy. One parent continued the conversation at home (teacher).*

During the interviews, schools concluded that although more work needs to be done around parental/carer engagement with Oracy, the early signs suggest that Oracy is starting to have an impact on the wider community.

## Summary and recommendations

The extent to which The Plymouth Oracy Project developed staff confidence and competence to deliver Oracy

The data indicates that the combination of professional development activities, school to school support, quality assurance visits and the school specific action plans have led to substantial increase in staff competency and confidence delivering Oracy. It is clear that the project has refocused staff on the importance of Oracy and encouraged greater staff reflection on the role of talk in the classroom. Whilst the project was initially implemented in target groups, evidence suggests that schools have embedded their training in the wider school practices (e.g. assemblies, Oracy classroom displays).

**Recommendation 1:** The importance of continued investment and delivery of training in Oracy for new staff and existing staff to update skills. Research shows the considerable significance of school staff receiving Oracy training (Alexander 2013; Nichols and Andrews 2018).

**Recommendation 2:** Given the considerable success of this sustained CPDL model, there is a need to look at how this model could be applied in contexts beyond Oracy, for example to address issues in teacher retention.

**Recommendation 3:** This evaluation highlights the value of future investment in initiatives designed to address Oracy, especially in the EYFS. High quality early intervention can change a child's developmental trajectory and improve outcomes. This evaluation also highlights the importance of rigorous evaluation of these initiatives to understand and evidence impact.

The extent to which The Plymouth Oracy Project improved attainment and progress and narrowing the attainment gap for disadvantaged learners

Early Years Foundation Stage: The attainment gap between disadvantaged and other pupils almost halved over the course of the project.

Key Stages 1 and 2: The Plymouth Oracy Project had a considerable impact on improving learner attainment and progress in reading and writing, whilst narrowing the gap for those most disadvantaged learners. The Oracy matrix indicated a 10% reduction in the gap between disadvantaged and other pupils.

Secondary Schools: Progress data suggests a reduction in the gap between disadvantaged pupils and other children decreasing from 7.9% to 4.8%,

demonstrating a 3.1% narrowing of the gap. In terms of the Oracy matrix, there has been a 17.8% reduction in the gap between disadvantaged and other pupils.

Special School: Although this evaluation only focused on one special school, making it difficult to form reliable conclusions regarding impact, there was a 33% increase in maths and reading attainment. Furthermore, qualitative data demonstrates the immense impact of Oracy in improving pupil confidence, peer relations and almost rebranding English as something pupils can engage with and achieve highly.

**Recommendation 4:** A need to explore how Oracy could be implemented in other special schools and the key impacts on pupils in doing so.

The extent to which The Plymouth Oracy Project impacted other measures of pupil success (e.g. pupil confidence, attendance).

Significant impact on attendance: The data regarding the impact of The Plymouth Oracy Project on attendance was very positive. Quantitative data suggests there have been improvements in attendance for secondary schools. Data for the one special school involved in this project indicated greater improvements however, there is a need to advise strong caution due to the very limited sample size and the impact this had on analysis.

Substantial improvements in pupil confidence: The project resulted in major improvements in pupil confidence at all levels. Staff enthusiastically described examples of children who were previously mute, have EAL or complex SEND and the immense impact of The Plymouth Oracy Project on these children. It was clear from the analysis that the provision of stem sentences and triad/paired working was key to supporting pupil confidence.

Emotional literacy: It is clear from the qualitative data that The Plymouth Oracy Project has had an impact on creating a calmer school environment for pupils. Other evidence from the interviews with school staff, indicate that pupils are much better at hearing other opinions, even when they strongly disagree with the opinion. In some schools, this has also improved behaviour at playtimes with less conflict.

A culture of meaningful talk: Discussions with all the schools highlighted that Oracy has very much become an embedded part of the school culture. Teachers commented that there is now an expectation that pupils will talk and will be held accountable for what they say.

Impact on parents/carers: It is clear that the project is starting to have an impact on parents/carers, although it is still early on and this is an area schools are planning to expand on.

**Recommendation 5:** Continue to consider how schools can raise awareness of Oracy amongst parents/carers and wider communities.

## APPENDICES

### APPENDIX A: The schools involved in the evaluation

| <b>Cluster</b>      | <b>School</b>                        | <b>Target group(s)</b>                               |
|---------------------|--------------------------------------|--|
| Early Years Cluster | Plympton St Mary's CE Primary School | Foundation   |
|                     | Salisbury Road Primary School        | Foundation   |
|                     | St Paul's RC Primary School          | Foundation   |
|                     | High Street Primary School           | Foundation   |
| Primary Cluster 1   | Plymouth School of Creative Arts     | Year 1 and Year 7                                    |
|                     | Knowle Primary School                | Year 2   |
|                     | Montpelier Primary School            | Year 2   |
|                     | Keyham Barton RC Primary School      | Year 1   |
|                     | St Peter's CE Primary School         | EYFS and Year 5                                      |
| Primary Cluster 2   | Stoke Damerel Primary School         | Year 2   |
|                     | Tor Bridge Primary School            | EYFS   |
|                     | Old Priory Junior School             | Year 3   |
|                     | Woodfield Primary School             | Year 6   |
|                     | Pilgrim Primary School               | Year 4   |
|                     | Marlborough Primary School           | Year 2   |
| Primary Cluster 3   | Austin Farm Academy                  | Year 4   |
|                     | Dunstone Primary School              | Foundation and Year 6                                |
|                     | Goosewell Primary School             | Year 2 and Year 5                                    |
|                     | St Peter's RC Primary School         | Foundation and Year 6                                |
|                     | Mount Street Primary School          | Year 1 and Year 6                                    |
| Secondary Cluster 1 | Lipson Co-operative Academy          | Year 7   |
|                     | All Saints Academy                   | Year 7   |
|                     | Coombe Dean School                   | Year 7   |
|                     | Tor Bridge High                      | Year 8   |
|                     | Plymouth School of Creative Arts     | Year 1 and Year 7                                    |
| Secondary Cluster 2 | Devonport High School for Boys       | Year 7   |
|                     | Plymouth Studio School               | Year 10 and 11 (note: left the project in July 2018) |
|                     | UTC Plymouth                         | Year 11  |
|                     | Stoke Damerel Community College      | Year 11  |
|                     | Marine Academy Plymouth              | Year 8   |
|                     | St Boniface Catholic College         | Year 8   |
|                     | Mount Tamar School                   | Year 2 and 7   |

## APPENDIX B: Additional SLE/PLE schools involved in the project

|                                    |
|------------------------------------|
| Brook Green Centre for Learning    |
| St Cuthbert School                 |
| Oreston Community School           |
| Wembury Primary School             |
| Ford Primary School                |
| Yealmpstone Farm Primary School    |
| Shakespeare Primary School         |
| High View Primary School           |
| Plympton St Maurice Primary School |
| St Andrew's CE Primary School      |
| Pennycross Primary School          |
| Widewell Primary School            |
| Mayflower Community Academy        |

## APPENDIX C: Online questionnaire (research tool 1)

- How much can you do to get through to the most difficult students?
- How much can you do to help your students think critically?
- How much can you do to control disruptive behaviour in the classroom?
- How much can you do to motivate students who show low interest in school work?
- To what extent can you make your expectations clear about student behaviour?
- How much can you do to get students to believe they can do well in school work?
- How well can you respond to difficult questions from your students?
- How well can you establish routines to keep activities running smoothly?
- How much can you do to help your students value learning?
- How much can you gauge student comprehension of what you have taught?
- To what extent can you craft good questions for your students?
- How much can you do to foster student creativity?
- How much can you do to get children to follow classroom rules?
- How much can you do to improve the understanding of a student who is failing?
- How much can you do to calm a student who is disruptive or noisy?
- How well can you establish a classroom management system with each group of students?
- How much can you do to adjust your lessons to the proper level for individual students?
- How much can you use a variety of assessment strategies?
- How well can you keep a few problem students from ruining an entire lesson?
- To what extent can you provide an alternative explanation or example when students are confused?
- How well can you respond to defiant students?
- How much can you assist families in helping their children to do well in school?
- How well can you implement alternative strategies in your classroom?
- How well can you provide appropriate challenges for very capable students?
- How confident do you feel teaching Physical Oracy skills of Voice? (fluency/pace of speech, clarity of pronunciation, tonal variation, voice projection)
- How confident do you feel teaching Physical Oracy skills of Body Language? (gesture and posture; facial expression and eye contact)
- How confident do you feel teaching Linguistic Oracy skills of Vocabulary? (appropriate vocabulary choice)
- How confident do you feel teaching Linguistic Oracy skills of language variety? (register and grammar)
- How confident do you feel teaching Linguistic Oracy skills of Structure? (structure and organisation of talk)
- How confident do you feel teaching Linguistic Oracy skills of Rhetoric techniques? (e.g. metaphor, humour, irony & mimicry)
- How confident do you feel teaching Cognitive Oracy skills of Content? (e.g. choice of content to convey meaning; building on views of others)

- How confident do you feel teaching Cognitive Oracy skills of Clarifying and Summarising? (e.g. seeking information through questioning; summarising)
- How confident do you feel teaching Cognitive Oracy skills of Self-regulation? (e.g. maintaining focus on task; time management)
- How confident do you feel teaching Cognitive Oracy skills of Reasoning? (e.g. giving reasons to support views; critically examining ideas and views expressed)
- How confident do you feel teaching Cognitive Oracy skills of Audience awareness? (e.g. taking account of level of understating of audience)
- How confident do you feel teaching Social and Emotional Oracy skills of working with others? (e.g. guiding or managing interactions; turn taking)
- How confident do you feel teaching Social and Emotional Oracy skills of listening and responding? (e.g. listening actively; responding appropriately)
- How confident do you feel teaching Social and Emotional Oracy skills of confidence in speaking? (e.g. self- assurance; liveliness and flair)
- Having completed the survey the information you have provided is not going to be used to identify individual respondents and all answers will be treated anonymously. You have the right to withdraw from the study until your answers to this survey are submitted, at which point they will be anonymised. By ticking this box you agree that the information gathered in this survey may be used as part of the evaluation report for the Oracy project.

#### APPENDIX D: CPD questionnaire (research tool 2)

Q1. I have learnt something useful for my role today.

Q2. The content covered met my expectations of what I would learn today.

Q3. My attendance at this event will impact on pupils' learning.

Q4. My learning today has met an identified personal/team/organisation priority.

Q5. The tutor(s)/facilitator(s) was/were purposeful and relevant.

Q6. The tutor(s)/facilitator(s) was/were approachable and personable.

Q7. The new knowledge will be shared with colleagues.

## APPENDIX E: Interview schedule for the school case-studies (research tool 3)

|   |   |   |
|---|---|---|
| Part 1: Discussion with school staff (either 1.1 or group depending on appropriateness and school preferences)  | Part 2: Talk with pupils about their experiences of The Plymouth Oracy Project  | Part 3: Collect key documents that have been informed by the project or take photographs of key artefacts |
| <p><b>1. Introduction (5 mins approx.)</b></p> <p>a. Consent form and information sheet</p> <p>b. Explanation of rationale for focusing on this school – e.g. the data suggests....</p>   |   |   |
| <p><b>2. Questions for specific schools (see appendix A) (30 mins approx.)</b></p>  | Experiences of the project:   |   |
| <p><b>3. Questions for all schools (15 mins approx.)</b></p> <p>Impact on staff:</p> <p>a. Have you noticed any changes in staff confidence or/and knowledge of Oracy? Can you think of any examples of practices that demonstrate these changes?</p> <p>Impact on parents and community engagement:</p> <p>b. Have you noticed any changes to parental or community awareness of Oracy?</p> <p>Sustainability:</p> <p>c. Do you have any plans for ensuring the sustainability of the project going forward after funding finishes? If so, what?</p> | <p>a. Have you found the Oracy Project helpful in any way? If yes, how has the project helped you? If no, why and what could your school do differently?</p> <p>b. What have you found most helpful about the Oracy Project? Why?</p> <p>c. What have you found least helpful about the Oracy Project? Why?</p> |   |
| <p><b>Closure</b></p> <p>Thank staff for their help</p> <p>Check they have my email in case they have any further thoughts</p>  |   |   |

### School specific questions

| School   | Focus                | Questions   |
|----------|----------------------|---|
| School 1 | Focus on Early Years | <ol style="list-style-type: none"> <li>1. What have been your experiences of The Plymouth Oracy Project in supporting Oracy in the early years?</li> <li>2. What have you found most helpful about The Plymouth Oracy Project in supporting Oracy in the early years? Why?</li> <li>3. What have you found least helpful about The Plymouth Oracy Project in supporting oracy in the early years? Why? How could this be developed?</li> <li>4. What impact do you believe The Plymouth Oracy Project as had on pupil progress in the early years? (prompts: confidence, range of vocab, wellbeing, engagement, attainment, attendance)</li> <li>5. What have been the challenges of implementing the Oracy programme in the early years? How have you overcome these?</li> <li>6. Do you have any advice for future schools considering adopting the oracy programme with their early years pupils?</li> </ol> |
| School 2 | A focus on EAL       | <ol style="list-style-type: none"> <li>1. What have been your experiences of The Plymouth Oracy Project in supporting oracy with EAL students?</li> <li>2. What have you found most helpful about The Plymouth Oracy Project in supporting oracy with EAL students? Why?</li> <li>3. What have you found least helpful about The Plymouth Oracy Project in supporting oracy with EAL students? Why? How could this be developed?</li> <li>4. What impact do you believe The Plymouth Oracy Project has had on pupil progress for those pupils for whom English is an additional or second language? (prompts: confidence, range of vocab, wellbeing, engagement, attainment, attendance)</li> </ol>   |

|          |  |  |
|----------|--|--|
|          |  | <ol style="list-style-type: none"> <li>5. What have been the challenges of implementing the Oracy programme with EAL pupils? How have you overcome these?</li> <li>6. Do you have any advice for future schools considering adopting the Oracy programme with their EAL pupils?</li> </ol>   |
| School 3 | A focus on SEND                                | <ol style="list-style-type: none"> <li>1. What have been your experiences of The Plymouth Oracy Project in supporting Oracy development?</li> <li>2. What have you found most helpful about The Plymouth Oracy Project in supporting Oracy? Why?</li> <li>3. What have you found least helpful about The Plymouth Oracy Project in supporting Oracy? Why? How could this be developed?</li> <li>4. What impact do you believe The Plymouth Oracy Project as had on pupil progress (prompts: confidence, range of vocab, wellbeing, engagement, attainment, attendance)</li> <li>5. What have been the challenges of implementing the Oracy programme? How have you overcome these?</li> <li>6. Do you have any advice for future schools considering adopting the Oracy programme with SEND pupils?</li> </ol> |
| School 4 | Leadership and collective working across a MAT | <ol style="list-style-type: none"> <li>1. What have been your experiences of The Plymouth Oracy Project in supporting Oracy development in a MAT?</li> <li>2. What have you found most helpful about The Plymouth Oracy Project in supporting Oracy and collaboration across the MAT? Why?</li> <li>3. What have you found least helpful about The Plymouth Oracy Project in supporting Oracy across the MAT? Why? How could this be developed?</li> <li>4. What impact do you believe The Plymouth Oracy Project has had on pupil progress (prompts: confidence, range of vocab, wellbeing,</li> </ol>  |

|          |  |  |
|----------|--|--|
|          |  | <p>engagement, attainment, attendance)</p> <p>5. What have been the challenges of implementing the Oracy programme across the MAT? How have you overcome these?</p> <p>6. Do you have any advice for future schools who are part of a MAT and considering adopting the Oracy programme?</p>  |
| School 5 | Pedagogy (creative approach in embedding oracy e.g. mock trial, posters) | <p>1. What have been your experiences of The Plymouth Oracy Project?</p> <p>2. Tell me more about your how the Oracy programme has been implemented? What about from a pedagogical angle?</p> <p>3. What have you found most helpful about The Plymouth Oracy Project? Why?</p> <p>4. What have you found least helpful about The Plymouth Oracy Project? Why? How could this be developed?</p> <p>5. What impact do you believe The Plymouth Oracy Project has had on pupil progress (prompts: confidence, range of vocab, wellbeing, engagement, attainment, attendance)</p> <p>6. What have been the challenges of implementing the Oracy programme your pupils? How have you overcome these?</p> <p>7. Do you have any advice for future schools considering adopting the Oracy programme?</p> |
| School 6 | Attendance   | <p>1. What have been your experiences of The Plymouth Oracy Project?</p> <p>2. What have you found most helpful about The Plymouth Oracy Project in supporting Oracy development? Why?</p> <p>3. What have you found least helpful about The Plymouth Oracy Project in supporting Oracy development? Why? How could this be developed?</p> <p>4. What impact do you believe The Plymouth Oracy</p>   |

|          |   |   |
|----------|---|---|
|          |   | <p>Project as had on pupil progress? (prompts: confidence, range of vocab, wellbeing, engagement, attainment, attendance)</p> <p>5. The data suggests major improvements in attendance. Could you explain more? Why do you think The Plymouth Oracy Project has impacted attendance? Have there been any aspects of the project that have been most helpful for attendance?</p> <p>6. Do you have any advice for future schools considering adopting the Oracy programme?</p>   |
| School 7 | <p>Subject based and cross school curriculum design</p> <p>Secondary reading or maths</p> | <ol style="list-style-type: none"> <li>1. What have been your experiences of The Plymouth Oracy Project?</li> <li>2. Tell me more about your how you have embedded Oracy in the curriculum?</li> <li>3. What have you found most helpful about The Plymouth Oracy Project in terms of embedding Oracy in the curriculum? Why?</li> <li>4. What have you found least helpful about The Plymouth Oracy Project in in terms of embedding Oracy in the curriculum? Why? How could this be developed?</li> <li>5. What impact do you believe The Plymouth Oracy Project as had on pupil progress? (prompts: confidence, range of vocab, wellbeing, engagement, attainment, attendance)</li> <li>6. Do you have any advice for future schools considering adopting the Oracy programme wanting to embed Oracy in the curriculum?</li> </ol> |
| School 8 | Primary cross curricular approach   | <ol style="list-style-type: none"> <li>1. What have been your experiences of The Plymouth Oracy Project?</li> <li>2. Tell me more about your cross curricular approach. How has this been implemented? What have you found most helpful about The Plymouth Oracy Project in supporting a cross curricular approach to oracy development? Why?</li> <li>3. What have you found least helpful about The Plymouth Oracy Project in supporting a cross curricular</li> </ol>  |

|  |  |  |
|--|--|--|
|  |  | <p>approach? Why? How could this be developed?</p> <p>4. What impact do you believe The Plymouth Oracy Project as had on pupil progress? (prompts: confidence, range of vocab, wellbeing, engagement, attainment, attendance)</p> <p>5. Do you have any advice for future schools considering adopting the Oracy programme wanting to adopt a cross curricular approach?</p> |
|--|--|--|

APPENDIX F: A copy of the quality assurance school visit report, action plan and meeting record (research tool 4)

**NLE/LLE Quality Assurance School Visit Report**

|                          |  |
|--------------------------|--|
| <b>NLE/LLE Name</b>      |  |
| <b>School Supporting</b> |  |
| <b>Meeting Date</b>      |  |
| <b>Meeting Time</b>      |  |

|  |  |
|--|--|
| Project Outline:                                 |  |
| Progress within project to date and data update: |  |
| Evidence of impact (if not cited above):         |  |
| Evidence of capacity building:                   |  |
| Outstanding issues/ concerns:                    |  |
| Project to date                                  |  |

| <b>Agreed Actions</b> | <b>By Whom</b> | <b>By When</b> |
|-----------------------|----------------|----------------|
|                       |                |                |

|                                 |  |
|---------------------------------|--|
| <b>Next Visit Date and Time</b> |  |
| <b>Focus</b>                    |  |

|                          |
|--------------------------|
| <b>Distribution List</b> |
|                          |

|                   |                                       |                                     |             |  |
|-------------------|---------------------------------------|-------------------------------------|-------------|--|
| Learning Provider | <b>School:</b><br><b>Headteacher:</b> | <b>Key Person:</b><br><b>Email:</b> | <b>Date</b> |  |
|-------------------|---------------------------------------|-------------------------------------|-------------|--|

|  |  |
|--|--|
| <b>Name(s) SLE/PLE/ Oracy Champion</b> |  |
|--|--|

|                             |
|-----------------------------|
| <b>Oracy Project Ideas:</b> |
|-----------------------------|

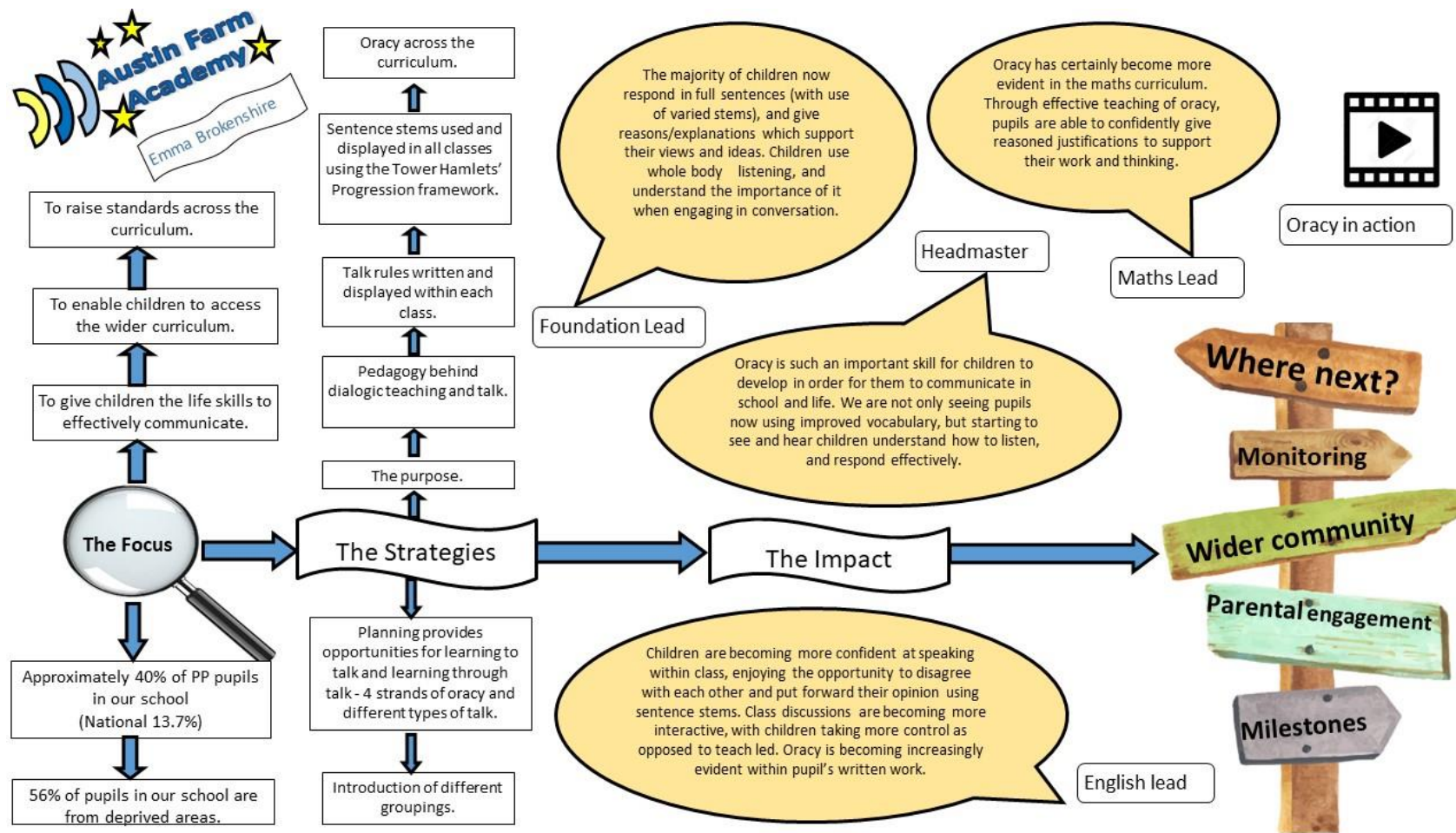
|  |
|--|
| <b>Initial Findings from Oracy Assessment:</b> |
|--|

| Intended Outcomes | Action | Responsibility/<br>Personnel | Timescale | Resources | Monitoring | Evaluation |
|-------------------|--------|------------------------------|-----------|-----------|------------|------------|
|-------------------|--------|------------------------------|-----------|-----------|------------|------------|

|  |  | <b>Involved</b> |  |  | <i>How/When/Who?</i> |  |
|--|--|-----------------|--|--|----------------------|--|
|  |  |                 |  |  |                      |  |
|  |  |                 |  |  |                      |  |
|  |  |                 |  |  |                      |  |
|  |  |                 |  |  |                      |  |
|  |  |                 |  |  |                      |  |

## APPENDIX G: Evidence of Impact on Staff

As part of an Oracy Celebration event (Feb 2019) staff were asked to produce a one-page summary of impact. The example below illustrates how staff have really taken on board what they learnt at the Oracy CPD sessions and the impact this has had their practice.





**MOUNT TAMAR**



## What does The Plymouth Oracy Project look like in a Special School?

### What are the challenges?

- Mount Tamar is a co-educational special school for just over 100 pupils between the ages of 5 to 16 and have a statement or an Educational Health Care Plan relating to a range of complex social, emotional and mental health difficulties, alongside a range of other associated conditions, which can hinder academic progress.
- Pupils have previously found school a challenge and many pupils have very low self-esteem and confidence.

### What have been the main impacts on pupils with complex needs?

- Parents and staff have noticed major improvements in confidence and pupils are now considering entering a local debating competition and peer teaching Oracy to younger pupils.
- Pupils are much better at hearing other views and listening to each other – this has resulted in less conflict.
- Starting to see improvements in writing – writing is now 'less threatening' for pupils.

### How has The Plymouth Oracy Project been implemented?

- The scheme was initially implemented with two focus groups (one in primary and one in secondary) consisting of approximately six pupils in each group and are now working on embedding the scheme across the school.
- Run weekly 'talking lessons' – pupils regularly ask when their next talking lesson will be, demonstrating positive pupil attitudes to Oracy.
- Pupils are increasingly taking ownership of their learning with secondary aged pupils now peer teaching Oracy to primary aged pupils.

## APPENDIX I: Evidence of Embedding Oracy in Whole School Development

As part of an Oracy Celebration event (Feb 2019) staff were asked to produce a one-page summary of impact. The example below illustrates how staff are embedding Oracy in whole school development.

### Plymouth Oracy Programme:

Impact Project Overview



Name:  
School:

| The Focus  | The Strategies  | The Next Steps   |
|--|---|--|
| <p><b>School Development Plan Focus</b></p> <p><b>Commitment at all levels within school for a Long Term Project</b></p> <p><i>Pupils are Creative, Competent, Independent Orators and Writers—with each child finding his/her own voice which impacts on progress across the curriculum</i></p>   | <ul style="list-style-type: none"> <li>• <b>Summer term 2018:</b> pre-trialling of Oracy strategies within my own class first</li> <li>• <b>September 2018:</b> A series of Insets with staff beginning September 2018 – each with a clear focus, building on learning and implementing gradually</li> <li>• <b>Inset 1: Establishing Purpose.</b> Exploring 'The Case for Oracy' with staff – the evidence and reasons for committing to the project.</li> <li>• <b>Inset 1A: Establishing Talk Guidelines/Rules</b> with each class to ensure a <b>whole school language</b> and understanding around Oracy for use across the curriculum.</li> <li>• <b>Inset 2: Developing a Whole School Culture, Creating a Class Baseline for Group Work (video task) and Identifying Class Oracy Priorities:</b> Learning to talk/ Learning through talk; tools to support assessment, teaching and planning. The importance of <b>reflection</b>.</li> <li>• <b>Inset 3: Collaborative Group Skills/Sentence Stems – 'Inter-thinking'</b> to impact across the curriculum.</li> <li>• <b>Inset 4: More Practical Activities</b> to support the delivery of Oracy across the curriculum to impact on the quality of learning (taking account of purpose, structure, scaffolds, reflection)- Extended Workshop with Teachers/Teaching Assistants.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Embed and build on learning to date and develop the roles of champions within school.</b></li> <li>• <b>Peer Coaching</b> using the teacher 'Benchmarks' from Voice 21.</li> <li>• <b>Dialogic Learning:</b> Further exploration and implementation of dialogical learning strategies to impact on deep level thinking/learning across the curriculum.</li> <li>• <b>Vocabulary:</b> Continue to develop learning around the teaching and application of "Vocabulary"</li> <li>• <b>Oracy and Reading:</b> Explore how using an Oracy-centred approach can increase engagement and understanding around texts (including novels).</li> <li>• <b>Devon Enhanced Language Project:</b> Incorporate new learning from this project, specifically in respect of the 'Speech' element.</li> <li>• <b>Parental Engagement:</b> Explore strategies to engage parents with the project.</li> </ul> |
| <p><b>The Results</b></p> <p><b>Impact on Learning Across the Curriculum F-Y6</b></p> <p>The teaching of core Oracy skills with regular planned opportunities to use these across the curriculum and teachers' ongoing reflections have led to enhanced learning. Staff reflection notes improvements in many areas:</p> <ul style="list-style-type: none"> <li>• <b>Engagement in learning</b> (everyone having a voice and expectation to engage)</li> <li>• <b>Pupils' expression</b> (confidence and articulation) in a range of learning situations (pairs, trios, group, class, whole-school)</li> <li>• The use of <b>sentence stems</b> enabling pupils to 'inter-think' through quality planned discussion opportunities as well as independently</li> <li>• The ability to <b>challenge respectfully, to question</b> and 'build' learning dialogue</li> <li>• Pupils level of <b>respect for their own and others' 'voice'</b> (Talk Rules)</li> <li>• <b>Vocabulary:</b> this has enhanced thinking, spoken language and written outcomes</li> </ul> | <p>Audio:MP3 conversion from video</p> <p><b>Do Dogs Believe in God?</b></p> <p>This is after a couple of sessions where pupils have just been introduced to (become more aware of) Oracy skills).</p> <p>They've moved on since then but their ideas and they way in which they develop the conversation are fascinating and link to some of the big 'questions' in life. It loses its way a bit towards the end!</p>  |  |

## APPENDIX J: Implementation of The Plymouth Oracy Project in an EYFS Class

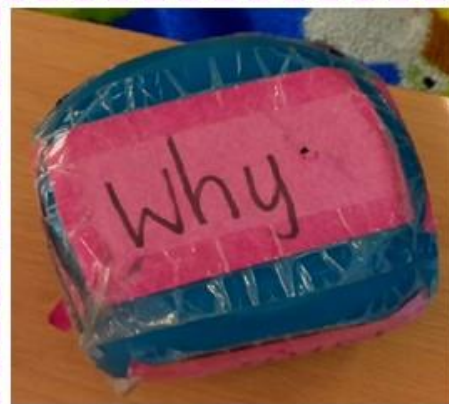
ST PAUL'S CATHOLIC PRIMARY  
SCHOOL, PLYMOUTH



### What does The Plymouth Oracy Project look like in an Early Years setting?

St Paul's is a Primary School located in Plymouth. Various Oracy strategies have been implemented:

- Stem sentences - used as prompts for staff
- Question dice – particularly effective strategy for encouraging pupils to ask questions
- Talk rules



*Children's confidence to speak has gone from pea sized to so confident in the majority of children (teacher).*

What has been the main impacts on young children?

*Vocab has absolutely blossomed...inner city we find communication comes in lower..Children were picking up a much wider range of vocab, using it in their own play..this is due to Oracy (teacher).*

*I've seen huge benefits to children...boy heavy class – boys really engaged (teacher).*

## APPENDIX K: The Impact of Stem Sentences

As part of an Oracy Celebration event (Feb 2019) staff were asked to produce a one-page summary of impact. This particular staff member chose to focus on the impact of stem sentences.

### Plymouth Oracy Programme:

#### Impact Project Overview

Name:  
School:



| The Focus   | The Strategies   | The Next Steps   |
|---|--|--|
| <p><i>To what extent do stem sentences impact on and improve engagement for all pupils in lessons?</i></p> <ul style="list-style-type: none"> <li>Particularly thinking about those children who are quiet in lessons and you know they have ideas of their own to contribute.</li> <li>Also thinking about the children who speak but not in complete sentences thereby not sharing their ideas in the best way to ensure their meaning is put across for all to understand.</li> </ul>  | <ul style="list-style-type: none"> <li>Specifically taught stem sentences and modelled how to use them in particular circumstances.</li> <li>Provided opportunities in a variety of lessons to use the stem sentences taught. This was the practice element. The children worked in trios the majority of the time to practice using the stem sentences.</li> <li>Stem sentences were displayed and referred to during the lessons to encourage the children to use them.</li> <li>They were used on talk cards on the table in front of the children when in trios.</li> <li>Stem sentence examples were put on the board to support the construction of sentences when discussing concept cartoons in particular in Maths dialogic talk discussions.</li> <li>Different stem sentences were given to different children within the groups to encourage the different roles within a group discussion.</li> </ul> | <ul style="list-style-type: none"> <li>Moving forward we will continue to use the stem sentences teaching the age appropriate stems in all areas.</li> <li>These have been rolled out across the school and will be taught year on year to build on and embed the language for each area.</li> <li>The sentence stems will continue to be an integral part of curriculum displays to provide active reminders for the children when talking and writing.</li> <li>A range of activities will continue to be provided across the school to enhance talk and provide the opportunities to use and apply the sentence stems that have been taught.</li> </ul> |
| <p><b>The Results</b></p> <ul style="list-style-type: none"> <li>The children are talking in complete sentences during all lessons when discussing points or giving answers.</li> <li>The children are using the stem sentences that have been taught independently.</li> <li>Children use a variety of stem sentences to enable their discussions and to build on what one another are saying in all lessons.</li> <li>Children of all abilities are using the stem sentences – they use the sentences that are displayed. The displayed sentence stems are also used in writing.</li> <li>The roles are becoming embedded and the children have learnt that there are a variety of sentence stems to use depending on the role you have in a discussion.</li> <li>Children are engaged in the talk in their trios and are actively listening to their peers to enable them to respond to and add their own opinions and ideas.</li> <li>Children are using the sentence stems in the playground in their talk!</li> </ul> | <p>Photo or Video of your project</p>  |  |



Devonport  
High School  
For Boys

"Everyone Succeeds"



## What does The Plymouth Oracy Project look like in a High Attaining School for Boys?

### Why did your school become part of the Plymouth Oracy Project?

- We find boys sometimes lack the emotional maturity expected for their age and there is a drop in literacy levels during the first year of secondary school.
- We have boys who find talking difficult due to a lack of confidence, yet being able to talk confidently is an essential skill to succeed in

### Example of how oracy has been implemented

Year 11 were presented with a GCSE topic where they had the opportunity to research and present an assassination as a legal case over a number of weeks. They then chose by democratic vote to complete the rest of their GCSE course in this way.

### What has been the impact on pupils?

- Oracy has impacted the ability to listen, reflect and feedback.
- Pupils on demonstrating higher levels of emotional literacy.

*Ability to present was good but the ability to listen and give constructive feedback is what has changed (teacher).*

*Engaging students to be accountable for feedback. Especially that it's positive...it has been a massive thing (teacher).*

## APPENDIX M: Engaging Parents/Carers in Oracy Developments

As part of an Oracy Celebration event (Feb 2019) staff were asked to produce a one-page summary of impact. This particular staff member chose to focus on their plans for increasing the engagement of parents/carers in Oracy.


### Plymouth Oracy Programme:

Impact Project Overview

Name:

School:



| The Focus  | The Strategies   | The Next Steps  |
|--|--|---|
| <p><b>How can we empower parents to take an active role in their child's oracy?</b></p> <p>We want parents to lead this</p>  | <ul style="list-style-type: none"> <li>• Shared vision, passion and engaged staff (all staff and governors are on board)</li> <li>• Reviewed the best way to communicate with parents – Class dojo including class story and portfolios, coffee mornings/afternoons, afternoon parent drop-in sessions (designated time) and face to face contact</li> <li>• Sentence stems used are shared with parents</li> <li>• RIC/ERIC/DERIC/VIPERS – parents encouraged to use the vocabulary</li> <li>• Oracy homework activities – enthuse children to want to talk about their learning</li> </ul> | <ul style="list-style-type: none"> <li>• Questionnaire to parents and children to evaluate impact</li> <li>• Seminars with children and parents – parents to share good practice and lead</li> <li>• Parent ambassador/s</li> <li>• Parents coming in to school to support</li> <li>• After school clubs (Lads and dads/mums and chums)</li> <li>• Parents to lead seminars along with our PSA</li> </ul> |
| <p><b>The Results</b></p> <ul style="list-style-type: none"> <li>• Improved outcomes – data (FS, Y1 Oracy Matrix and writing)</li> <li>• The majority of the parents are now talking to their children and communicating with the teacher. They have guidance on how to support their reading</li> <li>• Oracy is evident in classroom – learning walks</li> <li>• Children are happy to talk about their reading books</li> </ul> |  | <p>Message from Class Dojo</p>   |

## APPENDIX N: Implementing Oracy in Mathematics

As part of an Oracy Celebration event (Feb 2019) staff were asked to produce a one-page summary of impact. This particular staff member chose to focus on how they had implemented Oracy in maths and the impact it had on their primary school.

### Plymouth Oracy Programme:

Impact Project Overview



Name:

School:

#### The Focus

To what extent can daily planned oracy activities improve attainment in maths?  
 As a school maths results have trailed those of Reading, GPS and Writing. Could a particular focus on using oracy strategies in maths help to narrow this attainment gap? Of particular concern to me as a Year 6 teacher trying to get children 'SATS ready' were reasoning skills and confidence to tackle abstract questions.

#### The Strategies

##### Classroom level

- Baseline test of reasoning questions was given. As well as attempting to answer each question I also asked children to confidence score the question.
- Initially I taught discrete oracy lessons so the children became familiar with using sentence stems, talk roles and conventions.
- I used different strategies of grouping children so that they were confident and comfortable with one another and able to effectively slot into different groupings.
- I then planned an oracy element of every maths lesson. I found that groupings worked best as mixed ability with the most able working as 'teachers' (their job was to listen to the problem solving, clarify ideas and prompt where required).

##### Whole School

- Initially I delivered training on the research behind oracy (the why), then I delivered 2x sessions on using oracy in the classroom-discussion guidelines, talk conventions, talk roles. Teachers were given tasks to complete between sessions.
- The second 'phase' of training looked specifically at using oracy across the curriculum with a particular focus on maths

#### The Next Steps

- Moving forward as a school we need to keep the oracy momentum with termly planned oracy meetings.
- As English lead I would like to see the momentum and confidence in maths oracy matched in using oracy to support reading. A whole staff inset needs to be planned to address this.
- We have made an oracy link with our nearest neighbour (St Peter's CE) and have had 2 joint oracy meetings so far where we work in phase teams to discuss and plan oracy activities. We need to continue to strengthen this link.

#### The Results

##### Classroom Level

- Children's oracy skills improved dramatically
- Children's confidence to mathematically reasoning soared (from an original average confidence score of 3/10 to 8/10)
- SATs results reflected this with 79.3% children achieving expected standard in maths-this matched Writing and Reading and was an increase of 7% on the previous year and a combined of 63% raising to 76%.

##### Whole School

2019 academic year has shown a definite momentum with oracy. Maths observations in November 2019 commented on the use of oracy in the lesson. In a learning walk all teachers confidently spoke about their use of oracy in maths.

## APPENDIX O: Implementation of Oracy in a High Attaining Secondary School

### Plymouth Oracy Programme:

#### Impact Project Overview



Name:

School:

#### The Focus

*Explain your focus of your impact project here*

*The focus of my impact project was to introduce Oracy with a KS3 form Classical Civilisation with EAL learners especially*

*I also expanded this to a KS4 Ancient History classroom where I tried to create a dialogic classroom*

#### The Strategies

*Explain the strategies that you used to implement your project*

*Year 7 I implemented class-developed talk rules and taught the SoW through Oracy eg discussion-based group research projects leading to peer assessed class presentations. The class got used to being observed and came to class expecting to speak.*

*Year 11 were presented with a GCSE topic where they had the opportunity to research and present an assassination as a legal case over a number of weeks. They then chose by democratic vote to complete the rest of the GCSE course in this way. The classes became 'unstructured' - pupils started working on entry to the room and were on task within minutes. I walked round listening and engaging while they were researching and extending by questioning when they presented. They also formulated and answered questions raised to the extent that the classroom was truly dialogic.*

#### The Next Steps

*Explain how you're going to take your project forward*

*Disseminate training to Oracy 8*

*Support departments via departmental meetings and resources*

*Initiate whole school branding via posters and other resources*

*Focus KS4-KS5 transition*

*Use TalktheTalk to support KS2-KS3 transition and KS3 Oracy roll out*

*Work with STEM co-ordinator to support cross-curricular Oracy focus including departmental whole-school assembly presentations*

*Personally I now implement Oracy strategies in all my classes. - KS3 - KS5*

#### The Results

*The impact project group boys developed real confidence and spoke both with and without notes at 2 conferences and a whole-school assembly. EAL and SEN pupils particularly thrived. They are now individually keen to engage in mock trials and debates. Teachers also reported that the class as a whole was engaging more maturely in debates and classwork. The class gelled very well. The year 11 group also presented at a conference, I got the best observation feedback ever and their written work is much improved esp among weaker students and learning independence is almost 2 years ahead. Their collaborative skills are exceptional. Their subject knowledge of the dialogic class topic is much more secure than the traditionally taught topics (both by myself and my colleague). They are 6<sup>th</sup> form ready.*

*Photo or Video of your project*

## APPENDIX P: Implementing Oracy in a School with a High Proportion of Disadvantaged Pupils



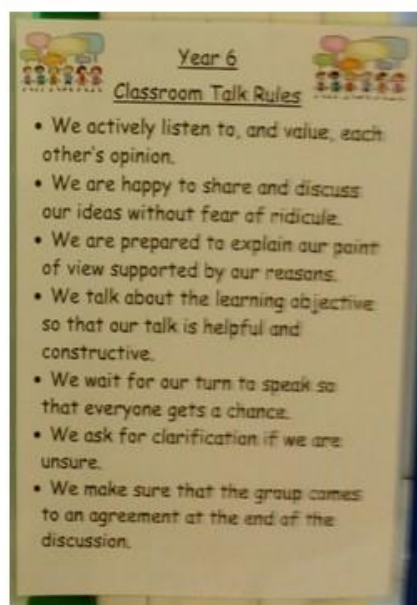
Mount Street Primary



### Implementing Oracy in a School with a High Proportion of EAL and Pupil Premium Pupils

#### How has The Plymouth Oracy Project been implemented?

- Initially delivered in Years 2 and 6 but now embedded across the school and in a range of subjects.
- Resulted in substantial changes in practice – introduction of word of the day, science stems, talk rules, concept cartoons, changes in classroom layout to accommodate triads, changed most display boards, science talking points etc.



*You notice the use of the Oracy sentence stems most in maths. When they used to explain their reasoning, often it didn't make sense or was not in complete sentences. Now, when they are developing their rationale, it is so much better quality, is coherent and makes sense (school staff).*

*Reawakening the staff love of language and their focus (school staff).*

#### What has been the impact on pupils?

- Substantial impact on language acquisition, reasoning and confidence.
- Using stem sentences and triads reduces pupil anxieties and increase confidence.

## APPENDIX Q: Implementing Oracy to Address Pupil Reading and Vocabulary in a School Located in an area of High Levels of Deprivation



### Implementing Oracy to Address Pupil Reading and Vocabulary in a School Located in an Area of High Levels of Deprivation

#### How has The Plymouth Oracy Project been implemented?

Many changes to practice such as the implementation of talk rules, hand on shoulder, sentence stems and the embedding of oracy sentence stems in lesson planning.

School regularly takes pupils on the Torpoint ferry and on the train as these are excellent opportunities to develop oracy vocabulary.

#### What have been the benefits?

- Major improvements in reading, writing, talk and playground behaviour.
- Helped staff refocus on the importance of talk.

*It's really improved talk, much, much better and then improved writing (teacher).*

*The I agree/disagree sentence stems is very powerful in the playground...to be able to talk and use your words rather than punch someone is really important. They know it's ok to disagree (teacher).*



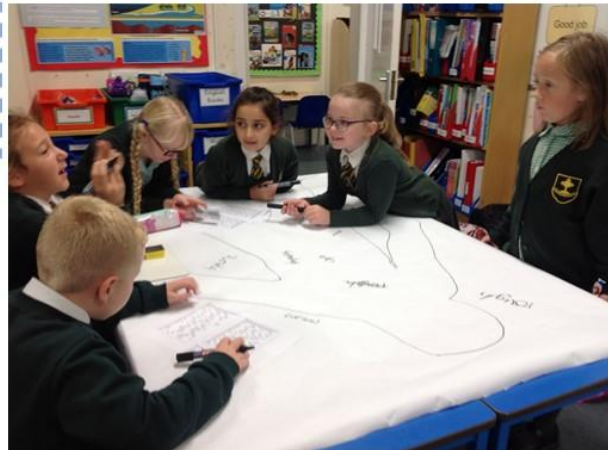
## Implementing Oracy – A Cross Curricula Approach

### How has The Plymouth Oracy Project been implemented?

Oracy has been 'woven through everything' e.g. assemblies.

### What has been the impact on pupils?

- Positive impact on the emotional climate of the school.
- Increased pupil confidence and agency.
- Built on existing school focus on metacognition.



*Having a stem sentence ....is dignifying...they sound like anyone else...they speak with clarity and confidence (school staff).*

*We've been surprised by the effect its had on the classroom...emotional climate...its been impressive....calmness...pupils are so much calmer (school staff).*

*Improvements in listening and ability to talk their learning and thoughts through (school staff).*

## APPENDIX S: Implementing Oracy across a Multi Academy Trust



### Learning Academy Trust: Leadership and Collective Working across a Multi Academy Trust (MAT)

#### How has the Plymouth Oracy Project been implemented?

- Twilight sessions – share examples, set all staff mini tasks to focus on to change how they think of oracy.
- Most staff across the MAT have now had oracy training.

#### What has been the impact on pupils?

- Given pupils structure to express themselves, empowering them.
- Pupil participation in learning has improved dramatically and willingness to share ideas.
- High levels of staff buy in.



## Plymouth School of Creative Arts: Implementation of Oracy in Reading for Meaning

### How has The Plymouth Oracy Project been implemented?

- Oracy is used as a way of communicating what they have read which includes reading texts and films. This is about reading for meaning, then using sentence structures to structure their talk.
- This takes place during morning tutor time.
- Looking to hand over content of Oracy to students so they can choose relevant topics.

### What has been the impact?

- Resulted in a 'significant shift in staff perceptions of Oracy', refocusing teachers on the importance of talk.
- Provided the structures to enable staff to adapt Oracy sessions to their pupils.
- Provided opportunities for staff to exchange practices.

*Allows teachers to be secure in what they are teaching. Fundamental structures are there and teachers are creatively adapting it (school staff).*

*Getting staff to prioritise oracy is an ongoing issue for English. Non-specialists in English have responded really well to oracy. They can see why it is relevant. Exams...the development of child and voice in this school is key and literacy fitted well with this (school staff).*

*Opportunities for staff to share practices...help less confident staff gain the tools (school staff).*

## Acknowledgements

Plymouth Teaching School Alliance would like to offer thanks to the following contributors of The Plymouth Oracy Project.

### External Contributors:

Sam Childs  
Judy Clark  
Lyn Dawes  
Beccy Earnshaw  
Katie Fitzsimmons  
Gill Golder  
Jean Gross  
Jonathan Harvey  
Neil Mercer  
Clare Reed  
Carol Satterthwaite  
Alice Stott  
Claire Warner

### School Contributors:

Maria Anderson – Elburton Primary  
Jasmin Arkinson – High View Primary  
Lottie Bond – Woodfield Primary  
Sarah Boyle – St Andrew’s CE Primary  
Fiona Brent – Stoke Damerel Primary  
Emma Brokenshire – Austin Farm Academy  
Lyn Chamberlain – Wembury Primary  
Kim Dorian-Kemp – High View Primary  
Jennifry Dowrick – Mounts Bay Academy  
Alice Endicott – St Paul’s RC Primary  
Lucy Giles – Widewell Primary  
Lisa Hale – Pennycross Primary  
Kim Hannaford – Oreston Academy  
Paul Kowalski – Salisbury Road Primary  
Sarah Lamerton – Ford Primary  
Katie Lobb – Mayflower Academy  
Heidi Longworth – Plympton St Maurice Primary  
Karen Menis – Shakespeare Primary  
Ciara Moran – Learning Academies Trust  
Leigh Nile – Woodfield Primary  
Julie Packer – Woodfield Primary  
Amy Parsons – Mayflower Academy  
Sarah Plunkett – St Peter’s RC Primary  
Jessica Richards – St Cuthbert Mayne  
Sarah Ridgewell – Shakespeare Primary

Dan Roberts – DHSB  
Dave Sammels – Mayflower Academy  
Danielle Smith – Mayflower Academy  
Karen Stears – DHSB  
Carole Waziri – Pennycross Primary  
JJ Wilson – Shakespeare Primary

## References

- Alexander, R. J. (2012). Improving Oracy and classroom talk in English schools: achievements and challenges. In: *Department for Education seminar on Oracy, the National Curriculum and Educational Standards*, London, 2012.
- Alexander, R.J. (2013). Improving Oracy and classroom talk: achievements and challenges. *Primary First*, 22-29.
- Alexander, R. J. (2017). Developing dialogue: process, trial, outcomes. *17th Biennial EARLI Conference*, Tampere, Finland, Symposium H4, 31 August 2017.
- Alexander, R.J. Hardman, F. & Hardman, J. with Rajab, T. & Longmore, M. (2017). *Changing talk, changing thinking: interim report from the in-house evaluation of the CPRT/UoY Dialogic Teaching Project*. Available from: <http://www.robinalexander.org.uk/wp-content/uploads/2017/07/Alexander-et-al-EEF-in-house-interim-report-final170714.pdf> (accessed 19.02.2019).
- Bullock, A. (1975). *A language for life: report of the Committee of Inquiry appointed by the Secretary of State for Education and Science under the chairmanship of Sir Allan Bullock*. London, Her Majesty's Stationery Office (HMSO).
- Cordingley, P. Higgins, S. Greany, T. Buckler, N. Coles-Jordan, D. Crisp, B. Saunders, L. & Coe, R. (2015). *Developing great teaching: lessons from the international reviews into effective professional development*. London, Teacher Development Trust.
- Department for Education. (2013). *English programmes of study: key stages 1 and 2*. London, Department for Education (DfE).
- Department of Education and Science. (DES). (1989). *English for ages 5 to 16. The Cox Report*. London, Her Majesty's Stationery Office (HMSO).
- Department for Education. (2016). *Standard for teachers' professional development: implementation guidance for school leaders, teachers, and organisations that offer professional development for teachers*. London, Crown Publisher.
- Department for Education. (2019). *Teacher Recruitment and Retention strategy*. London, Department for Education (DfE).
- Doddington, C. (2001). Entitled to speak: talk in the classroom. *Studies in Philosophy and Education*. 20, 267–274.
- Evans, R. & Jones, D. (2007). Perspectives on Oracy—towards a theory of practice. *Early Childhood Development and Care*. 177, 6-7, 557-567.

- Haworth, A. (2001). The re-positioning of Oracy: a millennium project. *Cambridge Journal of Education*, 31, 1, 11-21.
- Kraft, MA. & Papay, JP. (2014). Can professional environments in schools promote teacher development? Explaining heterogeneity in returns to teaching experience. *Educational Effectiveness and Policy Analysis*, 36, 4, 476-500.
- Kraft, MA. Blazar, D. & Hogan, D. (2018). The effect of teacher coaching on instruction and achievement: a meta-analysis of the causal evidence. *Review of Educational Research*, 88, 4, 547-588.
- Mercer, N. Ahmed, A. & Warwick, P. (2017). Identifying and assessing students' spoken language skills. *Impact*, 1, 15–17.
- Millard, W. & Menzies, L. (2016). *The state of speaking in our schools*. London, Voice 21/LKMco.
- Plymouth City Council. (2017). *Plymouth Report*. Published October 2017. Available from:  
<https://www.plymouth.gov.uk/sites/default/files/Plymouth%20Report%20October%202017.pdf> (accessed 28.03.2019).
- Timperley, H. Wilson, A. Barrar, H. & Fung, I. (2007). *Teacher professional learning and development. Best evidence synthesis iteration (BES)*. Wellington, New Zealand, Ministry of Education.
- Vygotsky, L. S. (1978). *Mind in society: the development of higher psychological processes*. Cambridge, MA, Harvard University Press.
- Vygotsky, L.S. (1962). *Thought and language*. Cambridge, MA, MIT.
- Weston, D. (2015). Seven common barriers to effective whole-school CPD. *Headteacher update*. Available from: <http://www.headteacher-update.com/best-practice-article/seven-common-barriers-to-effective-whole-school-cpd/88911> (accessed 28.03.2019).