

## Communication 2019/20

### Why Communication?

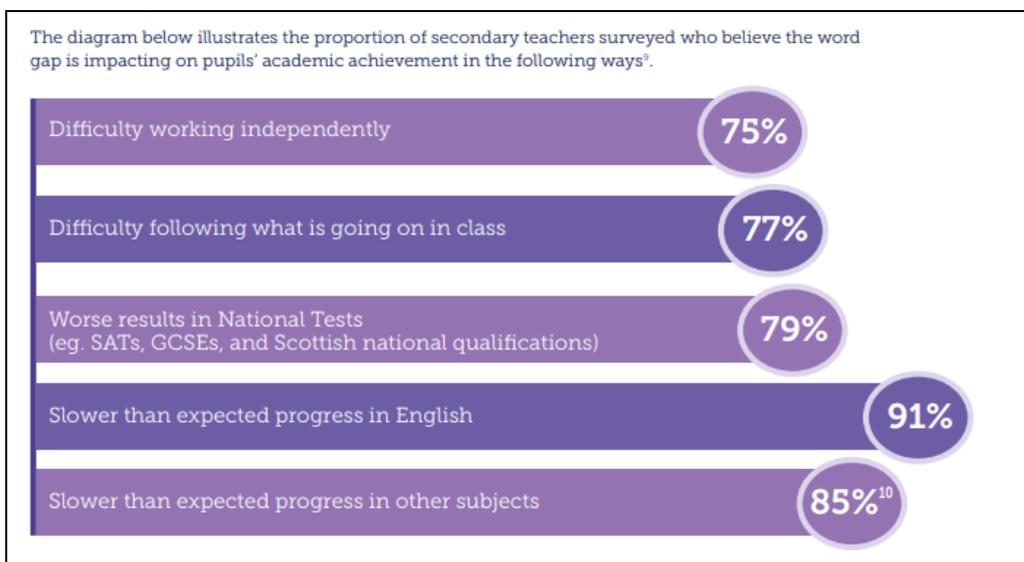
In 2019-20 our focus for Teaching and Learning across the Trust will be to close the communication disadvantage gap, developing confidence, independence and resilience - so that all our learners can communicate with clarity and realise their life chances and dreams. We recognise the value of communication: oracy, reading and writing.

190,000 students achieved a 3 or below in GCSE English or Maths in 2018

Communication is a key factor in this – our examination system now demands higher levels of literacy than ever before. All students will need to have secure literacy skills, including the ability to write extended prose with coherence and clarity in order to achieve exam success and ultimately realise their life chances and dreams. It is not just about exam results – communication will allow the children we teach to form positive relationships, make well informed choices and raise levels of self-esteem.

We therefore have a moral imperative to enable our students to communicate effectively.

30% of UK households have three or fewer books. Former Ofsted director Sir Jim Rose, author of several reports on literacy, says: "We are in serious trouble. We have entered the era of the Argos catalogue family, those with no books of their own at home. We need to do something urgently. It is a responsibility we cannot afford to shirk."

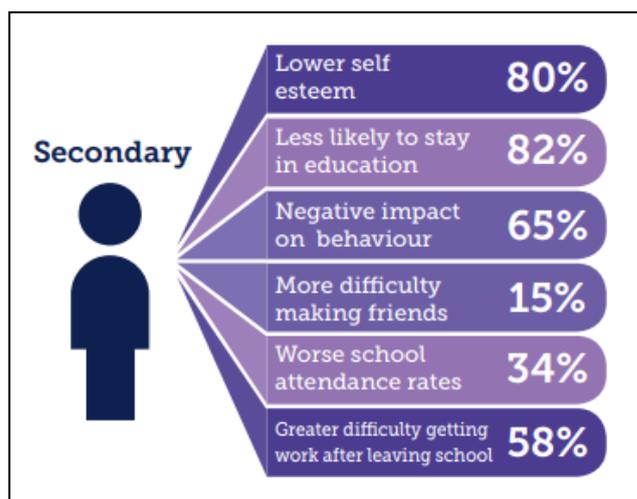


In areas of poverty, over 50% of children are starting school with delayed communication skills. Their speech may be unclear, vocabulary is smaller, sentences are shorter and they are able to understand only simple instructions. A study by Hart and Risley found that there is a 30,000,000-word gap in vocabulary for disadvantaged families by the time children have begun school.

### The Impact of Poor Communication Skills:

At least 60% of young people in young offender institutions have communication difficulties.

The Bercow Review found that at the end of Key Stage 4, the 'attainment gap' between children with communication difficulties and their peers is marked. Just 15% of children with communication difficulties achieve 5 GCSE A\*- C or equivalent compared to 57% of all young people



### How?

There will be a focus on the following areas of communication with each subject area choosing one of the following to focus on in 2019-20, through undertaking an audit of current practice.

Oracy	Reading	Writing
1. Understanding the significance of exploratory talk	6. Teach and model reading	11. Demonstrate writing as a process, including planning
2. Develop Presentational talk	7. Retention and application of reading	12. Allow oral rehearsal
3. Embed oracy strategies within the curriculum	8. Teach tier 2 and 3 vocabulary	13. Spelling, Punctuation and Grammar
4. Consciously vary groupings*	9. Understand and interpret exam questions	14. Pride in Written Presentation*
5. Diagnostic questioning	10. Teach research	

All teaching staff will undertake a research action project.

Individual teachers have created a research question of their own using this format as a model:

## How to Develop a Research Question

What impact does (what practice?) delivered (over how long?) have on (what outcome?) for (whom? E.g. cohort or target group)

Examples:

- What impact does the explicit teaching of research delivered over two terms have on the NEA results of low ability Y13 English Literature students?
- What impact does the explicit teaching of writing in French as a process, including planning, delivered over a term, have on the assessment levels for all students in 10X2?
- What impact does implementing exploratory talk in the Rites of Passage Scheme of Work have on the oracy confidence of year 7 Religious Studies pupils?
- All questions must be submitted to Jo Shepherd by 5<sup>th</sup> July 2019

All Research questions have been quality assured by the TSAT T&L team and will form part of each teachers PMR. Teachers will have reflection buddies who they will regularly meet to plan what they are going to trial using evidence gathered, undertake those actions, reviewing and evaluating through self-reflection ( ` I am the evaluator of my impact on student learning`) and feedback from their reflection buddies. Teachers will gather evidence of impact throughout 2019 and 2020 and will disseminate successful pedagogies.