

CSC Voice 21 Case Study: Brynteg School

1. Introduction

Brynteg School, a mixed co-ed school in Bridgend, South Wales with approximately 1400 pupils on roll.

2. Description of strategy/activity

This individual lesson was part of a thematically linked trio of lessons prepared for teaching a Year 7 class in a French, English and Welsh lesson. The idea was to deliver an oracy rich trio of lessons with continuity of learning across the three lessons. The stimulus was a two verse French language poem which was studied in their French lesson. In this English lesson, pupils focused on the concept of 'Global Me', in order to build their awareness of themselves as Welsh and global citizens in line with the new curriculum model. Pupils were grouped in Voice 21 style 'Talk Trios' with a 'Silent Summariser' attached to each group, and they discussed the topic of what contributes to a person's identity. Following this, pupils were asked to refer to a homework stimulus to discuss the global influences on their own lives and the task was set up as a Voice 21 style 'Traverse Talk' task. The lesson culminated in pupils back in their 'Talk Trios', discussing how to best express their global identity on the blank canvas of an A3 infographic sheet.

3. Impact of strategy/activity on provision

Since this activity, the 'TalkTrio' with 'Silent Summariser' activity and the 'Traverse Talk' task have been modelled for whole staff in a specific session on INSET and have been trialled successfully in the newly formed Language, Literacy and Communications cluster here at Brynteg by French, Welsh and English teachers. In addition, I have planned lessons incorporating these tasks in our Science and Technology cluster, and our Humanities cluster. Both strategies are now being used with regularity across 3 of our 6 clusters, and will be rolled out to the other clusters ahead of their scheduled Cluster Research and Development weeks in the coming months. Within the English department, the 'Talk Trio' with 'Silent Summariser' strategy is currently being incorporated into the department scheme of work and is providing the foundation on which our GCSE group discussion assessment is based. Pupils are set up in these roles and are given variations of the Voice 21 discussion role cards which they use to drive their discussions forward. I delivered an oracy workshop to Year 11 using these strategies as preparation for these assessments, which has received very positive feedback from pupils and teachers. (See attached photographs of this event.) Cluster leaders have placed an increased focus on oracy in their areas as we move towards embracing the philosophy that we are all teachers of oracy. As a result, ALL clusters will be incorporating oracy development as part of their Cluster Development Plans from here on in.



4. Impact of strategy/activity on pupil standards /engagement

Pupils have benefited noticeably from the setup of the room in groups of 4 – the ‘Talk Trios’ with the ‘Silent Summariser’ had the space to focus on each other. The main impact arguably came from the ‘Silent Summariser’ role because the pupil in this role had a very specific focus and were enhancing their listening skills – which are often overlooked in oracy tasks. Subsequently, when the ‘Silent Summariser’ fed back the trio of talkers then developed their listening skills as they were given a response from the summariser.

Giving out the specific roles enabled pupils to tighten their focus and zoom in on making – or absorbing – key points. The ‘Silent Summarisers’ were given a ‘Silent Summariser Scribble Pad’ on which to make notes to underpin their feedback – a copy of which is on the attached power point.

With regards to the ‘Traverse Talk’ task, pupils’ oracy was impacted positively, firstly because of the opportunity it gives them to become more physically active. Pupils also benefited from the chance to communicate with several pupils in a face to face scenario. This is an intense environment for them without being threatening because the level of noise generated from various discussions going on takes away the idea of being caught in the spotlight, particularly for those with low self-confidence.

5. Any other information

Brynteg School has embraced the Voice 21 principles and accompanying strategies emphatically. Support from our Senior Leadership Team has been valuable in providing a platform to drive oracy across the school. Opportunities for INSET and staff development regarding Voice 21 strategies have been deliberately created and resources are out and being used across the different clusters. I will be modelling ideas and activities across the school, with a particular focus on Voice 21 ideas being used by each cluster ahead of and during their annual Research and Development Cluster Reviews.