

# Talk The Talk

CONFIDENT COMMUNICATION FOR LIFE



# ORACY IMPACT REPORT

ACADEMIC YEAR 2018-2019

## The Inspiration of Talking The Talk

Anyone can talk, and talk, and you need only spend five minutes on a bus or a train to eavesdrop on people having what is mistakenly termed a 'conversation'. To converse requires an ability to engage with the other person, to enter into their frame of reference, to find meaning, so that responding builds on what has been said and what has been accurately heard. This does not preclude disagreement but it does require a form of disagreeing, which demonstrates that one has tuned into what was actually said. Psychologists talk about the three components of dialogue - content, meaning and feeling. Accurate recall of the content is an essential start but getting the meaning for that person (in their frame of reference) is more challenging while tuning into the feeling behind the words is what we know as 'empathic' listening.

Listening, the essential premise of the Talk The Talk programme lays the foundation for a quality of talk marked by forethought and confidence, a sense of audience and an enriched vocabulary. Expanding one's verbal repertoire is both the seed of social growth and the engine of intelligence. It is worth reflecting on an absolutely key idea at the heart of the Talk The Talk programme - "You can't say what you can't think and you can't write what you can't say".

The programme builds on, and is informed by, decades of research into language and intelligence. We now understand the essential connections between words and ideas, between language and self-belief. The sociologist Basil Bernstein described what he called 'restricted' and 'elaborated' codes, the latter describing the kind of language you meet in classrooms. A pupil's ability is 'restricted' when he or she lacks the confidence or vocabulary to engage with what is being taught, so disenfranchising young people who lack the conceptual repertoire to engage with the classroom discourse. He or she will then 'hide' mentally and even physically. How young people respond to a challenge is constrained or enhanced by what the American psychologist Carol Dweck described as a 'fixed' or a 'growth' mindset.

When there is an openness to 'growing' intellectually, emotionally and verbally, achievement, and joy in achievement, follow on. That is what this programme is about, what the external evaluation demonstrates and where its genius lies.

*Professor John MacBeath - University of Cambridge*

## Welcome to our Impact Report for Academic Year 2018/19

The year saw a huge increase in demand for support in schools from Talk The Talk – training nearly twice as many students as the previous year. Oracy is certainly gaining traction, media attention and comment from those who inform policy and education directives.

In the academic year we saw ministers and MPs vocally supporting the greater need for oracy within education, with the APPG on oracy also being launched.

But, more importantly, our students stood up and spoke. They voiced their opinions on a multitude of topics that affected them – ranging from moving to a new school to mental health. This is why we do what we do.

Talking is thinking. We just do it vocally. If we want our classrooms filled with thinking then they should be filled with talking.

*Richard Hull - Director*

# TALK THE TALK IMPACT 2018/19



**31,424 STUDENTS**  
TRAINED BY TALK THE TALK



IN **228**  
SECONDARY SCHOOLS



ACROSS **86** LOCAL EDUCATION  
AUTHORITIES THROUGHOUT THE UK

BY **32** COMMUNICATION  
TRAINING EXPERTS



## 31,424 STUDENTS SPOKE ABOUT

A NEW SCHOOL

THE FUTURE

FRIENDSHIPS

ANIMAL CRUELTY

SCHOOL UNIFORM

EXAM STRESS



RACISM

SOCIAL MEDIA

BODY IMAGE

MENTAL HEALTH

THE GOVERNMENT

LIFE BEYOND SCHOOL

WELLBEING

## ON AVERAGE - STUDENTS REPORTED FEELING:



**44%**

more confident talking  
in front of their peers



**46%**

more confident in talking  
about their life experiences



**55%**

more confident when  
presenting a talk



**78%**

better equipped with the skills  
for confident communication

## Students reported feeling:

- 49% more confident when communicating
- 40% more confident when talking about their life experiences
- 57% better equipped with the skills for confident communication

## Workshops delivered:

- Talk About Transition
- Talk About Communication
- Talk About The Future
- Talk The Talk Teacher CPD



800 STUDENTS ON ROLL  
373 STUDENTS TRAINED

At The Dorcan Academy we have, over the past two years focused on developing oracy within our curriculum. Many of our students come from disadvantaged backgrounds and we have become increasingly aware that often this results in a lack of confidence but also a significantly reduced vocabulary. Talk the Talk provided excellent CPD for our staff, which gave us an insight into how our students sometimes feel. I remember being told that by the end of the session we would all be able to give a presentation without notes - this frightened the life out of me, and I'm the Headteacher! However, we were taken through a variety of exercises that built our oracy skills and in turn our confidence, which meant that we did end up giving a presentation without our notes, something that, I had never been brave enough to do.

Talk the Talk expert trainers then took our Year 7 students through the same procedures, as part of their Transition programme and it was highly effective in enabling new tutors to get to know their new students as well as developing immediate confidence and a growth mindset – something that we wanted to achieve but hadn't realised it could happen so quickly. Since then, we have invited Talk the Talk to lead sessions with other year groups focused on preparing for interviews and the future. We have never been disappointed.

Talk the Talk measure impact through growth in students' confidence from the start to the end of the days and the impact is very clear. Students themselves are proud of their achievements and we have definitely noticed that they have developed in confidence. We have used this to springboard other oracy initiatives such as 'No opt out' and 'Hands down'. Our students are used to having to answer questions when called upon and having to speak in full sentences in a confident manner. Our students are becoming more articulate.

We are now focusing on developing students' ability to use academic vocabulary when speaking within lessons, as we believe that you can't say what you can't think and you can't write what you can't say. Often our students would struggle to decipher exam questions and vocabulary, however, we have now introduced a whole school strategy to teach Tier 2 and 3 words across the curriculum. Ultimately, we want our students to be confident thinkers, speakers and writers.

*Sherryl Bareham - Headteacher*

## CASE STUDY

### The Dorcan Academy

The Talk The Talk sessions delivered in the first few days of our students' secondary education are very beneficial for our Y7s because they promote confidence, through practice, at speaking in front of others. This supports our 'hands down' policy and our 'no opt out' policy by giving students the tools they need to formulate answers. TTT nurtures their character to promote courage and teamwork in the face of what might otherwise be a daunting prospect. Any practice and confidence building at public speaking supports our students greatly, but Talk The Talk in particular have very well structured sessions, with friendly, confident and charismatic leaders delivering. I know from feedback and witnessing it first hand, that the students enjoy and are inspired by the sessions delivered by Talk The Talk.

*Mekela Lee – Transition Leader*

#### STUDENT VOICE

I found it really helpful. It helps you to speak to people better. I'm not very social when it comes to talking to people but it has helped me to speak in front of others.

It is very useful for planning ahead. It helps you to plan out what you want to say in advance.

It has boosted my confidence when speaking to other people in public.

Teachers use the PEEEP structure to help us write in lessons.



UNIVERSITY OF  
CAMBRIDGE  
Faculty of Education

The aspirations for the workshops are to enable young people to find their voice, to gain confidence in themselves, to deal constructively with nerves, and to be able to communicate not just in the classroom but in other social

contexts, and with a broader range of people. These aims appear to have been quite comprehensively achieved. The most salient testimonies from young people referred to their discovery of their own voice and expression of their latent skills, carrying social and vocational benefits.

Teachers are virtually unanimous in the praise of their skills in their words, their 'inspiration', 'focus', 'skills', 'encouragement' and inclusive approach.

There was a consistent trend in improved confidence ratings from all participants.

*Professor John MacBeath  
Cambridge Evaluation 2018*

### Students reported feeling:

69% more confident when communicating

44% more confident when talking about their life experiences

90% better equipped with the skills for confident communication

### Workshops delivered:

Talk About Communication

Talk The Talk Teacher CPD

# LATHOM HIGH SCHOOL



585 STUDENTS ON ROLL  
114 STUDENTS TRAINED

As a school, we are indebted to the Talk The Talk team for their work with our students and our staff. The work with students enabled individuals to grow in confidence in a very short space of time and be proud of their successes. Our staff found the CPD session to be extremely valuable as they were able to share experiences and explore the value of talk.

*Jane Galbraith – Headteacher  
Paul Livesley – Deputy Headteacher*

### STUDENT VOICE

The day increased people's confidence. I saw some members of my class, who had been reluctant to speak, become empowered to do so. It was great to see members of our class developing a real positivity for talking to other people. The sessions were very practical and helped us to prepare for our English speech.

## SINCE 2013 TALK THE TALK HAS:



TRAINED OVER 85,000 SECONDARY STUDENTS

DELIVERED OVER 3,500 WORKSHOPS ACROSS THE UK



PROVIDED OVER 17,500 HOURS OF STUDENT TRAINING

# CASE STUDY

## Ysgol y Moelwyn

### Students reported feeling:

- 46% more confident when communicating
- 64% more confident when talking about their life experiences
- 37% better equipped with the skills for confident communication

### Workshops delivered:

- Talk About Transition
- Talk About Communication
- Talk About The Future

In my view fluent and confident oracy skills are a corner stone to success in the widest sense, personal fulfilment, social inclusion, developing friendships, success in the world of work and as a basis for developing other skills to get to grip with today's ever more challenging world.

I am really impressed with the success of the Talk the Talk team in supporting and promoting the excellent work of our English department to ensure that our pupils develop these skills with confidence.

The workshops are brilliant! It never ceases to amaze me how the team succeed in developing oracy skills within an intense and lively one day session.

Carry on with the good work!

*Mr D Lake - Headteacher*

Our pupils have thoroughly enjoyed the Talk the Talk sessions over the years and have benefitted tremendously from the workshops. Their general confidence in class discussion has improved and they are more willing to present to the class after participating in these sessions.

The trainers are always lively and encouraging individuals who are able to motivate and inspire even the most reluctant pupils. Pupils enjoy the games played to break the ice and the techniques used by the trainers to encourage them to speak without relying on a script are ones which they can use in all subjects and situations.

We have had sessions for Year 6, Year 9 and Year 10 pupils and we felt that all sessions were successful and had a lasting effect on pupils.

*Miss S Davies - Head of English*



326 STUDENTS ON ROLL  
156 STUDENTS TRAINED

### STUDENT VOICE

We came up to the secondary school for the day with pupils from other primary schools in the area to take part in a Talk the Talk workshop. It was a great chance to express ourselves and to learn new words. I really enjoyed getting to know other pupils who I would be in year 7 with in September. I felt more confident speaking English in front of people by the end of the day as we did a presentation in groups in front of everyone. I would definitely like to take part in another workshop again!

# Talk The Talk

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## Talk The Talk: Schools 2018/19



Talk The Talk

E-mail: [info@talkthetalkuk.org](mailto:info@talkthetalkuk.org)

Phone: 01981 580015

Web: [www.talkthetalkuk.org](http://www.talkthetalkuk.org)



 four acre trust