

	<b>Topic</b>	<b>Vocabulary Development in Secondary – TA training</b>
	<b>Venue</b>	<b>(school)</b>
	<b>Date/s</b>	<b>16/1/23</b>
	<b>Forms returned</b>	<b>5 (4 x TAs + SENDCo)</b>

Pre and post training participants were asked to allocate confidence ratings to the following descriptors on a scale of 1 – 5 (where 1 is the lowest and 5 the highest).

	<b>How confident/ knowledgeable do you feel about?</b>
<b>A</b>	Knowing the reasons why some children have vocabulary difficulties
<b>B</b>	How we learn new words
<b>C</b>	Knowing which words to teach
<b>D</b>	Knowing about a range of strategies to support vocabulary development

In order for our training to be effective, demonstrate value for money and ultimately benefit the children in a setting, we identify anticipated outcomes. The descriptors identified above cover the key points delivered in the training. We look at how confident (i.e. knowledgeable) participants feel before the training, whether their confidence increases and to what extent. In this way we can help settings to think about next steps.

### **Summary/comment**

A point to note about the data analysis is that numbers being analysed are for a fairly small group of 5 staff, meaning that a change in one person's score impacts on percentage change quite significantly ie one person change = 20%.

Gains were made for all descriptors, ranging from 40% to 80%. There was quite a spread of knowledge and confidence across the staff group pre-training, with 1 or 2 staff rating themselves as under-confident for 3 out of the 4 descriptors whilst another 1 or 2 staff already felt quite confident across these descriptors. Some prior knowledge would be expected as staff have received advice and support from SALT for a number of years.

Post-training, the majority of staff rated themselves as feeling confident across all descriptors. Two members of staff rated themselves a 3 for knowledge and confidence about how we learn words. This is quite a complicated process and staff demonstrated an increase, moving from a 2 to a 3 in this area. Further support can be provided as needed.

The smallest gain was for staff knowing about a range of strategies to support vocabulary development. One of the reasons for this is that 3 members of staff already felt quite knowledgeable about this pre-training, rating themselves 3-5. Post-training 4 out of 5 staff rated themselves as confident. Feedback from a member of staff following the training indicated that all staff had found this part of the training particularly useful and she felt they now had a good range of strategies to use with the students. She commented that it was clear that pre-training not all staff had understood how to develop vocabulary skills and the importance of teaching words by providing the 3 important components of semantic, phonological and syntactic information.

All staff increased their knowledge around which words to target and a useful discussion was held at the end of the training around teaching the most important words relating to the current topic and then later in school the need to teach the girls language relating to exams/ questions.

Another encouraging outcome was the informal discussion at the end of the training when staff discussed next steps. All staff agreed that a greater focus needed to be placed on teaching vocabulary and some practical ideas were suggested such as using some of these strategies for whole class teaching, pre-teaching words using spidergrammes to plan vocabulary needed for students to independently complete whole class tasks, preparation of word booklets for students that can be added to a bank of resources, inclusion of some additional features to the word web being used in English (visual and phonological) and use of a picture based dictionary.

### **What to do going forward**

- Share the feedback with staff
- Consider whether school resources will allow for the setting up and delivery of pre-teaching vocabulary groups across the year groups
- Start up a regular 'slot' in team meetings to share good practice about supporting student's vocabulary in the classroom (staff had lots of ideas in the training, it would be great to share these with others)
- Set up a shared folder for any vocabulary resources eg topic themed word web booklets
- Following on from the vocabulary session, it might be worth considering a session specifically about the Blank model of language learning. Many of the questions and directions at level 2 will help to develop the student's word learning and later levels develop student's abstract verbal reasoning skills – a range of questions and directions would be covered which could link in to developing skills in answering exam questions
- Set 4 CTs to receive similar training re identification and teaching of target vocabulary in the classroom
- Deanne to share current information/planning about exam vocabulary – to look at with SALT

### **Here is your data summary**

<b>Ratings 1 + 2 = under-confident</b>	<b>3 = neutral (not scored in % gain calculation)</b>	<b>Ratings 4 + 5 = confident</b>
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<b>100% = 5</b>	<b>Pre - training</b>							<b>Post- training</b>						<b>% gain</b>
	<b>1 + 2</b>		<b>3</b>		<b>4 + 5</b>			<b>1 + 2</b>		<b>3</b>		<b>4 + 5</b>		
	no	%	no	%	no	%		no	%	no	%	no	%	
A	2	40%	2	40%	1	20%	0	0%	1	20%	4	80%	60%↑	
B	1	20%	4	80%	0	0%	0	0%	2	40%	3	60%	60%↑	
C	0	0%	4	80%	1	20%	0	0%	0	0%	5	100%	80%↑	
D	2	40%	1	20%	2	40%	0	0%	1	20%	4	80%	40%↑	

**Individual comments - N/A**