

Voice 21 Oracy Centres of Excellence

Becoming a Voice 21 Oracy Centre of Excellence is a milestone in your oracy journey, recognising your achievement in delivering a sustained high-quality oracy education.



Why become a Voice 21 Oracy Centre of Excellence?

- ✓ Achieve national recognition for your school's oracy provision
- ✓ Join our growing network of Voice 21 Oracy Centres of Excellence
- ✓ Receive a detailed and personalised accreditation report

As a Voice 21 Oracy Centre of Excellence, you'll be offered exclusive opportunities including participating in network meetings; engaging in research and innovation projects; hosting peer open mornings; attending reciprocal school visits with other Voice 21 Oracy Centres of Excellence and speaking at national events

How will you know you're ready?

As a Voice 21 Oracy School, you are working towards meeting the Oracy Benchmarks, our nationally recognised standard for oracy education. When you're confident that these are fully embedded across your school, it's time to consider applying. There's no set time scale, but we've found that it takes at least three years to embed a high-quality oracy education.

The process is simple and transparent. You'll complete an online application form, supported by a short impact presentation. It's designed to celebrate your school's successes, showcase excellence and signal possible areas for further development.

If you're ready to apply, assess yourself against the accreditation criteria, which can be found on the following pages. We can support you with this self assessment as part of your in-school consultancy day. From September 2023, reach out to your School Relationships Officer to register your interest in becoming a Voice 21 Oracy Centre of Excellence this year.



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The Criteria



This is your chance to tell us about your context, your vision and how oracy has been prioritised and strategically planned for.

This is your chance to tell us how oracy reverberates beyond the classroom and is integral to your wider school culture.



This is your chance to tell us how oracy skills are explicitly planned for and deliberately taught in your school.

This is your chance to tell us how you develop staff expertise to teach shared and domain-specific approaches to oracy.



This is your chance to tell us what processes you have in place to understand the impact your oracy education is having on students.



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Self-assess against the criteria

Benchmark 1 Has an ambitious vision for oracy	You have articulated your vision for oracy and how it links to your school's wider vision and values, clearly explaining how oracy supports you to provide an effective education.	
	Your school's vision is shared with and understood by the wider community.	
	Your strategic planning sets out clear aims for oracy over multiple years, demonstrating progress in the development of your oracy provision over time.	
Benchmark 2 Builds a culture of oracy	You have redesigned at least two routine aspects of school life to include a deliberate and explicit focus on oracy.	
	Your school's commitment to oracy is visible to your school community.	
	You celebrate students' progress and achievements in oracy.	
Benchmark 3 Has a sustained and wide-ranging curriculum for oracy	Your curriculum sequences the oracy skills and knowledge taught over a student's time at school, to ensure progression.	
	Your curriculum ensures all students are taught to engage in a range of types of talk, in different contexts, for different audiences.	
	Your students are taught to value the variety and richness of communication and language, including different accents, dialects and ways of communicating.	
Benchmark 4 Recognises oracy as central to learning	You have agreed and embedded common approaches to learning through talk.	
	All teaching staff have engaged in professional development for oracy.	
	Subject leaders have developed domain-specific approaches to oracy which elevate learning in their subject.	
Benchmark 5 Is accountable for the impact of oracy	You know what difference a high-quality oracy education is making to your students.	
	Oracy is an integral part of your school's monitoring and evaluation cycle.	
	You share and act on this information to continually refine and improve your oracy provision.	



Benchmark 1

Has an ambitious vision for oracy



Criteria

- ✓ You have articulated your vision for oracy and how it links to your school's wider vision and values, clearly explaining how oracy supports you to provide an effective education.
- ✓ Your school's vision is shared with and understood by the wider community.
- ✓ Your strategic planning sets out clear aims for oracy over multiple years, demonstrating progress in the development of your oracy provision over time.



This is your chance to tell us about your context, your vision and how oracy has been prioritised and strategically planned for.



Articulate

Tell us about your school's vision for oracy education.



This should include:

- Why oracy is important in your school's context
- How oracy supports your school's wider values and priorities

Demonstrate

Show us how oracy is strategically planned for by sharing a minimum of 2 years of implementation planning.



This should include:

- Your overarching aims for oracy based on an accurate assessment of your current provision
- Details of specific implementation actions
- How the plan was/is monitored and evaluated
- Identifiable progress in the aims between the two years
- Future aims and ambitions

Elaborate

Provide one example of how you have brought the wider school community on board with your school's vision for oracy education.



Examples of the wider community include governors, families, local community, or MAT trust leads.

This should include:

- How you shared your vision
- What you chose to include that 'spoke' to this audience
- How this has impacted on your school's oracy provision



Benchmark 2

Builds a culture of oracy



Criteria

- ✓ You have redesigned at least two routine aspects of school life to include a deliberate and explicit focus on oracy e.g. assemblies, parents' evenings, student council, school events.
- ✓ Your school's commitment to oracy is visible to your school community.
- ✓ You celebrate students' progress and achievements in oracy.



This is your chance to tell us how oracy reverberates beyond the classroom and is integral to your wider school culture.



Articulate



Tell us about how you celebrate your students' progress and achievements in oracy.

This should include:

- What aspects of oracy are celebrated
- How this is celebrated
- Who this is shared with

Demonstrate



Show us three examples of how your school's commitment to oracy is visible to your school community.

Examples could include: information on your school website, classroom or corridor displays, newsletters, Twitter, radio stations, podcasts, letters home.

This could include:

- Photos
- Screenshots
- Website links

Elaborate



Provide two specific examples of routine aspects of school life which have been transformed to include a deliberate and explicit focus on oracy.

Examples include assemblies, parents' evenings, student council or student groups, lunchtimes, playgrounds, school events, behaviour policies.

This should include:

- Which area of school life you decided to change and why
- The impact on your students



Benchmark 3

Has a sustained and wide-ranging curriculum for oracy



Criteria

- ✓ Your curriculum sequences the oracy skills and knowledge taught over a student's time at school, to ensure progression.
- ✓ Your curriculum ensures all students are taught to engage in a range of types of talk, in different contexts, for different audiences.
- ✓ Your students are taught to value the variety and richness of communication and language, including different accents, dialects and ways of communicating.



This is your chance to tell us how oracy skills are explicitly planned for and deliberately taught in your school.



Articulate



Tell us how you have developed your oracy curriculum.

This should include:

- How your curriculum ensures students develop their oracy skills over their time at school
- How you chose which types of talk are taught in each year group

Demonstrate



Share your school's oracy curriculum and three different examples of how it is enacted in your school.

Your curriculum should include:

- Planned oracy teaching for all year groups
- Planning for a range of types of talk, in different contexts for different audiences
- Progression of oracy skills and knowledge between year groups
- Reference to the four strands of the Oracy Framework

Examples of how the curriculum is enacted include: lesson plans/slides, medium term plans, videos of lessons, student learning outcomes, case studies of individual students, student interviews.

Elaborate



Provide one example of how your students learn to value different accents, dialects and ways of communicating.

Examples include:

- Communication types discussed or exemplified in assemblies
- A range of language models used to exemplify talk outcomes
- Lesson planning which teaches about local dialects



Benchmark 4

Recognises oracy as central to learning



Criteria

- ✓ You have agreed and embedded common approaches to learning through talk.
- ✓ All teaching staff have engaged in professional development for oracy.
- ✓ Subject leaders have developed domain-specific approaches to oracy which elevate learning in their subject.



This is your chance to tell us how you develop staff expertise to teach shared and domain-specific approaches to oracy.



Articulate



Tell us about one or more talk-based teaching approaches which are used across your school.

This should include:

- Why you have chosen to focus on these approaches
- How these are adapted in different year groups or for students with specific needs

Demonstrate



Share three different examples of oracy professional development for staff.

Examples include staff meetings, research projects, coaching sessions, INSET days, new staff induction.

These should include:

- Key documents/ resources
- Explanation of how professional development has been matched to the needs of your staff and/ or school priorities

Elaborate



Ask three different subject leads to explain how subject-specific approaches to learning through talk are used to elevate learning in their subject.

These should include:

- Which oracy approaches they have chosen to support the development of student's subject knowledge and understanding
- The impact these approaches have had on learning in their subject



Benchmark 5

Is accountable for the impact of oracy



Criteria

- ✓ You know what difference a high-quality oracy education is making to your students.
- ✓ Oracy is an integral part of your school's monitoring and evaluation cycle.
- ✓ You share and act on this information to continually refine and improve your oracy provision.



This is your chance to tell us what processes you have in place to understand the impact your oracy education is having on students.



Articulate



Tell us what difference a high-quality oracy education has made to the students in your school and how you know.

Prepare a 15 minute impact presentation that should include:

- A description of the impact of a high-quality oracy education on student outcomes e.g. engagement, attainment, wellbeing, attendance
- Evidence to support this knowledge
- Student voice

Demonstrate



Show us how you regularly evaluate the effectiveness of your school's oracy provision.

Examples could include results of a monitoring schedule, shared impact reports, learning/ listening walk feedback, staff appraisals or performance management targets.

This should include:

- What you choose to monitor
- The way in which it is monitored
- Who the information is shared with and why

Elaborate



Give one specific example of how you refine and improve your approach.

This should include:

- What monitoring you conducted
- What insight this gave you
- What you refined, implemented or changed as a result
- Why you chose this action
- The impact of this action



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The Process

