

Great Oracy Exhibition 2023

Session Title:

Amplifying Impact: Developing Oracy across a Multi-Academy Trust



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Headline Sponsor:

POETRY BY
HEART



Prosperre Learning Trust – who are we?

School	Type	Students	Staff
Manchester Enterprise Academy	Mainstream Secondary	1278	162
MEA Central	Mainstream Secondary	1064	123
Chorlton High School	Mainstream Secondary	1506	197
CHS South	Mainstream Secondary	980	136
Prospect House Primary School	Specialist Primary	87	41
Grange School	Specialist all-through	252	129
Piper Hill High School	Specialist Secondary (11-19)	260	139
Pioneer House High School	Specialist Secondary (11-19)	130	61
		5557	1035





Our vision – why oracy?

- 1 **High quality** educational provision is an entitlement of all young people.
- 2 Our schools and academies will deliver **high standards** of academic achievement and **personal development**.
- 3 We will recruit, train and retain the very **best staff** driven by a **strong culture** of professional development and mutual support in the pursuit of **highly effective teaching** and the highest levels of student progress.
- 4 We will be **forward thinking** and highly **aspirational** grounding our strategy and development in the latest educational research.
- 5 Our academies will be truly **comprehensive** and inclusive and rooted within their **local** community.
- 6 We will enable all our students to succeed promoting and providing equal opportunities and **equity** of provision.
- 7 We will champion the **Cooperative values** of Self-help, Self-responsibility, Democracy, Equality, Equity and Solidarity.
- 8 We will operate our organisation with the **ethical** values of Openness, Honesty, Social Responsibility and Caring for others.

Trust Literacy and Language Strategy

ORACY & ORAL LANGUAGE DEVELOPMENT

Oracy is at the heart of teaching and learning

WHAT IS IT?

'Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. It is a powerful tool for learning; by teaching pupils to become more effective speakers and listeners, we empower them to better understand themselves, each other and the world around them.'
(Voice21 Oracy Benchmark, 2019)

WHY DOES IT MATTER?

'At both primary and secondary level, the gap between those who are word-rich and those who are word-poor correlates with lasting socio-economic and health inequalities. Pupils with a language deficit at the age of 5 are four times more likely to have reading difficulties as adults. Law et al (2017) state that spoken language proficiency also has a positive effect on later economic well-being, and on happiness and mental health.'

Quality of talk is likely to be more important than quantity. Improving quality means much more than getting pupils to talk more, or, as a teacher, trying to talk less. Instead, quality is more likely to be improved by considering structure and variety. (Murphy et al, 2009)

'Snowling and Hulme (2006) argue that 'developing spoken language, including vocabulary, is essential for the academic progress of all children. This is because broad underpinning knowledge, such as of vocabulary and syntax, supports later reading success.'

'The national curriculum programmes of study for spoken language and for writing emphasise the importance of pupils being taught to use Standard English. A spoken language curriculum should ensure that all pupils can select and use appropriate grammar and register for audience and purpose, including Standard English where necessary.' (DfE, Research Review Series: English, 2022)



WHAT DOES IT LOOK LIKE IN OUR SCHOOLS?

Through a high-quality oracy education, our pupils learn to talk (presentational talk) and through talk (also referred to as exploratory, accountable or dialogic talk). Teachers plan well-designed, modelled and purposeful scaffolding strategies to enable pupils to learn the skills needed to talk effectively. Pupils learn to develop their listening comprehension and increase their lesson participation, as well as developing and deepening their subject knowledge and understanding through structured classroom talk.

Our intent for all Prosper Learning Trust schools is to define excellent classroom practice using Voice21's Teacher Benchmarks to ensure every pupil receives a high-quality oracy education:

High expectations for oracy

- Teachers establish and model challenging norms for talk, **activating hard thinking**. They ensure that pupils understand the expectations for talk in their classrooms.
- Oracy tasks are pitched ambitiously, demonstrate high expectations and are scaffolded to enable pupils to meet their high expectations.

Every voice is valued

- Teachers understand the needs of their pupils and use a range of approaches to ensure every pupil can participate in, and benefit from, oracy teaching within a **supportive environment**.
- Teachers listen meaningfully to pupils, encouraging them to develop their ideas further, and creating a culture in which pupils do the same.
- Pupils receive recognition for their oracy which encourages them to participate.

Explicit teaching of oracy

- Teachers have a strong understanding of what constitutes good oracy in different contexts and are intentional in their teaching of oracy, **maximising opportunities to learn**.
- Modelling talk and the use of vocabulary is consistently promoted via explicit teaching.
- Pupils take part in, and are prepared for, a range of different oracy tasks.
- Teachers are adept at upskilling their pupils to become better speakers and listeners, building their competence over time.

Oracy is harnessed to elevate learning

- Teachers consider how oracy develops and enhances pupils' knowledge and **understanding of content** within a given subject, domain, or context.
- Teachers use dialogic approaches to deepen understanding through talk, such as whole class discussion, small group discussion and skilful use of questioning.
- Teachers use a repertoire of approaches to support pupils to learn through talk.
- As a result, pupils are engaged in dialogue, both with the teacher and their peers, which encourages them to articulate, justify and expand their ideas.
- Pupils have opportunities to share, develop and consolidate their understanding through talk.

Oracy progress is appraised

- Teachers ensure there are opportunities for pupils to engage in structured and focused reflection on their oracy skills.
- Teachers have a detailed knowledge of their pupils' oracy **progress**.



Oracy And Oral Language Development 5

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Trust Literacy and Language Self-Evaluation Framework

Trust Literacy and Language Self-Evaluation Framework – Wave 1 High Quality Teaching (2023–24)

How should this framework be used?												
This framework is a self-evaluation tool to support literacy leads when reviewing the success of current approaches and identifying priority areas for improvement. It is informed by Voice21's <i>Teacher Benchmarks</i> and the EEF's <i>Improving Literacy in Secondary</i> recommendations. Leaders should make notes linked to each area of literacy and use this to inform dialogue with your wider senior leadership team to support with school improvement planning. It is especially important that this is shared with senior leaders who are responsible for Quality of Education and Professional Development.												
When evaluating existing practices, it is helpful to use a range of information and data, including (but not limited to) teacher questionnaires, learning walks, student outcome data, curriculum artefacts etc. These different sources of data can be triangulated to create a richer picture of classroom practice and how literacy approaches are enacted.												

Oracy at the heart of teaching & learning	Focus Areas	Reflective Questions	Limited			Developing			Secure			Review Score	Brief Comments and Next Steps Why did you select that score and what do you plan to do to make improvements?
			0	1	2	3	4	5	6	7	8		
	High expectations for oracy	<p>Do teachers and pupils have a shared language and understanding of effective oracy in their classroom context?</p> <p>Are there high expectations for talk and participation in lessons?</p> <p>Are pupils held accountable for the quality of their talk contributions?</p> <p>Do teachers scaffold oracy-based task to enable pupils to meet their high expectations?</p>	<p>Teachers have limited knowledge about how to establish challenging norms for talk, and rarely communicate clear expectations for talk in their classrooms.</p> <p>The development and use of oracy tasks to improve learning are not well understood because most teachers have not been appropriately trained.</p> <p>Some individual teachers have had training on scaffolding oracy, but this is not widespread.</p>	<p>Teachers sometimes establish and model challenging norms for talk to activate hard thinking. They sometimes ensure that pupils understand the expectations for talk in their classrooms, but this is not always clearly communicated.</p> <p>Oracy tasks are sometimes pitched ambitiously to demonstrate high expectations within some subjects.</p> <p>All teachers have had training on scaffolding oracy to enable pupils to meet their high expectations, but this is not yet embedded in teaching across the school.</p>	<p>Teachers routinely establish and model challenging norms for talk, activating hard thinking. They always ensure that pupils understand the expectations for talk in their classrooms.</p> <p>Oracy tasks are always pitched ambitiously to demonstrate high expectations.</p> <p>All teachers scaffold oracy to enable pupils to meet their high expectations, both within and across subjects, because all teachers have been appropriately trained by experts.</p>								
Every voice is valued	<p>Do your school vision and values promote oracy and valuing everyone's voice?</p> <p>Are classrooms inclusive and talk-rich?</p> <p>Do all teachers understand the needs of their pupils? How do they use resources, groupings and pre-teaching of vocabulary to support?</p> <p>How well are pupils taught and supported to listen meaningfully to others with courtesy and respect?</p> <p>How well are pupils with SLCN well supported?</p> <p>Do all pupils receive recognition for their oracy which encourages them to participate?</p>	<p>Some teachers understand the needs of their pupils, but knowledge of oracy approaches to improve participation is limited. This is because they have not been appropriately trained.</p> <p>Teachers do not always listen to pupils in a meaningful way and show little awareness of how to scaffold thinking and reasoning. The culture is not always supportive of this.</p> <p>Pupils are rarely recognised or rewarded for their oracy contributions, so they are often reluctant to participate.</p>	<p>Most teachers have a good understanding of their pupils' needs and use a growing range of approaches to ensure every pupil can participate in, and benefit from, oracy teaching within a supportive environment.</p> <p>Some teachers listen meaningfully to pupils, encouraging them to develop their ideas further, and create an improving culture in which pupils are learning to do the same.</p> <p>Pupils sometimes receive recognition for their oracy which encourages them to participate.</p>	<p>Most teachers have an excellent understanding of their pupils' needs and use a wide range of approaches to ensure every pupil can participate in, and benefit from, oracy teaching within a supportive environment.</p> <p>Most teachers listen meaningfully to pupils, encouraging them to develop their ideas further, and create a supportive culture in which pupils do the same.</p> <p>Pupils regularly receive recognition for their oracy which encourages them to participate.</p>									

- ☐ A self-evaluation tool to support with reviewing existing practice and identifying priority areas for improvement.
- ☐ Informs school-level development plans.
- ☐ Implementation and impact monitored at both school and trust level.
- ☐ Trust Literacy and Language Leaders Network

Our 3-year implementation plan

2022-23

- ❑ Trust prioritisation and buy-in
- ❑ Create leadership climate and environment – network of strategic oracy leads
- ❑ Context of disadvantage
- ❑ 4 mainstream secondaries – varying starting points
- ❑ School commitment to 1 Oracy Lead + 2 Oracy Champions in each school
- ❑ DISCOVER pathway
- ❑ Development of new Trust Literacy and Language Strategy

2023-24

- ❑ Implementation of new Trust L&L strategy
- ❑ Trust focus on scaffolding
- ❑ New ELEVATE pathway – same Oracy Leads
- ❑ DISCOVER pathway – new Oracy Champions
- ❑ Focus on building more capacity for change
- ❑ + 1 Special School
- ❑ New Trust Induction CPD – Teachers and TAs
- ❑ Incorporation into QA processes
- ❑ Trust exemplification - IRIS

2024-25

GOALS!

- ❑ Exemplification library used in CPD
- ❑ More Oracy Champions
- ❑ Focus on curriculum and culture
- ❑ Improved transition curriculum
- ❑ Become a...



MEA: Manchester Enterprise Academy

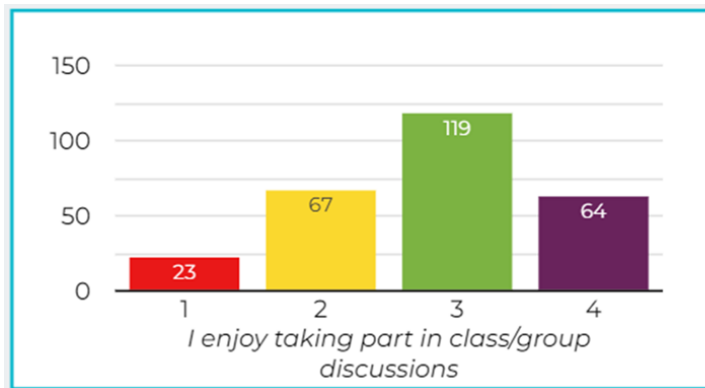
- ❑ Located in an area of high deprivation and disadvantage
- ❑ 82% Pupil Premium
- ❑ 13% students EAL
- ❑ Staff turnover challenges
- ❑ 25% ECT's



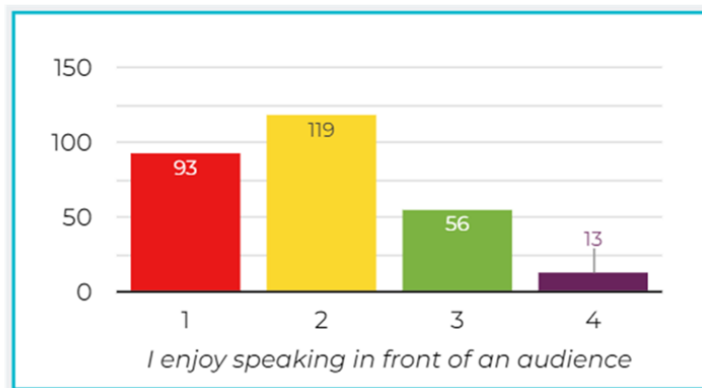
Student Voice

312 students took part in the Oracy survey in September 2022

I enjoy taking part in class/group discussions



I enjoy speaking in front of an audience



Why the need to develop Oracy at MEA?

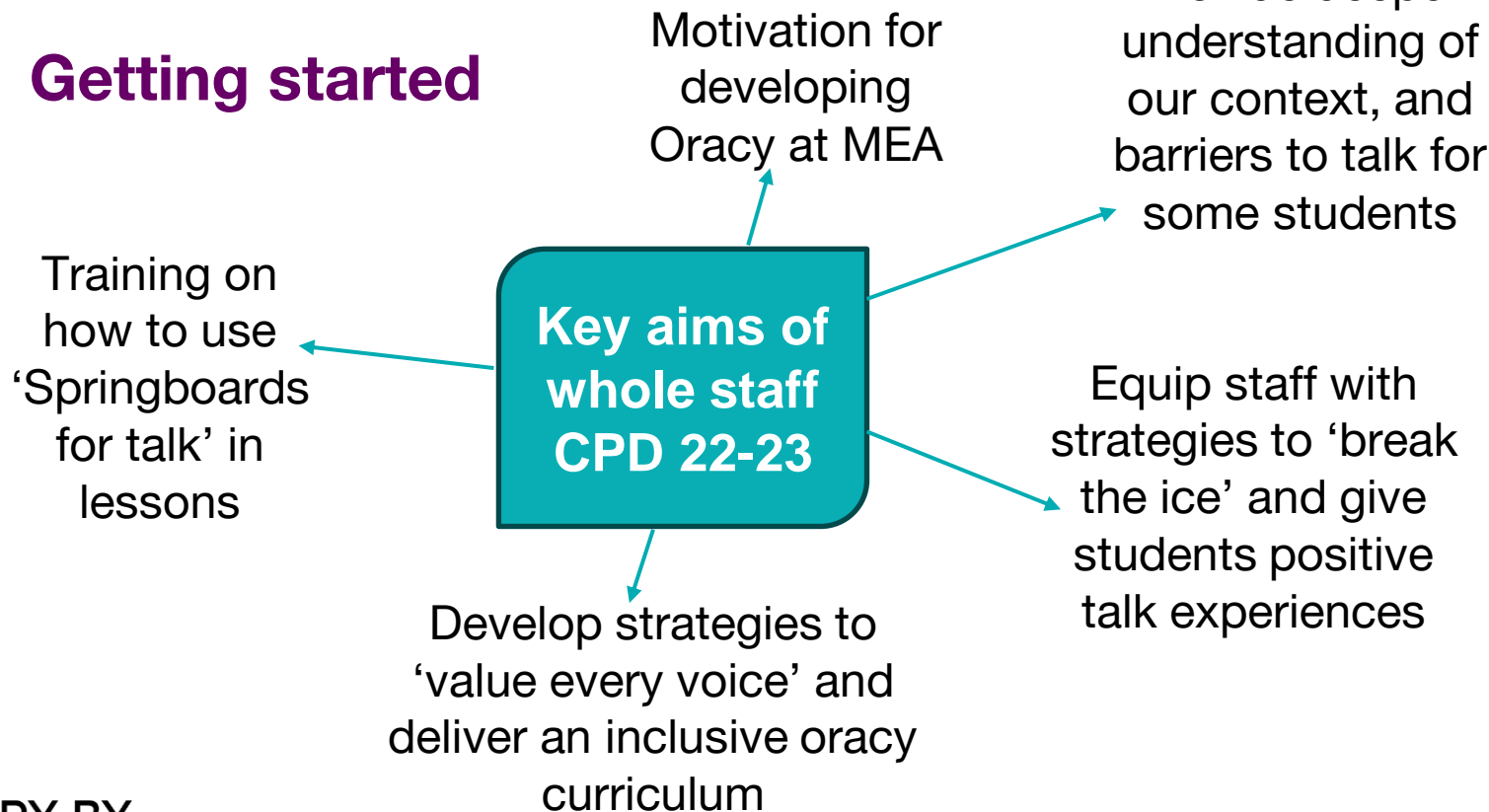


Oracy would help this student because...

The change I'd like to see in this student is...

In order for this to happen we need to...

Getting started



Implementing Oracy at MEA



Achieving consistency (and supporting staff workload)

Concept Cartoons

Work in ???

Explore the different viewpoints

- Who do you agree with and why?
- Who do you disagree with and why?



Think-Pair-Share



Work in pairs

- You haveseconds to think, and make bullet point notes
- Talk to your partner and share your ideas
- Share your (or your partner's) ideas / thoughts with the class

Today's thinking point / question is...

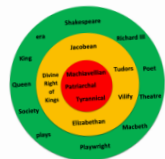


Vocabulary Bullseye



Work in pairs

- Student 1 → use the vocabulary in full sentences to demonstrate your knowledge about....
- Student 2 → tick off the words used, and use the tally chart to score your partner



Communication is key



Caught on camera...

ES

Elizabeth Sansam

To: All MEA Staff

Oracy at MEA
Manchester Enterprise Academy

Welcome to our first 'Oracy at MEA' newsletter. Each term I will use this to give you an overview of all the work and progress being made as we embark on our journey with Voice 21. To implement and embed an oracy rich education for our students.

Our Oracy team:
Lizze Sansam Oracy lead
Ryan Miller Oracy Champion
Ellis Keating Oracy Champion

Did you know? that by the age of 14, the spoken language advanced and disadvantaged children's skills gap has widened to 5 years difference between From preschool, through education, and into our working years, our word wealth can determine our status in life. Whether it be how students can engage with deeper learning, how they develop positive relationships, or how they go on to perform in interviews and in the workplace. With so much evidence behind the value of developing our students' oracy skills, we have a moral duty to do so.

You are the only second chance for some children to have a rich language experience. If these children are not getting it at school, they are not getting it at all.

OUTSTANDING ORACY

Training to date
Myself, Ryan and Ellis have so far attended 2 Development Days with Voice 21, where we experienced an introduction to Oracy, opportunities for planning a sequence of oracy based learning, and engaged with many activities to develop our understanding of ways to implement oracy at MEA.

The power of three
During our most recent INSET day, I launched our Voice 21 support our 1st strategy of Choral Chanting in all KS3 lessons.

Autumn Term 2 2022

The evidence...
We know the positive impacts an oracy-rich education can have on our students, but if we needed any further evidence to motivate us to act on this, here it is. There are a few snapshots of the results from the voice survey carried out in the summer. Each graph is as part of their learning.

Staff Voice:
Reassuring to see that the majority of staff use that oracy is essential to Teaching and Learning

Students: 313
76

Oracy in general

Our journey through the Classroom Pathway this year has progressed well, with the most fantastic engagement from staff, lessons. Witnessing these strategies first-hand in many lessons that I visit has been fantastic, and talking to staff and students, the feedback has been incredibly positive.

The Implementation Plan I've put in place prioritises the need to focus on **Exploratory talk** over **Presentational talk**. We know from the student voice survey taken in the Autumn term, that not surprisingly, many of our students feel less comfortable speaking in front of an audience, and the much greater opportunities to talk through their ideas and thinking, with their peers.

Caught on camera:
Lois Copples using her GCSE group. Students loved it, and commented on how hard it was to not use the 'forbidden words'.

So we have our games for breaking barriers, and the standardised slides to be used so that students become familiar with these:

Value every voice

Springboards for Talk
Our most recent CPD session focused on how to effectively use Springboards for Talk, to get our students talking in structured, purposeful ways. We explored three main strategies, which many of you have already started using in lessons.

Three 'Springboards for Talk'
Conceptual Change
Vocabulary Builders
Thinking Time

From my observations in lessons, and feedback from staff using Think-Pair-Share:

- Ensure that you share explicit instructions about the learning behaviours for each part (ie, the thinking, the sharing, the listening).
- Ask students to make a couple of notes / bullet points during the 'Think' time - you can then easily see who is engaging, and who may not actually be thinking!
- I would recommend that the 'Share' element involves students feeding back their partner's thoughts rather than their own. This helps to lead to better listening during the 'Pair' element, and has a sense of accountability. It is also a nice potentially ensure when using their own ideas.

Next steps...
Please continue trying out the 'Breaking Barriers' games to warm students up before using the 'Springboards for Talk'. If you have any questions, or feedback about working on developing our subject area's 'talk' in order to start explicitly teaching 'Groundwork' for active listening and effects.

Have a brilliant and sunny half term break!
Lizze

Speaking for the 21st Century
Let's SpeakUpForCo

Exploratory talk is a brilliant approach to developing our students' progress by 'learning through talk'. The idea is that this type of talk is hesitant, thinking is incomplete as students try out ideas, see how they sound and rearrange their thinking into a more organised structure.

Where I've seen staff trying out oracy-based activities in certain classes, it became apparent that for some students and groupings, they need 'warming up first' - some come in playing a quick 2-minute (non-subject specific) game with a noise level in the room has increased, everyone has a spoken, and a no longer feels awkward to fill the silence. These games are used first, staff are then seeing a big difference in the level of engagement from their students with the oracy-based learning that follows:

Wishing you all a lovely Christmas
The New Year and taking you through our next 'Oracy steps'.
Lizze

POETRY BY HEART

GO!
THE GREAT ORACY EXHIBITION

Key Learnings and Next Steps 2023-24

