



# Voice 21 Oracy Centre of Excellence

*Information and criteria*



## 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.

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 usually 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. The application process will celebrate your school's successes, showcase excellence and signal possible areas for further development.

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

You will find more information, and examples of evidence, on the Voice 21 Exchange. Reach out to your School Relationships Officer if you are interesting in applying this year. The cost of the application process is £550.

Self-assess your oracy education against the criteria

Complete the online application form by 1 May

Deliver a 15 minute online impact presentation

If your application is successful, you will receive your report, plaque and banner



# Benchmark 1

## Has an ambitious vision for oracy

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



### Articulate

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.

Tell us about:

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

(Up to 500 words)



### Demonstrate

Your strategic planning sets out clear aims for oracy over multiple years, demonstrating progress in the development of your oracy provision over time.

Show us a minimum of two 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

(Up to 6 documents)



### Elaborate

Your school's vision is shared with and understood by the wider community.

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

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

(Up to 500 words)

## Benchmark 2

### Builds a culture of oracy

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



#### Articulate

You celebrate students' progress and achievements in oracy.

Tell us about:

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

(Up to 500 words)



#### Demonstrate

Your school's commitment to oracy is visible to your school community.

Show us three different 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, social media, radio stations, podcasts, letters home.

You might upload:

- Photos
- Screenshots
- Website links

(Up to 6 documents)



#### Elaborate

You have redesigned at least two routine aspects of school life to include a deliberate and explicit focus on oracy.

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

(Up to 500 words for each example)

## Benchmark 3

### Has a sustained and wide-ranging curriculum for oracy

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



#### Articulate

Your curriculum sequences the oracy skills and knowledge taught over a student's time at school, to ensure progression.

Tell us how you have developed your oracy curriculum.

This should include:

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

(Up to 500 words)



#### Demonstrate

Your curriculum ensures all students are taught to engage in a range of types of talk, in different contexts, for different audiences.

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.

(Up to 10 documents)



#### Elaborate

Your students are taught to value the variety and richness of communication and language, including different accents, dialects and ways of communicating.

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

(Up to 500 words)

# Benchmark 4

## Recognises oracy as central to learning

*This is your chance to tell us how you develop staff expertise to teach common and subject-specific approaches to oracy.*



### Articulate

You have agreed and embedded common approaches to learning through talk.

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

(Up to 500 words)



### Demonstrate

All teaching staff have engaged in professional development for oracy.

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
- An explanation of how professional development has been matched to the needs of your staff and/ or school priorities

(Up to 6 documents)



### Elaborate

Subject Leaders have developed domain-specific approaches to oracy which elevate learning in their subject.

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

(Up to 500 words for each example)

# Benchmark 5

## Is accountable for the impact of 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.*



### Articulate

You know what difference a high-quality oracy education is making to your students.

Prepare a 15 minute presentation that includes:

- 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

The presentation, which will also allow time for questions at the end, should be delivered by the Oracy Lead and Headteacher and could include any Oracy Champions.

(Live online)



### Demonstrate

Oracy is an integral part of your school's monitoring and evaluation cycle.

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

Examples could include Oracy Survey results, 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

(Up to 6 documents)



### Elaborate

You share and act on this information to continually refine and improve your oracy provision.

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

(Up to 500 words)

# Self-assessment tool

<b>1 Has an ambitious vision for oracy</b>	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 strategic planning sets out clear aims for oracy over multiple years, demonstrating progress in the development of your oracy provision over time.	
	Your school's vision is shared with and understood by the wider community.	
<b>2 Builds a culture of oracy</b>	You celebrate students' progress and achievements in oracy.	
	Your school's commitment to oracy is visible to your school community.	
	You have redesigned at least two routine aspects of school life to include a deliberate and explicit focus on oracy.	
<b>3 Has a sustained and wide-ranging curriculum for oracy</b>	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.	
<b>4 Recognises oracy as central to learning</b>	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.	
<b>5 Is accountable for the impact of oracy</b>	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.	