Oracy School Development Plan 2020-2021

Lead: DM Crosby & Lucy Dolby
Quality Assurance Lead: Sharon O'Connor & Trust Associate

Context:
Qualitative analysis of both formal and informal discourse at school suggests there is need for a focussed drive to improve levels of oracy at Edale Rise. Research strongly suggests that an improvement in oracy would result in an improvement in all areas of the curriculum including reading and writing outcomes.
English leads will conduct research into the latest thinking around oracy and how best to improve it. An implementation document will be created which will outline for adults in school how to improve oracy in their classrooms across the curriculum. CPD will be delivered and outcomes will be measured through qualitative analysis of classroom discourse and writing outcomes.
A successfully implemented oracy curriculum will show that children speak with greater clarity and confidence in the academic register; outcomes in various areas of the curriculum will be rich in oracy and writing outcomes will be 75%+ in EXS and 25%+ in GDS in writing.

Data	2019		2020		Target 2021	
Writing	EXS+	GDS	EXS+	GDS	EXS+	GDS
Year 1	72	7			75	25
Year 2	70	7			75	25
Year 3	67	10			75	25
Year 4	68	16			75	25
Year 5	63	20			75	25
Year 6	78	25			75	25

Priority 1: English leads to research oracy pedagogy and design oracy curriculum

A. English leads to read and synthesise Rupert Knights, 'Classroom Talk'
B. English leads to attend and synthesise Transform CPD: Oracy
C. English leads to create oracy intent and implementation document

Priority 2: CPD to be delivered to staff in how to implement oracy curriculum

A. English leads to share with staff the oracy curriculum
B. English leads to train staff in delivering the oracy curriculum
C. English leads to host open classrooms showcasing outstanding oracy provision

Priority 3: Oracy curriculum outcomes to be celebrated

A. Oracy outcomes to be shared in celebration assemblies; via showbie, twitter and the school website

Priority	Action	Details
1a/b	A. English leads to read and synthesise Rupert Knights, 'Classroom Talk' B. English leads to attend and synthesise Transform CPD: Oracy	• English leads to read Rupert Knights, 'Classroom Talk' • English leads to attend and synthesise Transform CPD: Oracy • English leads to spend time discussing key notes and amalgamating learning from both CPD opportunities with the view to creating oracy curriculum • DMC to meet with Transform associate to discuss key learning from Voice 21 project undertaken 2019/2020
1c	C. English leads to create oracy intent and implementation document	• English leads to create implementation document for staff which summarises the key learning from research and outlines in explicit detail HOW to promote and improve oracy at Edale • English leads to interweave the intent document into the already existing reading, writing, maths, history, geography and science intent documents so that oracy is not an 'add-on' subject but an integral part of all our curriculums.
2	A. English leads to share with staff the oracy curriculum B. English leads to train staff in delivering the oracy curriculum	• Staff CPD (several sessions) to focus on the what (intent) and how (implementation) of oracy at Edale in 2020/2021. • Expectations will be made clear, understanding will be checked and monitoring and support cycle will be agreed with all staff.
2	C. English leads to host open classrooms showcasing outstanding oracy provision	• English leads to host open classrooms in oracy in autumn, spring and summer terms to showcase outstanding oracy provision. • Recording of key sessions to be made available on the server for all staff to use for CPD.
3	A. Oracy outcomes to be shared in celebration assemblies; via Showbie, twitter and the school website	• All teachers to be given Showbie accounts to allow for oracy outcomes to be recorded by pupils and sent to staff securely • Twitter and school website to be used to showcase outstanding examples of oracy outcomes with a wider audience

Assessment of Impact		
Autumn	**Spring**	**Summer**
1. Sharon O'Connor and Transform Associate to QA curriculum documents and CPD materials 2. **Learning Walks**: Following initial staff CPD, learning walks in autumn 2 will be used to assess whether the CPD is being actioned and to inform next steps for staff CPD. These learning walks will evidence that key pedagogical approaches are beginning to be embedded in regular classroom practice. 3. **Showbie Look**: outcomes will be monitored by English leads to ensure they are on track to achieve high outcomes by the end of the year 4. **Teacher Voice**: phase meetings to be used to ascertain teacher confidence in the oracy curriculum and to inform next stages of CPD. •	1. **Showbie Look**: outcomes will be monitored by English leads to ensure they are on track to achieve high outcomes by the end of the year 2. **Pupil Voice:** Pupil voice around oracy in spring 1 to ascertain whether the CPD has had an impact on pupil learning and to inform next steps in CPD. Children will be able to talk articulately about a subject they were taught in the previous term. 3. **Learning Walks:** learning walks in spring 2 will evidence key pedagogical approaches being used in all year groups. 4. **Assemblies:** Oracy outcomes will have been shared by all year groups in at least one Take Care assembly by Spring 2 5. **Data Analysis:** spring 2 data analysis will show EXS+ at 70%+ and GDS at 20%+ in writing	1. **Showbie Look**: outcomes will be monitored by English leads to ensure they are on track to achieve high outcomes by the end of the year 2. **Learning Walks:** learning walks in summer 2 will evidence key pedagogical approaches being used in all year groups. 3. **Assemblies:** oracy outcomes will be shared by every year group regularly in Take Care assemblies (every other week minimum) 4. **Data Analysis:** summer 2 data analysis will show EXS+ at 75%+ and GDS at 25%+ in all year groups
Key Dates:	Key Dates:	Key Dates: