Edale Rise Oracy School Development Plan 2021/22

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Context	2021-2022	Reading				Writing				Maths			
The strategic development of oracy began last academic year with baseline audits being carried and actions set to develop the use of oracy across the curriculum. The covid-19 school closures impact the development of oracy in that it caused delays to staff CPD and therefore, summer term was used for staff to familiarise themselves with the new oracy intent documents, progression overviews and begin to use some strategies in their classrooms. Staff awareness of the importance of oracy has led to positive attitudes across the whole school and staff are now ready to progress with the implementation of the curriculum documents and CPD they received.		Summer 2021*		Targets 2022		Summer 2021*		Targets 2022		Summer 2021*		Targets 2022	
	F2	44	0	65		44	0	65		56	0	65	
	Year 1	68	18	75	20	68	7	75	15	71	21	75	24
	Year 2	57	15	69	24	42	4	62	21	62	23	69	27
	Year 3	80	36	80	36	63	7	75	20	80	17	80	20
	Year 4	44	4	81	22	52	0	74	12	78	17	77	19
	Year 5	52	13	73	21	50	19	69	21	81	31	81	31
	Year 6	85	21	80	20	53	3	76	18	78	14	78	28
	* Summer 2021 data controls for those children who were unable to sit the assessments.												

Priority 1: Ensure opportunities for developing oracy skills are interweaved throughout the curriculum, including during collective reflection.
A. All classes to have discussion guidelines visible in classrooms to guide group talk.   B. Subject Leaders ensure that opportunities for developing knowledge through oracy are being utilised in their subjects and use this as part of their focus when monitoring outcomes in their subject areas.   C. Staff to use oracy as a vehicle for learning across the curriculum, including during collective reflection; staff will use a variety of dialogic teaching strategies in lessons.
Priority 2: Ensure that 1 curriculum outcome per term is a recorded oracy outcome using presentational skills.
A. Staff to use digital technology to support the recording of an oracy based curriculum outcome and upload this to Showbie as a record.   B. Staff to ensure presentation skills appropriate for their year group are taught explicitly.
Priority 3: Ensure that the 4 strands of oracy and sentence stems are being taught explicitly according to the progression documents.

A. Staff to ensure they are using the progression document and language progression documents when planning opportunities for developing oracy skills.
B. KB to monitor to ensure an even coverage of skills using drop ins and book looks
C. KB to monitor impact on children's confidence to speak in front of others and share their views and opinions.
D. KB to monitor quality of interactions between children during talk sessions.

Priority	Action	Details
1A	All classes to have discussion guidelines visible in classrooms to guide group talk.	• By the end of Autumn 1 week 4, all classrooms will have discussion guidelines displayed to be used with the class in any talk work.
1B	Subject Leaders ensure that opportunities for developing knowledge through oracy are being utilised in their subjects and use this as part of their focus when monitoring outcomes in their subject areas.	• KB to ensure subject leaders are aware of a focusing on the use of oracy to develop knowledge in their subject areas via email communication, subject leader crib sheet, review documents and subject leader SDP.
1C	Staff to use oracy as a vehicle for learning across the curriculum, including during collective reflection; staff will use a variety of dialogic teaching strategies in lessons.	• KB to issue weekly or fortnightly 'Have you tried?' ideas in staff meeting time to introduce or remind staff of a variety of dialogic teaching strategies • KB to disseminate collective reflection guidance • KB to conduct monitoring sessions to assess the implementation of oracy across the curriculum
2A	Staff to use digital technology to support the recording of an oracy based curriculum outcome and upload this to Showbie as a record.	• Staff to identify an outcome each term that will be oracy based. • KB to ensure all staff are aware of saving a record of children's oracy outcomes on showbie • CS to provide support as digital lead to staff as needed. • KB to monitor outcomes in oracy using those as identified by staff each term.

2B	Staff to ensure presentation skills appropriate for their year group are taught explicitly.	• KB to re-send guidance on the 4 strands of oracy and sentence stems to staff to re-familiarise themselves with year group requirements. • KB to monitor impact of these skills being taught using the termly outcomes where presentational skills will be used. • KB to also use drop ins to monitor children's confidence in presentational skills.
3A	Staff to ensure they are using the progression document and language progression documents when planning opportunities for developing oracy skills.	• Send documents as above • KB to conduct pupil voice to monitor impact of progression frameworks
3B	KB to monitor to ensure an even coverage of skills	• KB to monitor implementation of progression documents through book looks, drops ins and planning scrutiny.
3C	KB to monitor impact on children's confidence to speak in front of others and share their views and opinions.	• KB to conduct pupil voice, drop ins and staff AFL survey
3D	KB to monitor quality of interactions between children during talk sessions.	• KB to conduct drop ins for evidence of sentence stems, skills across oracy strands being used.

Assessment of Impact

Autumn	Spring	Summer

Autumn 1	Spring 1	Summer 1
Brief environment audit – are class discussion guidelines displayed and being used with classes?	*Staff identify this terms oracy curriculum outcome and plan in sessions to support the presentational skills accordingly – planning scrutiny, drop ins – implementation of dialogic teaching strategies and explicit teaching of the 4 strands of oracy, inclusion of sentence stems to support discussion.*	*Drop ins – focus on children using sentence stems in discussions – are they using them? Are they confident? Any difficulties?*
Disseminate collective reflection guidelines to all staff – visit these in staff meeting and answer any queries from staff.		
Staff engage with the weekly/fortnightly 'Have you tried?' staff meeting segments and try these in their classrooms – evident in drop ins.	*Pupil voice – Are pupils aware of the 4 strands of oracy and why we need them? Do children get given sentence stems to support their discussions in classrooms? Do teachers use different approaches to talk in classrooms rather than hands up which was the most prevalent way at baseline audit?*	*Drop ins to collective reflection – has there been progression in the strategies being used with the children since Autumn? Are children more confident to join in with oracy work? Are children using sentence stems and the class discussion guidelines?*
KB liase with CS to ensure support there for all staff – can we include a segment in briefing about different tips and tricks to record things digitally?		**Summer 2**
	Spring 2	*Pupil Voice – what has been the impact of oracy learning on them this year? Is there anything they'd like to do more of?*
Autumn 2	*Book look looking at oracy outcomes recorded on Showbie as in Autumn 1.*	
Book look (Showbie) – impact of 4 strands of oracy and presentational skills being explicitly taught. Skills on the progression frameworks for each year group will be evident in outcomes for children.	*Teachers AFL survey – Are children confident? Do they all contribute to discussions? What has enabled children to join in and contribute? What remains a barrier?*	*Monitoring of curriculum outcomes via book look (Showbie) – is their progression in skills and confidence of the children compared to Autumn outcomes?*
Drop ins to collective reflection – are dialogic teaching strategies being used? Do all children participate in some form orally? Do all children feel confident to share their opinions and beliefs?		
Monitoring from subject leads should refer to oracy being used in lessons – which subjects is this more evident in? which subject need support/guidance? Are subject leaders using it as part of their impact monitoring?	*KB to monitor subject leader documents to ensure the explicate inclusion of oracy focus across the curriculum – follow up with particular staff members where appropriate.*	
Key Dates:	Key Dates:	Key Dates:
Book look – Autumn 2 week 5 *Drop ins to collective reflection – Autumn 2 week 2* *Monitoring of subject leader documentation – Autumn 2 week 3*	*Staff inform KB of oracy outcomes for Spring – Spring 1 week 1* *Pupil voice – Spring 1 week 3* *Teacher AFL survey – Spring 2 week 2*	*Staff inform KB of oracy outcomes for Summer – Summer 1 week 1* *Drop ins to collective reflection – Summer 1 week 5* *Review and future planning – Summer 2 Week 5/6*

	Monitoring of subject leader documentation – Spring 2 week 3	*Book look – Summer 2 week 5*