

Grove Street
Primary School



MINDS | LEARNING | FUTURES

Every child deserves a Champion

Oracy Policy

Updated: January 2023

Intent

Our school's vision for oracy is to ensure all children have the best possible starting points and leave our school with the best possible opportunities with an understanding across our staff and community that oracy unlocks potential, promotes collaboration, supports emotional well-being and is a key skill that children will use to thrive in their futures. We see oracy as a golden thread that helps our children in countless ways (emotional regulation and academic seen as equally important) as they navigate their way through our school.

We see oracy as cultural and emotional capital. We see oracy as aspirational. We see oracy as celebrating individuality.

Oracy underpins all three elements of our school ethos:

MINDS - oracy allows us to regulate our emotions. It helps us form and strengthen friendships, tackle obstacles and resolve tricky situations.

LEARNING - oracy is a golden thread through our curriculum, bringing learning alive, whilst also highlighting the disciplinary features of each subject. Whatever the subject, we see oracy as a means of elevating it.

FUTURES - we see oracy as a means of raising aspirations in our community, ensuring children have regular opportunities to put their oracy to work in a wide variety of experiences, as well as working alongside professionals from a range of backgrounds of careers to see the many ways oracy can help us navigate our way through life.

Implementation

Features of the Classroom:

Oracy is an embedded feature of every lesson at Grove Street, regardless of the subject or lesson. This is progressive working from our two-year-olds provision up to Year 6. In each half-term, one lesson of each subject has an explicit oracy outcome as outlined on subject road maps and by subject leads in their long- and medium-term plans.

Please refer to our training padlet for videos of each strategy in action, as well as the Voice 21 Exchange for further details.

It is vital that every child has an awareness of how we all talk differently, have different strengths in the realm of oracy and have different levels of confidence in how and when we speak. These must all be respected and nurtured within the classroom and curriculum.

See Oracy padlet for exemplar videos of each of these strategies in action, as well as all the training we have completed. The use of the Voice 21 exchange and short courses are also an integral part of our continuous professional development.

Wider Offer:

Oracy is not just a classroom pursuit. It is an integral part of our school culture through our 'Valuing Voices' assemblies, our lunch hall and play provision, our child councils and our work with parents (fortnightly 'Talk With Me' sessions) and wider community.

Oracy Experiences:

Opportunity for our children to put their oracy into practice outside of the classroom our planned by curriculum leads and subject leads and mapped out via roads maps and subject leader planning.

Assessment of Oracy:

The Oracy Framework (Voice 21) is to be used as an ongoing assessment tool. It is vital the children have regular opportunity to use it a self and peer assessment tool. More formally, there will be termly teacher assessment of oracy (see padlet for some video examples of WTS/ARE/GDS) and there will also be opportunity to discuss each child's oracy development at pupil progress meetings.

Impact

We see oracy as key to improving outcomes for all children in all curriculum subjects.

More importantly, we see oracy as a key thread in terms of achievement, health and aspiration as our children grow up to become adults in our society. Some of these elements - kindness, confidence, resilience, emotional regulation - are not as easy to measure in data form. This does not matter. The curriculum offer, wider experiences and pupil progress meetings allow opportunity for celebration of these.

Curriculum Lead to report on provision and impact annually to Governors.