

MES SPEAKS UP! ORACY STRATEGIC AND IMPLEMENTATION PLAN

Strategic aims for 2024:

1. Initiate a culture of discussion within the taught curriculum
2. Further develop staff confidence and ability to develop students' oracy
3. Further develop students' confidence in speaking in more public and formal contexts and using more formal language

Aim 1: Initiate a culture of discussion within the taught curriculum

What does a culture of discussion look like?

- Discussion-based activities are used as a key pedagogical method
- Students are provided with regular, well-planned, and meaningful opportunities to consolidate, make meaning of, and extend their understanding of taught content through discussion
- Staff understand and promote the benefits of discussion to students
- Students understand the benefits of using discussion-based learning methods
- Students participate in and are engaged with discussion-based learning methods

Part 1: Year 12

What - Harkness Discussions:

- A seminar-style method of teaching and classroom talk
 - Designed to ensure all students are engaged, making connections, and creating meaning collectively – rather than simply consuming information from the teacher
 - *'It challenges students to sit at the centre of education, making meaning of new information together, talking, listening, and ultimately thinking'* (B. Mullgardt, 2008)
 - *'It's not about being right or wrong. It's a collaborative approach to problem solving and learning'* (Philips Exeter Academy, New Hampshire)
1. Identify a focus within a topic area to establish boundaries for the discussion
 2. Provide students with suitable reading material / direct them to specific areas of existing notes
 3. Suggest some 'starting point' big questions to facilitate the discussion
 4. Establish ground rules for the discussion
 5. Create a layout conducive to sophisticated and engaging discussion

Why - Harkness Discussions:

- Proven impact
- Development of oracy skills
- Seminar-style discussion format prepares students for university-based learning methods, and collaborative working cultures in apprenticeships, workplace meetings etc.
- Fosters a culture of independence by reducing reliance on teacher
- Reduces passivity
- Supports existing flipped learning methods and effectively utilises supervised study reading/work

How - Implementation:

- Harkness discussion method launched
- Year 12 trialing method in spring term
- Delivery of Year 12 workshop on method via Personal Development curriculum

Part 2: KS3 & KS4

What?

- Lighter touch approach to initiating culture of discussion than with Year 12
- Focus on introducing 'quick wins' into existing lessons

Why?

- Recognition that if we want our KS5 students to have these skills then we need to start embedding these skills early on
- Development of oracy skills
- Learning to disagree agreeably – link to British Values, school and House values
- Fostering greater independence and collaboration

How – Implementation:

- Oracy Tip of the Month in briefing and bulletin
- Annual Oracy Month launched with staff and students

Aim 2: Further develop staff confidence and ability to develop students' oracy

What?

- Staff confidence and ability to develop students' oracy improved through a range of new pedagogical methods, CPD activities, and opportunities to share best practice

Why?

- Ensuring new staff are aware of expectations for oracy and how these can be realised within lessons
- Up to date pedagogical understanding of oracy enhances quality of teaching and learning

How – implementation:

- Guidelines for Great Oracy shared with all students and staff
- Sharing of best practice via staff briefing

Aim 3: Further develop students' confidence in speaking in more public and formal contexts and using more formal language

What?

- Continued focus on efforts to develop students' confidence in speaking in more public and formal contexts and using more formal language through a range of activities within the taught curriculum and extra-curricular provision

Why?

- Developing confidence in these areas is a journey, not a destination – oracy is an ongoing focus in all year groups

How – Implementation:

- Increased provision of extra-curricular activities, e.g. KS3 Junior Debating Society, KS4 Mock Trial Club, KS5 Senior Debating Society. All year groups have access to at least one extra-curricular oracy activity per annum
- Annual Oracy Month competitions lead by House Ambassador team

Quality Assurance and impact monitoring

- Delivery of oracy opportunities
- Participation in oracy opportunities
- Staff voice – survey and focus group
- Student voice – survey and focus group
- Curriculum planning and examples of lesson activities
- Development Observations