## Congratulations!
## You have completed your action research.

As part of your Lab Classrooms project, you are required to complete the End of Year Report. This document will help you to reflect on the **impact** of your research and has been devised to be multi-purpose, enabling you to demonstrate personal development, share with peers or senior leaders within your school or more widely across the research community, enable you to consider the next steps and enhance your own reflective practice.

Whilst Covid has had a huge impact on schools this year and therefore your research, we would like you to consider the research independently of this where possibly, looking at the merits and impacts the project shows despite this.

Please save this file as **Strand_ School name_ Your name** and return to labclassrooms@wholeeducation.org by **11th June**

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### Section 1 – Details

Strand: ORACY
Research Question: How will the teaching of explicit Oracy skills improve outcomes in all areas of school-life?
School Name: ST HILARY
Your Name: KERENZA JELBERT

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### Section 2 – Background

In this section please write a brief summary describing your setting. Tell us here about the rationale behind your research, for example what indicators made you decide to pick the strand you did and create your research question and how this links to progress in your school. You may want to consider what your school already does to address the issue or why you consider it a priority area of focus.

During the academic year 2019/2020, I took part in the Cornwall Oracy Project (#KernowTalks) as it had been widely recognised that Cornwall is an area of significant deprivation where low baselines (particularly in speech, language and communication) are present in children starting school. This project aimed to combat this by 'arming' teachers and schools with theoretical information and hands-on strategies to improve learning outcomes for all. Unfortunately, also during said academic year, something called Covid came along and therefore the #KernowTalks project was put on the back-burners.
Upon returning to school following the pandemic, we really wanted to start focusing on

Oracy again, particularly following the identification of 'lost learning' within different subject areas and wider school-life. We saw the implementation of explicit Oracy teaching techniques as a 'golden thread' where all areas of child development could be enhanced and therefore chose it as an aspect of our School Improvement Plan (SIP) for the academic year 2021/2022.

## Section 3 - Research Strategy & Details

In this section we consider the details of your research, this should include details of your baseline, control groups and progress measures as well as your timeline. Use this section to evaluate the effectiveness of these elements and how they may have impacted your results and ultimately your conclusions. You should also use this section to describe any elements of the research which had to be modified and explain why, for example timetable changes.

Often, as you delve into the detail, action research can highlight that the problem you were trying to solve needs tackling differently to how you planned and this is why we ask you what changed or how you adapted. Similarly, external factors such as timetabling or class changes can have an impact and we'd like you to tell us about this, if appropriate.

Name: _____

Please write any questions you have on the back of this sheet. ☺

How do you create a dialogic classroom?

How do you define oracy?

How important do you feel oracy is for your year group ( ___ / 10) / our school ( ___ / 10)?

How confident do you feel about teaching oracy skills?

How would you rate the balance of teacher talk vs pupil talk in your classroom?

What is the difference between 'learning through talk' and 'learning to talk'?

At the beginning of the year, I led a staff CPD session focusing mainly on Oracy and our intentions for the year. At the beginning of this meeting, the staff completed an initial questionnaire outlining their current understanding of Oracy and its place at St Hilary School.

From this information, I created a display in our Conference Room (where staff complete their PPA sessions) and developed targets to begin our project. I also sent the information as an email to teachers and teaching assistants so that everyone knew what we were focusing on and could work together on the project.

Teachers and teaching assistants then took this information into their own classrooms. Oracy was also written into our School Improvement Plan, outlining what we were planning to do and the impact we were intending to see.

The SIP also feeds into our Teacher and TA 'Continuing Career Development' (formerly Performance Management). Meetings are held with individual staff members twice a year and progress towards targets is discussed. This year, developing Oracy was a target for all members of staff.

Throughout the year, I have come back to the SIP to evaluate progress towards our targets, completed a CPD session for TAs, asked for feedback/questions, completed a learning walk to see Oracy in action and sent further information around by email and via the Oracy display.

In order to evaluate the success of the project, I sent a further questionnaire around halfway through the Summer Term to gather feedback.

In terms of researching and showing development, it's been an interesting process as I was thinking that the data should maybe have been more numerical at the beginning of the project so that quantitative data could have been analysed at the end. Reflecting on that now though, I can see that a lot of teachers would have provided inaccurate data at the beginning as they weren't 100% confident with what Oracy was and therefore the data would have been distorted from the outset and wouldn't have shown progress.

Name: _____   Date: _____

How confident do you feel about teaching oracy skills? What's changed over the course of the year?

How have you developed a more dialogic classroom this year?

How have you got on with the following targets for this year?

| Designing and using Talk Rules for your classroom | Using the ABC prompts |
|---|---|
| | |

| Specific areas of the Oracy Framework | | | |
|---|---|---|---|
| Physical – body language | Linguistic – vocabulary (subject-specific) | Cognitive – building on the views of others and giving reasons | Social and Emotional – active listening |
| | | | |

What do you think should be our Oracy focus next year?

Thanks for your feedback – if you have anything else to add or any questions, please add them on the back.        Kerenza xx

## Section 4 - Your Professional Learning Journey

In this section we ask you to consider how successful your research has been and the impact it has had on the learners, yourself and your practise.  In order to do this, you will need to evaluate your evidence.   It may be that you have noticed something unexpected as a result of your research or even that your research has not worked how you anticipated, and you want to think about why that is and what this tells you about your setting or your initial ideas about the 'issue'.

Whilst not a requirement, we would like to see some examples of your evidence for example student progress and student and staff voice or reflections. These could take any form for example audio clips from students or staff, photos of work, or snippets of reflections.  Please be mindful of what you share, remembering to remove students' full names and asking permission for any videos or photos you may want to share.

As part of Lab Classrooms, we strive for sustainable change and growth and so we want you to think about your next steps and how/ if you plan to scale up your project and what this might look like.  Will you continue grappling with your question, involving colleagues or departments or are you looking for a new focus and why?

The following questions may help you with this section:

How has this action research impacted your learners? What evidence do you have to support this?
Have you achieved what you initially set out to do? Why?
What will you do differently in your everyday practice in light of this action research?
Looking ahead, how are you planning to embed and / or scale up the strategies you have started using?

Examples of 'Discussion Guidelines' from KS1 and KS2
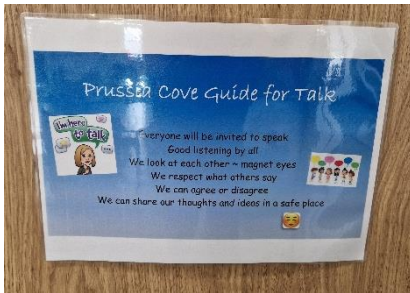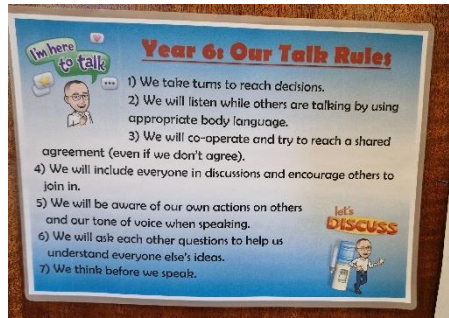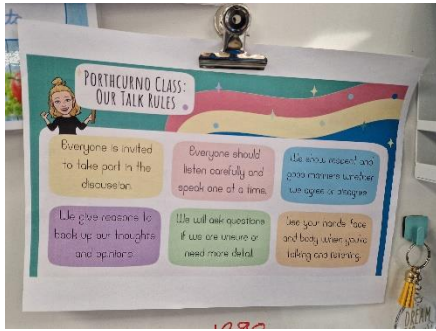








Use of the ABC (Agree, Build on, Challenge) Oracy prompts around the school and sentence stems in maths
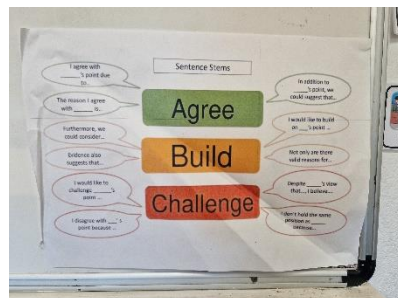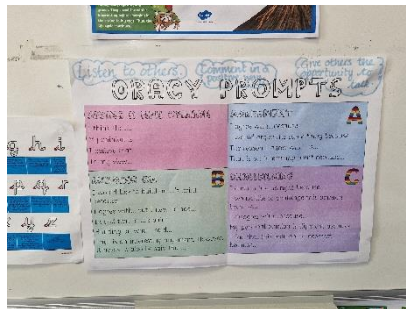
Oracy display in our Conference Room where all teachers and TAs can find lots of useful information.

Oracy display in our Year 3 classroom
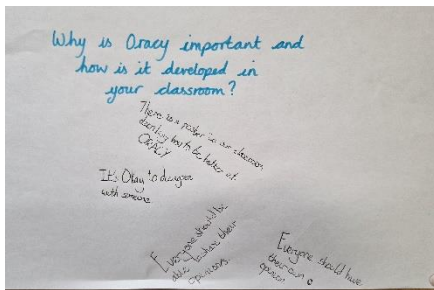




Our English corridor display where children can add their thoughts as they walk past.







Examples of Oracy being used in lessons...talking to parents about a Y4 project, the curiosity cube in our Y2 classroom, annotating talk during a PSHE lesson

An 'Oracy Challenge' from our weekly newsletter

We are an 'Ambassador School' for the app ChatterStars

**How has the Oracy project impacted your learners? What evidence do you have to support this? Anecdotes, photos, quotes, ...**

'As a result of the Oracy project, children are now more able to articulate their understanding of key concepts and build on other people's opinion and ideas. Children respond by saying, "I would build on from what X has said by saying that..." By reminding children of our 'talk rules' – that the children created themselves – they are more respectful of each other by showing active listening skills.'

'It is obvious with a couple of children that they have gained more confidence in class. Both children were very reluctant to talk in front of the class, now they have spoken more and know that their opinion matters and is valued by others. They speak more articulately in class discussions. (B and G)'

'Reminding the more out spoken children to give the quieter, less confident speakers opportunity to give their input is becoming more obvious in lessons. Children are starting to ask the quieter children on their table.

One example was A asking G what his ideas were in a PHSE lesson.'

'Some children have also begun to question why their contributions are sometimes not listened to and why that might be. TAs and teachers have worked with these children to develop strategies to improve own speaking and listening within group situations.'

'I'm more confident than the start of the year, now that I have a better understanding of how to link it into lessons as well as teaching Oracy explicitly'

'My Y2 class will now independently build on other's children's ideas using the ABC approach. This has been particularly evident during lessons linked to our project, for example, when we were learning about Australia and talking about the climate, one child said, 'I'd like to build on M's answer and say that the Australian wildfires remind me of the Great Fire of London (*our project during the previous term*)'. Not only did this child build on another child's discussion point, but they also had the confidence and skills to link different projects and curriculum areas.'

Use of the ABC approach has also been noted during Restorative Justice conversations where children reflect on their behaviour and discuss it to find solutions.

We have made greater use of opportunities for Oracy across the school during occasions such as assemblies, where children will often be asked to stand up and recount a football match, rather than the teacher doing it.

**What will you do differently in your everyday practice in light of this action research? How have you changed your practice?**

'I think I will take the Oracy framework into consideration more with a greater understanding of how to use it in my everyday teaching – and not just of English! I am more aware of how Oracy enables successful discussion and effective communication. For me, I think raising the bar in terms using explicit vocabulary/language is crucial in developing a more dialogic classroom.'

'I ensure that before each opportunity for discussion I refer to the Oracy checklist. I ensure that all children in the class can hear what the children say. I stop myself repeating the child's response that I was guilty of doing so that all could hear.'

'More class debates and presentation opportunities and greater emphasis on key vocab'

| Key Vocabulary | |
| --- | --- |
| Word | Definition |
| habitat | natural home of an animal, plant or organism |
| suitable | right or appropriate for a certain organism, purpose or situation |
| adapt | become adjusted to conditions |
| disperse | spread (as in seeds) |
| life-cycle | series of changes in life |
| reproduce | produce new life |
| offspring | the young version of something |
| survival | how something continues to live |
| food-chain | a series of organisms, each dependent on the next for food |
| environment | the conditions of a certain place |
| shelter | a place giving protection |
| compare | to examine similarities and differences |

All teachers include a key vocabulary section on the termly knowledge organisers and Oracy has its own section from the Summer Term 2022, where teachers, children and parents can consider how projects link learning in different curriculum areas and where Oracy fits into this.

**Oracy Challenge!**
Can you answer our question with a 1-minute speech? What would be your most important pieces of information to back up your thoughts?
*Remember: body language, volume and make your voice clear*

- The leadership team has worked closely with staff to develop a cohesive approach to the teaching of reading across the curriculum. This is supported by whole class reading sessions which provide all pupils with an appropriate level of challenge and immediate feedback to support their next steps. The acquisition of vocabulary is consistently applied across the wider curriculum, as evidenced by a Year 1 teacher modelling the use of key words in a discussion on the Queen's Platinum Jubilee, and Year 5 pupils articulating their understanding of the historical development of their locality. Leaders' robust strategies to develop reading continues to raise pupils' acquisition of knowledge, which is leading to improved outcomes across the curriculum.

Extract from our recent 'Challenge Partners' review, where the acquisition of vocabulary was noted.

Looking ahead, what would be your next steps with the teaching of Oracy?

Oracy was introduced across the school in the manner that it would not be a 'quick-fix' and we would continue to focus on it for years to come as well. We introduced 'talk partners' many years ago and they have now become a very natural element of our teaching toolkit; I'm expecting that other Oracy approaches will become inherent, go-to strategies as well.

'Using prompts more for children to have scaffolds (to use independently) with which to articulate their thoughts/ideas/opinions more successfully. I want to encourage use of language/vocabulary by using strategies such as having word hunters / displays linking directly to Oracy for all subjects.'

'Further focus on composition – rehearsing and saying a sentence before writing it down'

'Continue to promote the use of ABC and working more on the physical aspect of Oracy'

There is so much more that could have been included in this impact report, but I had to stop somewhere. I think my favourite moment of the project and something that shows how integral Oracy now is to our practice was when, in a staff meeting, we were discussing our recent Challenge Partners review and ways forward from their feedback and I realised that the teachers were using ABC approach and our Oracy prompts in their discussion! Perfect! 😊

## Section 5 – Top Tips and Takeaways

What are your top tips or takeaways that you would share with others from your trial? These could be about the impacts of your research, how to implement research or something that has surprised you.

Please list at least 2 short suggestions that can be shared with colleagues at our celebration event and beyond.

Use ABC when modelling high-quality talk and constantly refer to 'talk rules' as an expectation so that it becomes natural and part of the everyday life in the classroom.

To make time within the lessons/week for children to share their writing and for positive discussions/evaluations about it.

Ask them to ask the speaker a question to ensure they have listened. Often children switch off to certain members in the class. (use of lolly stick questioning, random selection)

Give children processing time to articulate their responses. (teachers and children) (*also links to our Dyslexia Friendly Accreditation, as do a lot of the strategies used*)

Give children the opportunity to use the vocabulary that they have learnt in a project. eg the Natural Disaster Assembly, talking to parents about the Roman's project and Dragons' Den.

## Section 6 – Project 'reach'

Quite often the 'reach' of these projects is far wider than we realise and we want to celebrate this; consider and list the reach of your project for staff and students, for example do you teach differently in other classes as a result of your learning? Have you shared your ideas with colleagues who are also doing things a little bit differently? Is there a culture of curiosity around your research which draws in other staff?   Have you delivered CPD to staff? Have you shared ideas or resources with colleagues from other schools? How could you grow this?

One of Whole Education's key aims is to spread great work of teachers in schools across our network or 'reach'. The reach can often seem very small until we consider the ripple effect!

I am also the 'Subject Champion' for our Trust (Leading Edge Academies Partnership) and Oracy has been introduced this year across the 6 schools (2 secondary, 3 primary and 1 KS1-4) and will definitely be taken further in future years.

## Section 7 - Reflections

Please use this section to reflect on your project and personal development as a result of participating in Lab Classrooms this year. Please feel free to respond to this section using a video, audio or sketch reflection based around the questions listed below.

I used to think?

Now I think?

One thing which went really well in my research was?

One thing I might change is?

What would my students say about this trial?

What have I learnt about myself through this project and how has this action research impacted my practise and thinking?

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I used to think that speaking and Listening was important and used it in my teaching as an assessment tool and to support the children in developing their social skills in group-work.

Now I **know** that Oracy teaching is integral to the children's growth as people as well as their academic and social development. It gives them the skills to present information clearly, gives them self-confidence when speaking, develops the language to put the most appropriate words together and gives the children opportunities to work effectively in groups.

Something that went well (and backed up what I already knew) was that I appreciated that my colleagues are amazing! They listen, take onboard and personalise what is expected of them taking the project further than I could have done in 10 years by myself.

In a normal year, I would like to have completed a greater number of monitoring activities. This would have enabled colleagues to share their good practice even further with each other.

The students have jumped onboard with this and have started to understand why Oracy is important in their development. They are developing the language skills to put words together to write a speech, argument or presentation and they also have the comprehension skills to understand more of what they are listening to. They are better-able to articulate themselves more clearly and are more confident to present.

This project has been integral to my English Leader role this year and has fitted in perfectly with our school intentions post-Covid. I have learnt that I am capable of leading a whole-school project, involving the SIP, CCD, teachers, TAs, children and parents. I now believe even stronger that the explicit teaching of Oracy is absolutely

vital to our young people to enable them to be 'the best they can be' in their future lives.

Thank you for taking part in Lab Classrooms 2021/2022. Despite another unusual and extremely challenging year, you have managed to complete the project and trial new strategies in your classroom which will impact your students. Thank you for all your hard work, WE appreciate you!

Please join us for the celebration event on the 4th July when a separate project evaluation survey will be sent to you.

If you have any questions or would like support completing the report, please contact Sophie at labs@wholeeducation.org