

Voice 21 Oracy Centre of Excellence

Report for Berkeley Primary School



School strengths

Berkeley Primary School have worked consistently, for a number of years, to embed oracy into their school context. The day to day decisions have been driven by a strong vision held by the school community and led by the oracy team. Staff have been supported throughout the journey in a number of ways. CPD has been carefully designed in response to feedback and monitoring, developing a consistent approach to the teaching of oracy, across the school. The creation of the 'how to guide' is just one expression of this, supporting new members of the school community to understand how oracy sits at the heart of the school's teaching and learning approach. Students have been encouraged and supported to play an active part in the vision and have adopted a variety of pupil leadership roles. This ethos is embodied by the wide-ranging oracy opportunities woven throughout the curriculum and beyond.

Recommendations

The work on developing a curriculum for oracy has looked at creating opportunities within History, Geography and Science with lots of explicit oracy teaching sitting in English units. It would be great to see oracy mapped in this way throughout the other subjects. By creating a big overview of experiences taught across the whole school curriculum, supported by the progression document, it will be easier to start building in routines for assessment and review. Given the focus on students taking more ownership of their learning it would be interesting to consider what role they can play in reviewing their own learning and that of their peers, and where this best sits in a sequence of learning with an oracy outcome. How will Berkeley capture the skills, knowledge and experience students gain throughout their time at school?

Area of excellence

Berkeley's culture for oracy is something that has been nurtured over time. It reflects the school's vision for helping students become confident and competent communicators, who are future-ready, able to express and articulate their own views, and listen respectfully. Decisions to adapt the assembly format and opportunities available at lunchtime has not only provided additional opportunities for staff CPD but also supports students to play an active part in building school culture.

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Has an ambitious vision for oracy

Berkeley School have created a vision for oracy that has a focus on students finding their voice and being confident, future-ready communicators. Stakeholders understand the role they play in helping to bring the vision to life, ensuring the school offers an oracy-rich environment, supporting the diverse community of students they serve.

Builds a culture of oracy

The school has a strong oracy culture where skills of communication are visible and celebrated throughout the school. Students are rewarded with oracy stickers and certificates, which are shared with the wider school community via assemblies and school media. Pupil oracy champions support lunchtime conversation and help to design prompts to spark talk.

Has a sustained and wide-ranging curriculum for oracy

An oracy progression map has been designed to ensure students are exposed to a variety of purposes for talk and audience types, providing opportunities to rehearse and build skills. There has been a deeper focus (outside of English) on subject specific talk through planned opportunities in the History, Geography and Science curriculums for each year group.

Recognises oracy as central to learning

Vocabulary development has been a key driver of oracy across the school. A range of oracy techniques and strategies have been employed to help support the use of ambitious vocabulary. Subject leaders have been supported by the oracy team to embed explicit revision of skill via the lesson sequences.

Is accountable for the impact of oracy

Berkeley have adopted a wide range of approaches to monitor and measure oracy across the school. Learning walks have illuminated consistency in classroom practice and provided useful 'next steps' regarding staff CPD. The school lead for oracy has continually reflected and documented the schools journey, creating a 'how to teach oracy' document to support colleagues with planning and create consistency across the school.

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