



## School strengths

The whole school commitment to oracy at Southfields Primary School is very evident in their decision making, strategic planning and robust monitoring of impact. There is an understanding that building a whole school culture of oracy takes time. Careful choices have been made to enable students to develop confidence through engagement with a repertoire of authentic voices and the sequential progress made against priorities over several years.

Involving all staff in creating the vision, and actively sharing this with families and governors, has secured a community that understand the importance of an oracy education specific to the school's context. The excellent Oracy Policy articulates not only why oracy is central to learning, but the specific ways in which this is enacted. The curriculum has been carefully crafted to ensure progression of both generic and domain specific oracy skills and provides a breadth of talk purposes.

## Recommendations

As an Elkan setting and Speech and Language Hub, deliberate adaptations support all children to participate, building a culture of talk where every voice is valued.

As next steps consider how you can:

- Adapt approaches to include non/pre verbal students
- Further develop explicit opportunities for exploratory talk across the curriculum that develop students' abilities to reason and think like a specialist in different subjects.
- Alongside assemblies and speaking events, explore other aspects of school life that you can transform through talk such as lunch/break times, extracurricular activities, consultation evenings, and links with the local community to celebrate and promote linguistic diversity.

## Area of excellence

Strong oracy leadership has created a shared responsibility for how the school provides an oracy education and secured a sustainable approach that permeates teaching, learning and culture at Southfields Primary. Robust and clearly defined implementation planning enacted through a well designed curriculum and wider school life, ensures everyone in the school understand their role in the explicit teaching of oracy skills for a range of contexts and purposes. The difference this has made spoke for itself in the confident student voices that led the impact presentation.

# Voice 21 Oracy Centre of Excellence Report for Southfields Primary School



## Has an ambitious vision for oracy

Involving the whole school in defining the vision and intent has secured a shared motivation for change and a deep understanding of why this is important for the school's context. This understanding extends to families and governors. Considered, research-led decision making has informed priorities for oracy that aim to improve the quality of education more broadly and link with existing communication initiatives.

## Builds a culture of oracy

Progress and achievements in oracy are celebrated through weekly 'speak like a specialist' certificates and are embedded in assessment processes alongside core subjects. Assemblies have been transformed as a vehicle for both performance and discussion. A strong culture of performance through poetry in particular, is nurtured in class, during a lunchtime club and through showcase events.

## Has a sustained and wide-ranging curriculum for oracy

The clearly articulated curriculum sets out the progression of oracy skills, termly contexts for talk and authentic audiences. This has been deliberately designed to elevate subject learning and ensure a breadth of talk purposes. Speaking like a specialist is also mapped out across subjects and year groups. Exploratory talk sequentially builds knowledge and skills towards talk outcomes across a range of subjects.

## Recognises oracy as central to learning

Oracy is embedded in teaching and learning and demonstrates secure understanding of domain specific talk and reasoning, adapted to meet the specific needs of students where needed. Common approaches are an established practice. Oracy also elevates learning in existing initiatives such as maths mastery and Elklan through deliberately adapted approaches.

## Is accountable for the impact of oracy

Monitoring and evaluation is regular and draws from a range of sources: student voice ambassadors, staff voice, impact against termly objectives from listening walks, planning and subject reviews and performance management targets. Areas of development are proactively followed up through CPD, expert modeling and resource development.

As a Voice 21 Oracy Centre of Excellence, you'll now be offered exclusive opportunities including participating in network opportunities; engaging in research and innovation projects; hosting Oracy Schools; attending peer reviews with other Voice 21 Oracy Centres of Excellence and speaking at national events.

Please complete this [questionnaire](#) to tell us which opportunities you are interested in pursuing.