

Tower
Hamlets

Oracy
Hub



Tower Hamlets
Oracy Award

About the THOH Award

The Tower Hamlets Oracy Hub is entering its third year as a collaborative of teachers and schools working together to raise the profile and improve the quality of oracy education across our borough. We feel passionately that all children in Tower Hamlets should have the opportunity to develop high quality spoken language and communication skills. We know that talk can enrich learning and improve outcomes across the curriculum.

We have created this document to act as a road-map to developing a whole-school approach to oracy. It provides a step-by-step approach based on existing best practice. Our aim is to use this award as a vehicle for improving provision of oracy education across Tower Hamlets.

The purpose of this award is to:

- Provide a clear framework for schools to develop their provision of oracy teaching and learning
- Provide a structure to enable schools to audit their practice and locate next-steps
- Recognise and celebrate good practice

The award is divided into criteria for Bronze, Silver and Gold accreditation. Every school will begin on Bronze and

for each application our panel will scrutinise a range of evidence and make a decision regarding accreditation. For Silver and Gold awards, this will consist of a school visit including learning walks and discussions with children and staff. Successful schools will receive an invitation to a celebration event at the end of the academic year with the option to present and share, and will receive a certificate of achievement and an official logo to use on their school letterhead.

Our panel consists of Nicky Pear, Nicole Gurvidi and outstanding oracy practitioners from across our borough.

The award will be valid for three years, at which point a review will take place to ensure the criteria are still being adhered to. During this time schools may also decide to apply for the next level of accreditation.

Nicky Pear and Nicole Gurvidi
Co-founders, Tower Hamlets Oracy Hub



“The increased focus on oracy has had a transformative impact on our children at our School. Children in all year groups are speaking with greater confidence, more able to engage in conversation and visibly enjoying their learning.”

Mark Butcher
Vice Chair of Governors
Cubitt Town Junior School

Year 3 Pupil
Canon Barnett
Primary School

“I used to feel nervous talking in front of the whole class, but oracy lessons have helped me and now I enjoy talking and feel proud about it. It’s made me more confident.”

“Children have grown in confidence, are more critical in their thinking and better understand the importance of speaking and listening when they present to peers and adults. Oracy is a game changer. I am so glad that we teach it.”

Darren Rubin
Executive Head of Schools,
St John’s Bethnal Green &
St. Paul’s Whitechapel
CE Primary Schools

“Teaching oracy is brilliant! It means that spoken language development isn’t left to chance, instead planned for and made a joyful focus of everything we do in the classroom, with plenty of opportunities for practise and structures in place to support every child to find their voice.”

Jane Scott-Gall
Class teacher,
Marnier Primary School

Bronze criteria

Leadership

- An Oracy Lead is appointed
- An Oracy Action Plan is created
- The Oracy Lead regularly attends Tower Hamlets Oracy Hub network meetings
- The Senior Leadership Team is on board with oracy focus

- Subject action plan
- Lesson plans
- Network meeting register
- School website/social media
- Discussions with SLT/Oracy Lead

Evidence

Learning & Teaching

- Good oracy teaching practice in some classrooms
- Discreet oracy lessons are being planned and taught
- Discussion Guidelines are being used in some classrooms
- Scaffolds for talk are visible in some classrooms (eg. Tower Hamlets EMA; talk roles etc.)
- Some presentational talk opportunities are being planned for
- Oracy successes are celebrated (e.g. Oracy Stars of the Month)

- Displays in classrooms
- Lesson observations/learning walks
- Lesson plans
- Medium term plans
- School website/social media
- Discussions with pupils and staff

Evidence

Silver criteria

All of the criteria for the Bronze plus the following:

Leadership

- The School Development Plan reflects oracy as a priority across the curriculum
- An Oracy Governor is appointed
- The wider school community is aware of oracy focus
- All staff take part in oracy CPD (INSETS, staff meetings etc.)
- Progress of pupils' oracy skills is tracked
- Oracy lead contributes to Tower Hamlets Oracy Hub network meetings

- School Development Plan
- Presentation slides
- Medium term plans
- Assessment data
- Tower Hamlets Oracy Hub website/social media
- School website/social media
- Discussions with subject leads

Evidence

Learning & Teaching

- Good oracy teaching practice across the school
- Oracy outcomes are planned for in a range of subjects
- Discussion Guidelines are used effectively in every classroom
- Differentiated scaffolds for talk are visible in a range of subjects
- Presentational talk opportunities and events are planned for in a range of subjects
- Regular oracy assemblies take place
- Pupils confidently engage in conversations and daily interactions

- Displays in classrooms
- Lesson observations/learning walks
- Assembly observations
- Lesson and assembly plans
- Images, videos or outcomes from oracy events
- Discussions with pupils and staff

Evidence

Gold criteria

All of the criteria for the Silver plus the following:

Leadership

- CPD is provided to other schools through educational visits, training sessions, appearances at conferences etc.
- Governors are involved in the monitoring of standards in oracy
- School is trialling new initiatives or taking part in research to further develop oracy practice
- Good or excellent progress in oracy is tracked across the school
- The wider school community is involved in oracy events and/or provision

- Assessment data reflects good or excellent progress in oracy outcomes
- Training slides/records of CPD
- Research data
- Discussions with SLT, staff, pupils, governors and/or wider community

Evidence

Learning & Teaching

- Excellent oracy teaching practice across the school
- The priority given to oracy is visible across all areas of the school, incl. the playground, dinner hall, office, corridors, entrance gates etc.
- Different types of talk are used to impact learning across the curriculum
- Presentational talk is a regular expectation for all pupils
- Pupils take a lead in oracy assemblies
- Pupil ambassadors/oracy leads reflect the school's oracy focus

- Displays around the school
- Lesson observations/learning walks
- Lesson plans
- Medium term plans
- School website/social media
- Outcomes in range of subjects
- Discussions with pupils and staff

Evidence

The Tower Hamlets Oracy Hub and Tower Hamlets Education Partnership would like to acknowledge the work of the following people in creating this award:

Nicola Osborne, Canon Barnett Primary School
Emma Whitwam, Cubitt Town Junior School
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