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School or Organisation:

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Role:

This report is given on behalf of the above.

### Value and impact

1. Speaking and Listening on the Isle of Man is given equal importance to reading and writing in terms of assessment data and to ensure teacher assessment in this area is sufficiently robust and accurate schools assess against a set of descriptors. As such the profile of speaking and listening has had an increasingly prominent focus.
2. If children and young people do not receive effective oracy education it will prevent them from being able to express themselves well through using appropriate vocabulary and structures to convey their thoughts and ideas. As a result, it could potentially have a life-long impact on life and work.
3. Quality oracy education is vital from an early stage of development to enhance children's confidence and capacity to learn. As talk supports thinking, a lack of ability to select correct vocabulary can lead to frustration and inhibit metacognitive development. As children progress through their education and life, deeper learning will be impeded through an inability to express their thinking.
4. An ability to articulate learning and understanding in all areas of the curriculum is key and to do this effectively, oracy objectives need to be a focus in lessons alongside the more subject specific learning intentions. As such, while there is a need to teach specific oracy skills discreetly it becomes a skill to underpin good learning.
5. Future life chances can be affected considerably if students are unable to express themselves effectively. As there is an increasing demand from employers for good problem solving skills and an ability to collaborate in teams, a lack of ability to communicate effectively will impede progress.
6. The 6Rs (resilience, resourcefulness, remembering, readiness, relationships, reflectiveness) which underpin students' learning dispositions and employability skills (problem solving, teamwork, communication, resilience, self awareness, ability to learn) are used to frame the Y11 Record of Achievement. Oracy is clearly a focus in developing such skills and used in interviews for FE across island schools and University College IOM.
7. Oracy also plays a part in careers interviews when all KS4 students meet with a L6 qualified careers adviser to explore aspiration and options for the future. When additional work is identified as necessary, for example, weak communication skills, individual students will receive appropriate support.  
The Junior Achievement 'Get a job programme', again supporting students' oracy skills, is available for all Y11 leavers, KS5 students and those with additional needs or vulnerable to get appropriate careers support.
8. Students from several year groups have opportunities to take part in events, such as Junior Tynwald and programmes developing citizenship and global awareness, with oracy skills playing a critical role in conveying their views.

### Provision and access

1. For oracy education to have an impact a number of factors need to be considered and to do this, teachers need to understand the difference between oracy skills from speaking and listening and have an awareness of how to engage students in quality talk. They need to be aware of individual students and groups of students, such as their attitudes to talk, how they use language, are they reticent to talk and is this consistent or at certain times? Spending time listening in to groups of students working on tasks will provide information which teachers can then act upon. Factors such as the environment, both indoor and outdoor, allowing students to direct their learning with a certain degree of autonomy, active and engaging learning with aspirational challenge will allow students move into a deep learning space and will all contribute to talk.
2. An increasing number of children enter the early years foundation stage with a paucity of language which has prompted a need to focus on oracy. Activities and schemes, such as, storytelling, Philosophy for Children, Talk 4 Writing, music and literacy, repetitive rhymes and role play encourage the use of expressive language from an early age, developing opportunities through continuous provision both indoor and outdoor and beyond the school grounds. As an example, Helicopter stories are used specifically to support children around sensitive issues, children with EAL and encouraging those who won't speak out. Early Years practitioners engage in a wealth of continuous professional development activities, such as 'Every Child a Talker' (ECAT) and local bespoke training for the whole island and individual settings, including private nurseries and child minders. Recent engagement with the work of Professor Robin Alexander has enabled teachers to better understand the role of oracy in learning and life skills and resulted in enhanced practice. A range of opportunities are available across primary and secondary phases to engage with performance and public speaking through school and island-wide events. Linked to the island's focus on metacognition and developing higher order thinking skills, oracy plays a fundamental role in enabling learning, encouraging lifelong skills of critical reflection, reasoning, inference, analysis, interpretation and evaluation.
3. The flexible curriculum on the island allows individual settings and staff to tailor provision to the need of students. As research has shown that the quality of classroom talk has a measurable impact on standards of attainment in English, Maths and Science, it is vital that oracy is threaded clearly into the curriculum offer.
4. Good practice is often seen in early years where learning occurs primarily through talk. Parental involvement using schemes such as the 'Big Bedtime Read' supports a more consistent approach for younger children in developing vocabulary and structures for quality talk.
5. With a strong focus on inclusive provision and meeting students at their individual point of need, teachers are able to tailor provision to account, to some extent, for different groups of students, indeed students with EAL and additional needs have a greater need for quality oral input to facilitate learning.
6. Within the context of the Isle of Man, specific opportunities are made available on account of our unique situation and the flexibility of the curriculum ensures schools can adapt to incorporate these.

#### Barriers

1. One of the barriers to providing quality oracy education is an understanding of what oracy really means. There is also a lack of understanding in the wider community of the role oracy plays in underpinning learning and life skills.
2. To improve the delivery, teachers require access to quality continuous professional development in oracy and the freedom to match this to provision to best suit their

students. To enable this strategic planning at school level needs to identify oracy as a priority to promote consistency.

3. Teachers/headteachers currently use speaking and listening descriptors to assess students and are held accountable for the progress and attainment of pupils in their class/school. Monitoring exercises within schools identify good practice and this is shared at whole island forums where patterns in performance are discussed and actions agreed.
4. Teachers work collaboratively with other schools to share good practice.
5. Formative assessment against agreed descriptors identifies progress of individuals and groups of students, particularly in early years and primary. Where gaps are identified, performance is monitored at a more granular level and provision adapted where required.
6. Speaking and listening goes some way to address oracy education but further emphasis is needed to incorporate higher order skills promoting a deeper understanding.
7. It is important that a flexible approach is maintained to enable schools to adapt learning to match students' needs taking account of groups and individuals. It is equally important that teachers are held accountable for such progress but not by limiting flexibility through a rigidly prescriptive approach.
8. Maths Mastery has encouraged a greater understanding of mathematical concepts through fluency, reasoning and problem solving, deepening learning and ensuring students have grasped the concept well and can apply it before moving on.