

Leaders: Nic Hall & Saffron Charles Link Leader: Nic Hall

Intelligence already gathered	Subject champions have created a progressive curriculum plan to weave into sticky curriculum. This is designed to develop age-appropriate teaching of oracy skills across the school. Previous M&E indicated that Monitoring this year will be around it's embedding and development.				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
1.4 Teachers confidently share knowledge and expertise in all subject areas as a result of strong subject leadership.	<p>Share progressive long term planning documents with year groups:</p> <ul style="list-style-type: none"> - Create video explaining the planning and how to complete the missing information - Share documents with staff via email (Oracy cycle too late in the CPD calendar to deliver in person) - Give deadline for year group teams to complete the planning document - Revisit completed planning and check a range of audiences and purposes are used and progressively appropriate for year group 	<p>NH/SC Autumn term 2 – disseminate Autumn term 2 – planning check Autumn term 2 onwards – monitoring of planning in action Teaching staff to complete purpose/audience for oracy assessment tasks by Friday 24th November.</p>	Drop in sessions planned for staff across the year to come and ask questions and look through resources alongside experienced staff. CPD delivered to all staff in September	<p>Monitoring of completed planning documents will show staff plan appropriate outcome tasks to apply oracy skills.</p> <p>Monitoring of planned Oracy outcomes will show children are applying age appropriate oracy skills in context.</p>	Plan second drop in session for staff in spring term. Share planning and develop assessment tools later in year, possibly next academic year due to focus on sentence stems.
	<p>Create a 'New to Oracy' pack for staff joining Kestrel Mead without Oracy experience:</p> <ul style="list-style-type: none"> - Create video and PowerPoint pack to give to new staff as part of their induction as in introduction to the principles, skills and use of Oracy at Kestrel Mead - Check in with new staff after they have received the pack for any questions or to offer further support where needed 	<p>NH/SC Autumn term 2 and share with new staff upon starting throughout the year as needed</p>		<p>Completed packs will be given to new teaching/support staff when they join – signed form when received.</p> <p>Staff voice will show they have the information and guidance needed to embed oracy with the children they work with in school.</p>	
	<p>Develop an effective assessment tool for Oracy:</p> <ul style="list-style-type: none"> - Use monitoring of planning documents in action to design an assessment tool that is manageable and purposeful to staff - Trial assessment tool in our own classes and reevaluate and changes needed Staff from N-Y6 will plan Oracy activities into the identified subject areas on the planning document ensuring pupils cover a range if skills, purposes and audiences and revisit to build upon them in subsequent years. 	<p>NH/SC Summer term 1 and 2</p>		<p>Class on a page assessment tool will show levels of skill achieved against the new progressive curriculum. Used during handover to new teachers.</p>	
6.5 Subject champions can confidently speak about their subject area and effectively discuss monitoring and evaluation to improve	<p>Subject champions will attend TMET Oracy Network meetings and link meetings with subject leader.</p>	<p>Autumn 1 Spring 1 NH & SC</p>	<p>Subject champions clear messages and expectations around Oracy in the classroom and in Sticky curriculum ensures all staff are planning appropriate opportunities.</p>	<p>Notes from meetings are shared between subject champions and relevant updates will be shared on the staff bulletin.</p>	<p>Accountability/Compliance: -Ensure sentence stems -Follow up after APs have shared</p>
	<p>Subject champions to revisit deep dive (Ofsted-style) questions prior to talking about the subject with link leader.</p>	<p>Spring 1 NH & SC</p>	<p>Clear expectations around discussion guidelines in classrooms ensures all</p>	<p>Subject champions can confidently talk to the link leader about Oracy during a deep dive.</p>	<p>Teaching & Learning: 1. Learning walk: discussion guidelines and sentence stems in action (plan in</p>

outcomes for children	<i>Subject champions to refine key subject specific vocabulary so that children build on prior language,</i>	Spring 2 NH & SC	children and staff are aware of the importance of speaking and listening in different contexts. Subject champion learning walks and pupil interviews showed that children are largely familiar with the sentence stems and are using them in context. Extended time to embed each set of stems has been effective. Evidence of sentence stems beginning to show in recorded evidence (SJ journalling Y5 Spring 1)	Key vocabulary and sentence stems are used in lessons and evident during learning walks, on working walls, in journals and through conversation with children and staff. The subject document highlights the new vocabulary to be included for each year group.	advance to get the right day) 2. Child and staff voice about the discussion guidelines – appropriate questions *Explore subject specific vocab
	<i>Subject champions will conduct pupil interviews and monitor journals/Seesaw to ensure Oracy is pitched appropriately and key points/vocabulary are being covered.</i>	Spring Term Summer Term NH & SC		Through the planning scrutiny champions will give feedback to teachers. Subject champions will monitor and review journals and Seesaw coverage for geography to ensure it is pitched appropriately.	Outcomes: -discussion between champions about how best to record Oracy outcomes in Sticky Curriculum -New to school information (drop in)