

# CLOSING THE GAP SECONDARY ORACY PROGRAMME



## The Closing the Gap Secondary Oracy programme

The Closing the Gap Oracy programme emphasizes the importance of developing academic language, a wide vocabulary, and competency in oral communication. The programme focuses on access to learning **mathematics** through talk, and **literacy** with an emphasis on exposing students to vocabulary rich contextual learning experiences, as well as providing students with opportunities to discuss their thinking.

### **The programme aims to support learning and teaching by;**

- Supporting teachers to develop frequent opportunities for pupils to explain their thinking through talk and thereby develop their understanding within English and Maths.
- Using questioning frames to help direct their questioning and act as a guide to maintain the focus of discussions and clarify when necessary.
- Engaging pupils in dialogue which supports deeper understanding of concepts, and helps pupils to increase their use of technical and formal language.

### **The Mathematics programme aims to produce learners who will:**

- Use discussion to support the mathematical learning of everyone in the class.
- Develop and communicate their mathematical reasoning.
- Listen carefully to the mathematical ideas of others, make links and connections, and re-state them in their own words using appropriate terminology.
- Ask questions about and provide insights into mathematical ideas, and be able to explain the use of mathematical formulae.

### **The English programme aims to produce learners who will:**

- Listen carefully to the ideas and opinions of others and create their own.
- Use discussion to support the learning of everyone in the class.
- Ask questions to stimulate thought and build their technical vocabulary.
- Apply verbal reasoning and the ability to think constructively and critically in response to written texts.
- Use spoken Standard English effectively.

### **What does the programme look like?**

#### **Key factors:**

- **5 Vocabulary building activities**
- **5 Learner talk activities**
- **5 'Steps to Talk' strategies for staff**
- Peer Assessment
- Higher order thinking
- Expansion questioning



**Identify the department area**

- Senior leaders agree on data driven identification of department areas, staff involved, year group and/or classes for programme implementation



**Gather baseline data**

- Current attainment and progress data collated. Pupil questionnaires and learning walks with an Oracy focus carried out.
- Feedback on findings is shared and specific development areas are identified and agreed.



**Share aims & team teach**

- Programme objectives shared.
- Staff are confident in delivering the programme strategies
- Lesson planning and team teaching where requested




**Mid-term Review**

- School staff across engaged schools meet and share evidence and progress.



**Analysis of outcomes**

- Identification of key practices that have made a difference in the classroom
- Evidence through pupil questionnaire and staff evaluations and progress and assessment data collated
- Case study



**Next steps**

- Impact of the programme shared
- Objectives for next stage identified and agreed

## Programme

The Closing the Gap Oracy programme will be useful for all learners, particularly **Black and Minority Ethnic** learners, Learners of **English as an additional language**, and learners who are eligible for the **pupil premium** grant and those from other **vulnerable groups**.

## Preparation

- Baseline data collection
- Questionnaires/Speaking and Listening Audit

## Lessons

- Teacher uses the 5 stages of talk and talk frames in lessons
- Teacher uses the 5 activities that promote talk skills
- Teacher uses the 5 activities that promote vocabulary building

## Support

- Team teaching/guidance support
- Observations/feedback
- Progress monitored
- Evaluation

## School Commitment

- Use strategies within agreed classes
- Monitor the effectiveness of the programme through pupil engagement, attainment, progress, pupil voice, and teacher feedback
- Share outcomes of the programme with SLT and another department
- Department to complete a case study of the programme
- Evaluation and next steps

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