

'How can Project-based learning (PBL) support developing young students' Oracy and Communication skills?'

Introduction

My absolute passion and drive for visiting the US, and striving to move forward the field of oracy and communication in education, is due to the overwhelming evidence confirming that high quality classroom talk has a measurable impact on attainment and standards. It is my belief that oracy needs to be a permanent statutory feature within our national curriculum. As a result, my research aimed to tackle the question:

'How can Project-based learning (PBL) support developing young students' Oracy and Communication skills?'

In my own teaching to date, Project-based learning has involved planning the curriculum backwards, creating an engaging, interdisciplinary project that centres on addressing a big idea/question relevant to all children in their community. After researching how PBL is used in US institutions, I was ready to begin my journey of integrating core subjects with real-life contexts.

The reason I have devoted so much time and enthusiasm to this new approach is the belief that we can achieve three priorities:

1. Rapidly reduce the oracy skill gap between children starting school from socio-economically deprived backgrounds and their richer peers.
2. Provide stimulating environments for ALL children to develop their oracy skills regardless of their starting point on entry to school.
3. Create an education system that develops children throughout their education by providing opportunities to use oracy skills ready for their future in the 21st Century.

After receiving the Walter Hines Page Scholarship, I visited Austin, Texas for a two-week research trip. I selected three different institutions which have been using PBL as a method of teaching and learning. The schools I visited were Manor New Technology High School, Lagos Elementary School both in Manor, Texas and St. Gabriel's Catholic School in Barton Creek, Texas.

Background

Why did I research PBL?

Within our Multi-Academy Trust, we noticed that young children were beginning their education journey with a diverse range of oracy skills. In my new Assistant Headship role, I wanted to close this gap, which led me to challenge expectations and boundaries regarding how we approach teaching and learning. The result was to champion Project-based learning (PBL).

In setting out to research Project-based learning I was aware it wasn't a new phenomenon - it was popular at the beginning of the 20th century (championed by John Dewey) and again in the 1970s. During the 20th century it picked up a bad reputation (in some circles) for being unstructured and lacking rigour. In more recent times, cognitive scientists have advanced our understanding of how we learn and develop learning at a deeper level to securely master new knowledge and skills.

Project-based learning is seen as a great way of engaging a diverse group of learners, and much of the research from the US shares the following as the benefits of implementing PBL:

1. Development of long-term knowledge retention.
2. Continuous engagement.
3. Development of transferrable skills.
4. Improvement of interpersonal and teamwork skills often referred to in literature as 'soft skills'.

Over the coming years the trend for project-based learning is likely to increase as more educators embrace the pedagogy and realise the benefits of this method of teaching.

Although the debate between educators and employers in terms of at what stage of a student's life 'soft skills', as referred to in the Telegraph, 2018 (appendix 1), should be taught is not a new issue, it does raise the issue whether not providing students with opportunities to develop 'soft skills' during their educational journey will leave them short to effectively integrate into the future workplace. PBL appears to provide these opportunities to students to develop the necessary 'soft skills'. Preparing students for the ever changing 21st century requires a shift in education towards methods that will equip students with the skills that they will require in a rapidly changing workplace.

The USA approach to implementing PBL

The approach teachers in the US have when implementing PBL centre on five founding principles:

1. Generate an 'exciting' idea
2. Design the project
3. Fine tune the project
4. Do the project
5. Exhibit and showcase the project

1. Generate an idea

The initial spark that teachers in the USA centre their focus on for deciding a particular project comes from 'someone's' passion. The reason I use the term 'someone's' is that it could be a teacher's, a colleague's or student's passion, but it must have someone championing the idea and sharing their enthusiasm to sustain the project. Teachers place a high importance on then transferring this idea into a 'product'. The product can take the form of an open ended question that the students will set out to answer, e.g. 'how will robots shape our future?', a product for students to make or a local venue you wish to take advantage of, e.g. an art museum to display the student work.

2. Design the project

At the planning stage, teachers plan backwards with the specific skills, both subject specific and interpersonal, to make sure the coverage of statutory and desirable skills are planned for. Once the content of learning has been decided, the teachers identify tools and methods of assessing whether students have secured the learning.

3. Fine tune the project

The 'fine tuning' stage takes form in a collaborative manner in the US. Teachers will ask for constructive feedback on the project plans. Opportunities for feedback do not solely exist with colleagues from the same school, but instead technology is used to liaise with teachers who have particular expertise to support each project often from outside the immediate school.

4. Getting started with 'Doing the project'

When launching the project with the students, teachers place a high degree of importance on engaging students. Teachers choose different approaches to introduce the project, e.g. showcasing the project outcome completed by a previous year group's class or examining a made product, but making sure how you, as the teacher, launch the project matches up with what you expect the students to produce. At this stage, teachers make it overtly clear when launching the project, the expectations of uniqueness and similarities to work to.

5. Exhibit and showcase the project

The final stage requires the teacher to play a minor role in the delivery of the final product. Another point worth mentioning at this stage is identifying the extent to which assessment plays during the exhibit, which will depend on the subject specific content and 'soft skills' that have been incorporated in working towards this final showcase.

Oracy in the UK

A 2014 report published by the Social Mobility and Child Poverty Commission called for class to be given as much priority as gender and ethnicity in a "national mission" to break open an elite "formed on the playing fields of independent schools" and "finished in Oxbridge's dreaming spires".

The following is an extract from *The Conversation*, 2014 (appendix 2), when commenting on the alumni of British 'public schools' still controlling politics and many top professions:

"They were not born that way. Their skills were developed through their school experience of debating societies, discussion groups and engaging in dialogues with their teachers. Although the term might not have been used, their education included oracy - skills in using spoken language - as well as literacy and numeracy. For the sake of social equality, all schools should teach children the spoken language skills that they need for educational progress, for work and for full participation in democracy. Our research is beginning to show that children who are taught these skills, perform better in maths, science and reasoning tests".

For most of the British population oracy has never been taught explicitly as a subject like maths or writing, and while for some of the elite this doesn't hinder their oracy development, this isn't the case for all children. The above extract puts the spotlight on the problems of children from less privileged backgrounds encounter not being exposed to a rich experience of oracy opportunities and development outside of the school day. With the recent downgrading of "speaking and listening" to "spoken language" in the National Primary Curriculum and the removal of the oral language assessment from the GCSE English examination, the message from a political perspective appears to be that spoken language skills only need to be mastered by the privileged few.

The recent changes to the primary and secondary curriculum suggests that "talk" does not need teaching like other subjects. Classroom talk has always been viewed as a distraction to learning, instead of supporting the learning process.

Methodology

Prior to discussing the methodology I will use to address the title question, it would be useful to clarify the aim and objectives:

Aim

The aim for the scholarship is to build sustainable ongoing relationships that will allow me to produce a 'Whole School Oracy Programme', which will provide materials and guidance on how to implement oracy within the curriculum to support PBL.

Objectives

1. Review how oracy is promoted alongside PBL in the US.
2. Investigate perceptions and attitudes of oracy and communication in the US.
3. Compare and evaluate approaches and methods to promote oracy within the UK and US.
4. Create a Whole School Oracy Programme.

The methodology I will use is Action based Research. I have included the following steps, as accordingy to Ferrance (2000), as the framework for my research:

Attending PBL planning meetings

During my visits to the three schools, I have arranged to attend PBL planning meetings alongside teachers and staff. From these meetings I am hoping to understand the extent to which oracy and communication opportunities are planned within projects at the five stages of planning and delivering PBL:

1. Generate an 'exciting' idea
2. Design the project
3. Fine tune the project
4. Do the project
5. Exhibit and showcase the project

Observations of classrooms with PBL in progress

After attending the initial PBL meetings, where I will gain a better understanding of how oracy and communication opportunities are planned for at each of the five stages, I will visit classrooms to observe both teachers and students working collaboratively on projects. By visiting and observing a range of classrooms across three different schools, with different ages of

students, I hope to experience a breadth of oracy and communication in action as students work towards the end goal of the project.

Q&A with students

Through interviewing students, I will seek to understand whether students feel that PBL is effective in providing them with increased opportunities to develop their oracy and communication skills. The questions I have pre-planned to ask, although these might be adapted from my observations, are as follows:

1. Do you enjoy working collaboratively in groups?
2. What opportunities are provided to students to develop oracy and communication?
3. Do you feel your oracy and communication skills have improved because of PBL?
4. Would you like more opportunities to use oracy and communication skills? If so, what type of skills?
5. Do you use any resources or prompts to support oracy and communication skills?

Q&A sessions with teachers

Through interviewing teachers, I will seek to understand how teachers perceive PBL as a method of teaching and learning when compared with the more traditional style of the teacher lecturing students with content they need to 'teach' while students simply listen. The questions I have pre-planned to ask, although these might be adapted from my observations, are as follows:

1. How does PBL differ to a more traditional style of teaching?
2. Did you find the students found it difficult to work collaboratively at first?
3. Do you explicitly teach oracy and communication skills prior to them being used in PBL?
4. How much emphasis is placed on students oracy and communication skills compared to knowledge and retention of facts/skills?
5. How would you say students oracy and communication skills have improved as a result of PBL being used as a method of teaching and learning?

Results

Attending PBL planning meetings

The teachers working with students aged 12-16 years of age were able to involve students in the designing (stage 2) and fine tuning (stage 3) stages of the project. This was in contrast to teachers working with younger students who found the project needed to be guided more from the outset.

Teachers working with 12-16 years of age commented:

- Designing (stage 2) - discussion with students about possible adaptations to projects.
- Fine tuning (stage 3) - students encouraged to review and discuss the pathway of projects.
- Doing (stage 4) - students needed little support to utilise the oracy and communication opportunities.

Teachers working with 4-11 years of age commented:

- Designing (stage 2) - questions posed to students allowed the designing process to be scaffolded.
- Fine tuning (stage 3) - again questions posed to seek confirmation that students were happy with the pathway of the journey.
- Doing (stage 4) - Planned opportunities to switch roles during a project of a typical two weeks, thus providing different oracy/communication opportunities within roles.

Observations of classrooms with PBL in progress

- Disputational Talk - characterised by disagreement and individualized decision making. There are few attempts to pool resources, to offer constructive criticism or make suggestions. Examples included: short exchanges consisting of assertions and challenges or counter assertions ('Yes, it is.' 'No it's not!').
- Cumulative Talk - students building positively but uncritically on what the others have said. Partners use talk to construct 'common knowledge' by accumulation. Characterised by repetitions and confirmations.
- Exploratory Talk - students engage critically but constructively with each other's ideas. Statements and suggestions are offered for joint consideration. These may be challenged and counter-challenged, but challenges are justified and alternative hypotheses are offered. Partners all actively participate, and opinions are sought and considered before decisions are jointly made. Evidence of reasoning between students in the group.

Q&A with students

During the day(s), I spoke with many students (4-16 years of age), as a result, the main points have been summarised below, with some of these being repeated more than once:

Question	
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Q1 - Do you enjoy working collaboratively in groups?	<ul style="list-style-type: none"> • Yes, because we get to work in small groups. We only have 16 students in our whole class. • Most of the time as finding a compromise can be difficult when you all have your own ideas. • Yes, but quite a lot of the time we work independently on a project, and then check in with each other when needed.
Q2 - What opportunities are provided to students to develop oracy and communication?	<ul style="list-style-type: none"> • Throughout the planning and designing stage we are constantly talking with each other and the teachers. • We use talk prompts to support different types of talk.
Q3 - Do you feel your oracy and communication skills have improved because of PBL?	All students felt they had. Many of the students referred to using technology, e.g. I-pads, to develop talking and presenting prior to talking and presenting to an audience.
Q4 - Would you like more opportunities to use oracy and communication skills? If so, what type of skills?	Students felt they talked throughout tasks on an informal basis, and the end of project outcomes provided opportunities to summarise the whole learning process, and when presenting to an audience, the opportunity to formally talk.
Q5 - Do you use any resources or prompts to support oracy and communication skills?	<ul style="list-style-type: none"> • Our teachers helped us to make talk prompts which we were all able to understand as we designed them.

Q&A sessions with teachers

Four teachers were present during my Q&A session with their responses below:

Question	Teacher response summarised
Q1 - How does PBL differ to a more traditional style of teaching?	<p>Teacher 1: As we are a private school, we do not need to follow any statutory testing. This allows us to really immerse ourselves in PBL without too much direct teaching.</p> <p>Teacher 2: It sees teachers working alongside students in the learning process.</p> <p>Teacher 3: Students have responsibility for the end outcome of a project.</p> <p>Teacher 4: Students working as part of a team for a period of a time.</p>
Q2 - Did you find the students found it difficult to work collaboratively at first?	<p>Teacher 1: Yes, partly because of the age of the students here (4-16 years of age).</p> <p>Teacher 2: Definitely, we found using resources to support talk was essential.</p> <p>Teacher 3: The younger students yes, and even the older ones to an extent as it was a new initiative.</p> <p>Teacher 4: Yes, it required teacher modelling and scaffolding throughout.</p>
Q3 - Do you explicitly teach oracy and communication skills prior to them being used in PBL?	All teachers agreed that students needed modelling and explaining about the type of 'talk' to be used in order for the talk to be effective, and not just talking for talking sake.
Q4 - How much emphasis is placed on students oracy and communication skills	Teacher 1: Compared to the UK, a result of our discussion, we do not record and monitor the progress of skills/facts so much.

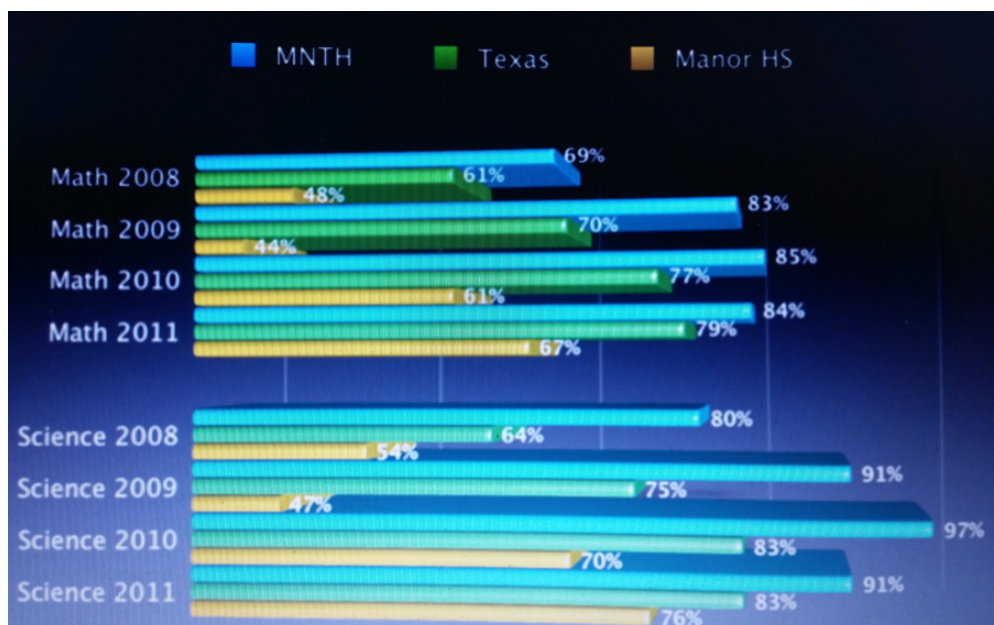
<p>compared to knowledge and retention of facts/skills?</p>	<p>Teacher 2: Oracy and communication is now embedded within the ethos of the school, so it doesn't need emphasis during the planning of project as students lead it well.</p> <p>Teacher 3: Direct teaching still has a place in the classroom, but we don't feel the need to revisit skills so much due to not having testing commitments like public schools do.</p> <p>Teacher 4: Due to the collaborative nature, knowledge and skills are discussed and addressed as and when students need support during a project. Students' peers support revisiting during the project as a group.</p>
<p>Q5 - How would you say students oracy and communication skills have improved as a result of PBL being used as a method of teaching and learning?</p>	<p>All teachers agreed the skills have improved. 4 of the 5 teachers, who work with students under 9 years of age, stated that confidence and willingness to talk in group situations was the most notable factor.</p>

Manor High School

Attending PBL planning meetings

During the meetings with the principle and teachers of Manor High, I was able to join in with conversations exploring data from statutory testing. Interestingly, since introducing PBL in 2007/2008, test results in ??? have improved year on year up to 200.??

The table below shows



Observations of classrooms with PBL in progress

From the morning's meeting with the principle, I was actively looking to see evidence of the school's philosophy in action. In the classrooms where students were actively working within groups, they appeared to be immersed in their work, with students taking it in turn to talk. In

the classrooms where students were listening to the teacher (direct teaching), talk was limited as the teacher was explaining a skill or sharing knowledge. Although this demonstrated both rich opportunities of talk and limited talk opportunities, it reinforced the school's philosophy of 'rigor' in terms of the essential knowledge and skills, and 'relationships' in terms of collaborative talk, thus developing 21st century skills.



Q&A sessions with students

During the day(s), I spoke with many students (11-16 years of age), as a result, the main points have been summarised below, with some of these being repeated more than once:

Question	
Q1 - Do you enjoy working collaboratively in groups?	All students confirmed they enjoyed working in groups. <ul style="list-style-type: none"> • We learn from each other throughout the project. • The teacher is still approachable when needed. • It doesn't need us to sit still and listen for too long.
Q2 - What opportunities are provided to students to develop oracy and communication?	<ul style="list-style-type: none"> • Learning from each other in terms of speech and presenting. • Presenting our projects to audiences. • Debating opportunities. • Sentence stems help to articulate answers and responses.
Q3 - Do you feel your oracy and communication skills have improved because of PBL?	<ul style="list-style-type: none"> • Confidence has improved a lot through working on projects. • The amount we are communicating with our peers has improved hugely. • We approach the teacher with well thought out questions.

Q4 - Would you like more opportunities to use oracy and communication skills? If so, what type of skills?	<ul style="list-style-type: none"> We found that the same students would often have the same roles within a group, so we approached the teacher and came up with different roles for students, e.g. the facilitator, this ensured we had experience of different roles across projects.
Q5 - Do you use any resources or prompts to support oracy and communication skills?	<ul style="list-style-type: none"> Sentence stems. Role titles for group members.

Q&A sessions with teachers

Four teachers were present during my Q&A session with their responses below:

Question	Teacher response summarised
Q1 - How does PBL differ to a more traditional style of teaching?	<p>Teacher 1: Students spend more time working collaboratively with their peers away from the teacher.</p> <p>Teacher 2: Teachers act more like a coach working alongside the students as opposed to lecturing from the front of the classroom.</p> <p>Teacher 3: The project acts a vehicle to deliver the teaching.</p> <p>Teacher 4: Students are accountable for the duration of a longer term project.</p>
Q2 - Did you find the students found it difficult to work collaboratively at first?	<p>Teacher 1: Not so much here at Manor High as they are older (16-17 years of age).</p> <p>Teacher 2: The majority were able to work together, but often needed reminded to stay on task when working for longer durations.</p> <p>Teacher 3: We decided to set group expectations for students to adhere to prior to starting a project.</p> <p>Teacher 4: Less confident students found it difficult to involve themselves as much as others.</p>
Q3 - Do you explicitly teach oracy and communication skills prior to them being used in PBL?	<p>Teacher 1: The students didn't need explicit teaching as such, but reminding of skills such as presenting clearly, tone of voice and eye contact.</p> <p>Teacher 2: Eye contact needed enforcing when presenting to an audience at the end.</p> <p>Teacher 3: When presenting to an audience, students lacked confidence, but this wasn't explicitly taught as the process of the project improved this.</p> <p>Teacher 4: Sentence stems have been used at times to initiate debating skills.</p>
Q4 - How much emphasis is placed on students oracy and communication skills compared to knowledge and retention of facts/skills?	<p>Teacher 1: We have moved away from direct teaching, but it still has a part to play throughout the project.</p> <p>Teacher 2: A greater emphasis is placed on our philosophy statement, which includes both, but it depends on the project focus as to the extent direct teaching is used.</p> <p>Teacher 3: 50:50 largely due to testing.</p> <p>Teacher 4: I prefer to put a greater emphasis on oracy and communication.</p>
Q5 - How would you say students oracy and communication skills have improved as a	All teachers confirmed these skills had improved as a result of PBL. Two teachers said that direct

result of PBL being used as a method of teaching and learning?

teaching had supported specific vocabulary for students learning.

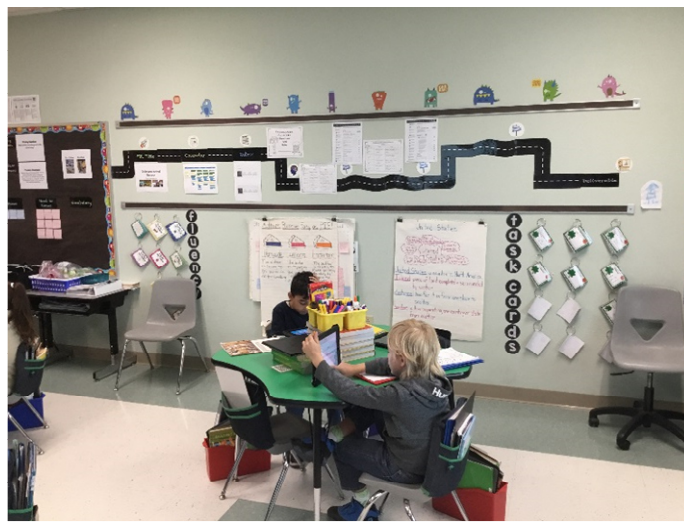
Lagos Elementary School

Attending PBL planning meetings

During the meetings, I was keen to explore how opportunities are planned for during the final stage of a product, Exhibit and showcase the project. It was clear that the opportunities planned for depended on the type of audience although teachers were consistent in confirming planning time was allowed prior to the final showcase.

It was clear that the amount of oracy and communication opportunities that were planned for changed over time. As the school has been using PBL for several years, the teachers and students were more confident in what was expected from them individual to work collaboratively and contribute to the success of a project.

Observations of classrooms with PBL in progress



In the classroom photo above, two students were busy working on a project each with their own focus. After speaking to them, they explained how the visual pathway of the project, displayed on the wall, allowed them to take ownership of the different stages. The other resources displayed included sentence stems, talk prompts and individual student roles for identifying roles within groups.

Q&A with students

During the day(s), I spoke with many students (4-1 years of age), as a result, the main points have been summarised below, with some of these being repeated more than once:

Question	
Q1 - Do you enjoy working collaboratively in groups?	<ul style="list-style-type: none"> • Yes - particularly as we get to work in different size groups. • It's a good balance between working in groups of different sizes, and at times working independently to contribute to a group project.
Q2 - What opportunities are provided to students to develop oracy and communication?	<ul style="list-style-type: none"> • Presenting to our peers and adults. • Presenting on social media, e.g. seasaw. • Questioning each other. • Articulating and justifying our ideas. • Students are rotated to act as class ambassadors for communicating with visitors about projects happening in the school.
Q3 - Do you feel your oracy and communication skills have improved because of PBL?	<ul style="list-style-type: none"> • Yes - due to a range of audiences being provided to present to. • Nervousness and confidence were two big factors that were discussed.
Q4 - Would you like more opportunities to use oracy and communication skills? If so, what type of skills?	All students were happy with the opportunities currently experienced.
Q5 - Do you use any resources or prompts to support oracy and communication skills?	<ul style="list-style-type: none"> • We have class agreements that remind everyone of group expectations. These were created by both students and teachers.

Q&A sessions with teachers

The principle and one teacher were present during my Q&A session with their responses below:

Question	Teacher response summarised
Q1 - How does PBL differ to a more traditional style of teaching?	<p>Principle: For our teachers it's allowed them to create projects that cover incorporate a range of subjects and direct teaching. Some projects have a one subject focus, but the option is there.</p> <p>Teacher 1: It allows the direct teaching to be tailored to individual needs. As opposed to all students listening to the teacher at one time.</p>
Q2 - Did you find the students found it difficult to work collaboratively at first?	<p>Principle: Yes, as the children weren't use to this style of teaching. We spent a lot of time as staff developing methods of support for the students.</p> <p>Teacher 1: The younger the students, the more challenging they found it. By using a range of group sizes, and at times individual group work, we have provided a range of collaborative work for</p>

Q3 - Do you explicitly teach oracy and communication skills prior to them being used in PBL?	<p>Principle: Teacher have flexibility to if they wish.</p> <p>Teacher 1: As a class we discussed effectively ways to communicate and present.</p>
Q4 - How much emphasis is placed on students oracy and communication skills compared to knowledge and retention of facts/skills?	<p>Principle: A huge amount of emphasis is placed on the soft skills, including oracy and communication.</p> <p>Teacher 1: A big emphasis, but the emphasis is on the students identifying when is appropriate to use it as they are working collaboratively alongside the teacher as opposed to sat taking it all the knowledge and facts.</p>
Q5 - How would you say students oracy and communication skills have improved as a result of PBL being used as a method of teaching and learning?	<p>Principle: Students ability to articulate the support they needed has improved. This is due to them leading a project as opposed to the teacher 'teaching' as the student passively listening.</p> <p>Teacher 1: The quality of classroom talk has improved significantly.</p>

Discussion

Testing arrangements

From visiting the public state schools in the USA, there are similarities to the UK in the testing arrangements of students, although my visit to the private school showed how there is no requirements to test students. The result of the no testing in the private school was that teachers and students were able to embrace PBL through a multi-disciplinary approach, i.e. applying a range of subjects across the school year. The fact that teachers were free of any testing arrangements ensured they were able to plan and deliver engaging projects for the students with PBL providing a common vehicle for teaching and learning that students were familiar with. The public state schools that were preparing for testing during my visit, communicated how the use of PBL to create oracy rich teaching and learning, i.e. PBL was restricted due to tests. The extent to which the schools responded to these tests varied, but all schools commented that it put pressure to 'teach to the test', thus using more of a traditional method of teaching and learning (direct teaching).

Direct teaching

As the schools discussed the role of direct teaching v's PBL, it showed similarities between the USA and UK in how pressure to ensure students pass a test can influence teaching and learning within the classroom. The role of whole class direct teaching, i.e. teaching a skill or concept in maths, had much less presence on the timetable when compared to the UK. That isn't to say that teachers never taught and demonstrated a skill to students, before students showed their understanding after it being modelled by the teacher, but it wasn't evident in every lesson throughout the day. As reflected in Manor High's philosophy, Rigor (direct teaching of skills and concepts) and Relevance (real life learning, i.e. PBL) are foundation blocks of teaching and learning. Research shows that in UK classrooms some students typically contribute five words during a lesson, and this is often associated with the more traditional style of teaching where the teacher delivers the content to the students, with little or no communication on the student's part. The teachers' responses and classroom observations demonstrate how, when interweaved together, direct teaching can be integrated alongside PBL to provide a relevant real life context for the more traditional style of teaching.

The need to teach oracy and communication skills

Getting oracy into the curriculum

From the US I was able to observe how the students were familiar and confident with using oracy opportunities that their teachers had planned for. Although the teachers discussed how at first the students needed gradual steps in using these opportunities, overtime it was clear to see that a oracy rich curriculum had become embedded. As the UK moves towards models of teaching and learning that support a more collaborative approach between students and teachers, with the 'soft skills' having more of prominent focus in day to day teaching, the US appears to have teachers equipped with the awareness to incorporate oracy and communication, and students able to understand the importance of them and utilise them.

Conclusion

My impressions

The experience of visiting the USA, and more specifically Austin, Texas, has made me appreciate there is differences in the expectations for students producing recorded work to provide evidence of their learning, for example in maths and English books. In the UK, we record students work as a means of providing evidence for external validification purposes. As a result, my experience of using PBL to provide students with both curriculum specific knowledge and developing their oracy and communication skills, is more controlled than that of how the deliver PBL in the USA.

Next steps

From my visit I believe there is a need to explore the teaching of oracy and communication skills in more of an explicit manner. In order to being the process from the beginning, I have set out an action plan of initiatives and guidelines to support the journey of teaching oracy and communication skills to create classroom environments that have rich oracy embedded within them.

- Action: Develop a set of discussions guidelines that are created with teachers and students.
 - Reason: Students need to be aware of what productive oracy and communication looks and feels like.
 - Impact: Students self-regulate planned oracy and communication opportunities.
- Action: Develop talk roles for students that are created with teachers and students.
 - Reason: Students need to be aware of the different roles within group work, whether this be working in pairs or larger groups.
 - Impact: Students become confident in acknowledging different roles, e.g. the clarifier and the builder.
- Action: Develop internal consistencies for oracy and communication within the school.
 - Reason: A whole school needs a consistent approach for oracy and communication as students' progress through the school.
 - Impact: An embedded approach will ensure students and teachers can maximise opportunities.

Appendix

<https://www.telegraph.co.uk/education/2018/01/22/schools-should-teach-children-resilience-help-workplace-new/>