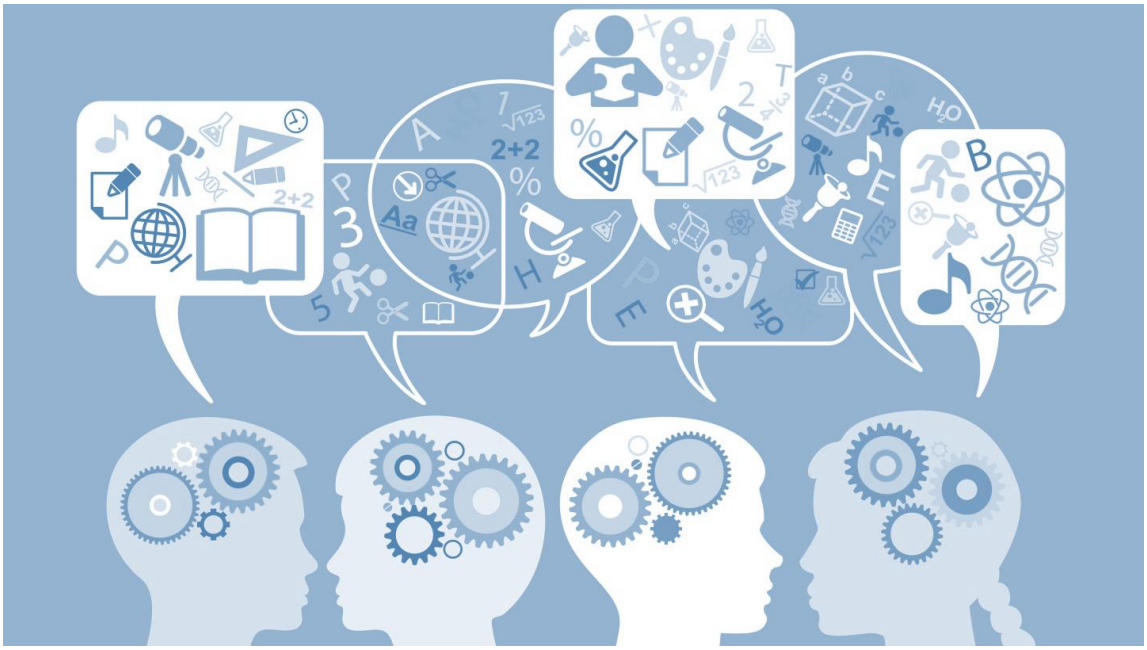
Guided by God, we build a community of learners who flourish and are filled with hope

'Go and do likewise'

Luke 10:37

Keighley St Andrew's C of E Primary School

Keighley St Andrew's are Bothered about Quality First Teaching



'Your curriculum defines your school.

Own it.

Shape it.

Celebrate it.'

Tom Sherrington- Headteacher, teacher, author

Guided by God, we build a community of learners who flourish and are filled with hope; a key element of this is quality first teaching. At Keighley St Andrew's, our teaching is underpinned by a strong commitment to meeting the needs of all learners through thoughtful, responsive and inclusive approaches. Teachers plan with a clear understanding of their pupils' starting points, ensuring that learning is ambitious, progressive and carefully tailored to individual needs.

Teaching is bespoke and informed by high-quality assessment, enabling teachers to identify gaps, misconceptions and next steps. This ensures that learning is appropriately scaffolded for those who need additional support, while providing challenge and depth for pupils who are ready to extend their learning.

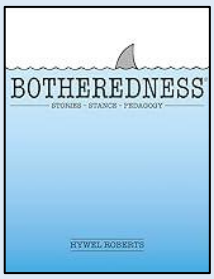
Teachers adapt their planning and approaches to reflect the diverse needs of our pupils, including those with SEND, disadvantaged pupils, and learners with English as an additional language. Strategies such as adaptive teaching, targeted questioning, flexible grouping and purposeful use of resources are embedded within planning to promote engagement, independence and success for all.

Our quality first teaching approaches ensure consistency across the school while allowing teachers professional autonomy to respond to their classes. This enables learning to be meaningful, accessible and inclusive, so that every pupil is supported to achieve well and develop the knowledge, skills and confidence needed for future learning.

Contents:

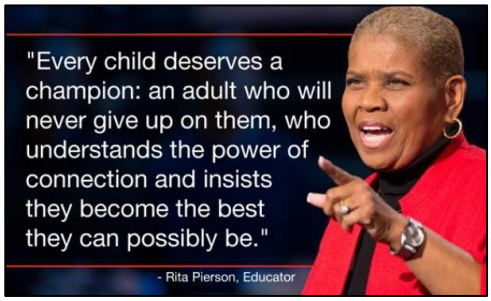
- Building on prior learning
- Adaptive teaching
- Effective questioning
- Opportunities for oracy
- Building reflective learners

Botheredness



'Let's say that in your class sits Maisie and she's a real sweetheart. You're starting off a topic on Ancient Greece and Maisie's so excited because that's where she's going on holiday in the summer. And when you did Romans, it was cool because her family piled into their Volkswagen campervan and off they went to Hadrian's Wall for the whole weekend. It's splendid for lovely Maisie. She's buzzing and bothered. Her parents are ace and fair play to them for being bothered.
Amber isn't bothered though. Amber hasn't got a bed or a mum. She hasn't really got headspace for Hadrian, walls or Romans. She's got enough on. Besides, these walls and ancients are just so long ago. They tell her nothing about her life. They're a mirror that reflects nothing. A challenge for you then, as Amber's teacher, is: how are you going to get her bothered? How are you going to make it all matter?'
'File botheredness under modelling interest, enthusiasm, optimism, values and manners. It's seeing the whole child. If you've got botheredness then you're a teacher who will have impact beyond the national curriculum coverage. You'll be the role model for the child, a significant adult, a carrier of warmth.'

Hywel Roberts, Botherdness: Stories- Stance- Pedagogy, 2023

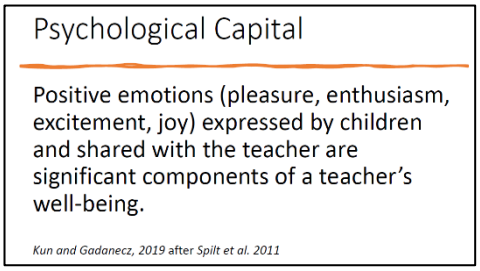


Pupils at Keighley St Andrew's can often lack experiences beyond those offered within school. Ambition and opportunities are limited by a number of socio-economic and sometimes cultural views that may not be in line with school policies and practice. Having this level of understanding must be the key driver in implementing change if our pupils are going to flourish and be filled with hope.

Being a warm school – The idea of being a 'warm school' is a commitment to educating the whole child by balancing high expectations with high levels of care and support. Research consistently shows that students learn best in environments where they feel safe, valued, and known, while also being challenged academically and behaviorally. A warm school embraces a "warm demander" approach in which adults communicate a firm belief in every student's potential and provide the guidance and structure necessary for students to meet those expectations.

When students experience adults as caring, respectful, and fair, they are more likely to engage, persevere, and take academic risks. Clear expectations and predictable structures create a sense of security, while restorative and positive approaches to behaviour teach responsibility, accountability, and growth rather than fear or compliance. By honouring students' diverse backgrounds and life experiences, a warm school ensures that all students feel seen and respected, strengthening their connection to the school community.

Ultimately, we believe that being a warm school is about creating an environment that is both welcoming and demanding where students are supported without being lowered, challenged without being shamed, and held accountable in ways that are firm, fair, and loving. This approach not only focuses on academic success, but also character development, resilience, and a lifelong sense of belonging and confidence in learning.



Our staff definitions of Botheredness…

- Botheredness is caring about what you do through trying your best, getting involved and embarking on a journey together.
- Setting high expectations by being genuine, passionate and an open-minded way that promotes resilience in everyone.
- Having a mindest that positively impacts upon our school community to create a culture of learning, investment and aspiration.
- Botheredness is creating a positive atmosphere fuelled by the teacher and enjoyed by the children for an engaging and imaginative environment.

To learn more about Botherendess, a copy of Hywel's books can be found in the staff library.

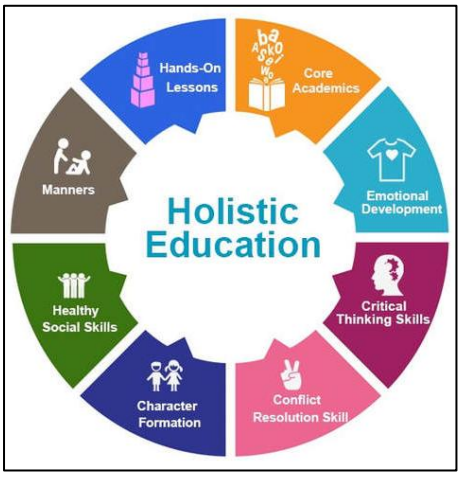
Mixed-age classes

Mixed-age teaching promotes a collaborative and inclusive learning environment. By blending ages and abilities naturally, it encourages deeper social interaction, personalised learning, and mutual support. Both older and younger pupils benefit academically and socially, developing key life skills such as empathy, leadership, cooperation, and independence. Importantly, this approach also mirrors real-world social contexts, better preparing children for lifelong learning and diverse interpersonal settings.

At Keighley St Andrew's we have a number of mixed age classes across KS1 and KS2 implemented due to falling pupil numbers linked with low birth-rate across the district. Classes are split within their phase to ensure consistency in the national curriculum teaching (Eg. Y1/2, Y3/4, Y5/6). Our curriculum is designed as a two-year rolling programme which is progressive and builds on prior learning. Within classes, teachers use a range of strategies to deliver the KSA curriculum content to the pupils within their class.

These include:

- Plan learning around a topic
- Differentiation and adapted task so all learners are challenged appropriately
- Teaching through flexible grouping including the use of focus groups and staggered starts
- Scaffolding learning carefully to allow pupils to access learning independently at times
- Developing a collaborative learning culture within the classroom
- Establishing strong routines and relationships
- Using 'low floor, high ceiling' tasks that everyone has the ability to access



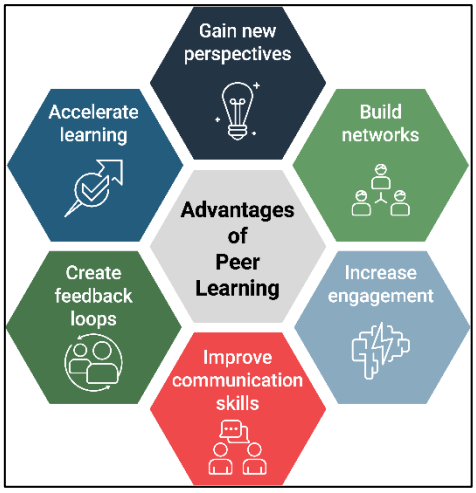
Positives of mixed-age teaching:

Rich Social and Interpersonal Development - Mixed-age classrooms naturally encourage interaction between older and younger students, creating opportunities for role modelling, mentorship, and positive social behaviour. Older pupils often act as informal leaders and helpers, while younger pupils gain confidence from observing and working alongside older peers. These interactions help students develop empathy, patience, communication skills, and a sense of community - skills that are crucial for school life and beyond.

Enhanced Academic Growth Through Peer Learning - When children of different ages learn together, the dynamic enables younger students to be exposed to more advanced thinking and problem-solving behaviours demonstrated by older classmates. Meanwhile, older students solidify their own understanding by supporting their peers.

Reduced Ability Labelling - In a mixed-age classroom, instruction is often tailored more closely to each child's current readiness and needs rather than strictly by chronological age. This flexibility reduces the pressure of age-based groupings and allows pupils to progress at a pace that matches their strengths and areas for growth. Teachers can design tasks that scaffold learning and provide differentiated challenges across the age range, supporting personalised progression.

Stronger Peer Relationships and Cooperation - These environments emphasise cooperation over competition. Students are more likely to work together, support one another, and appreciate individual contributions. This can reduce age-based social barriers and foster a classroom culture where every child feels valued and supported by peers.



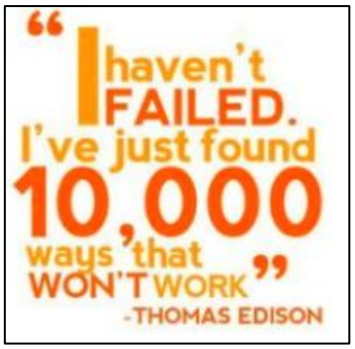
Increased Confidence, Independence and Leadership - Older pupils in mixed-age settings gain frequent opportunities to lead, explain concepts, and take responsibility which builds self-confidence and leadership skills. Younger pupils benefit from having more models of positive learning behaviours to emulate and from the reassurance of peer support. Over time, this shared experience contributes to developing resilient learners.

Pedagogical Approaches

Pedagogy – 'It's the human delivery of stuff that has been written down' Hwyel Roberts

As a whole school, we pride ourselves on meeting every child where they're at and getting them to where they need to be. Our pedagogical approaches embrace the mixed ability approach, recognising the diverse strengths, needs and learning styles of all pupils. Through a mixed ability approach, we ensure that every child is both challenged and supported. This approach not only nurtures academic progress but also builds confidence, resilience and a strong sense of community within the classroom. This approach was adopted at Keighley St Andrew's in September 2022. Since then, our curriculum offer has been widely developed yet still underpinned by mixed ability teaching and learning. Further information can be found here and a further reading article can be found here.

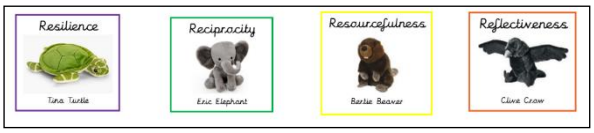
The key ingredients to mixed ability teaching and learning:



Classroom culture and classroom dynamics – One of the most interesting concepts you will study as a class teacher. You set the climate within the classroom, whether positive or negative/ conscious or subconscious. It's vital for you to check in with who you are, your professional values and how they align to our whole school values and vision. In a nutshell, if your professional values do not align with our whole school vision and values then you may want to consider finding somewhere that is.

A growth mindset – further information can be found here.

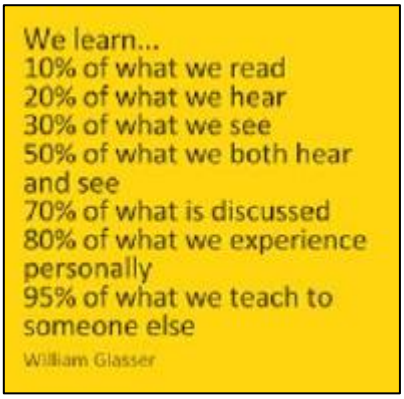
Teaching children about effective learning habits, what this looks like within the classroom and the role that they play is just as important as teaching subjects within the National Curriculum. Our learning powers provide a good basis for this – teaching children how to learn, especially during independent learning time will, in the long run, support you in being able to create a classroom culture of high expectations with a strong work ethic.



Planned opportunities to close gaps/deepen learning – guided groups. Guided groups provide you with the opportunity to close specific gaps in learning. The focus of the guided group must be on closing specific gaps not overall ability based. For example, you may have a child working at academic risk of delay in writing but who is able to articulate ideas well verbally. They may take part in a guided group with other children who are secure in the mechanics of writing but often lack creativity when it comes to sharing ideas.

Guided groups are most effective when they are planned for and delivered by the class teacher within the lesson. If you have an additional adult, guiding them to facilitate other learners can prove helpful. If there is no adult, this is an opportunity to continue to support the pupils' in developing their independent learning skills. When it comes to guided groups, the sweet spot can be found when the lesson has been planned and resourced in a way that enable pupils to deepen their learning/practise key skills independently whilst both the class teacher and the LSA can both take a guided group to close gaps/ further deepen learning.

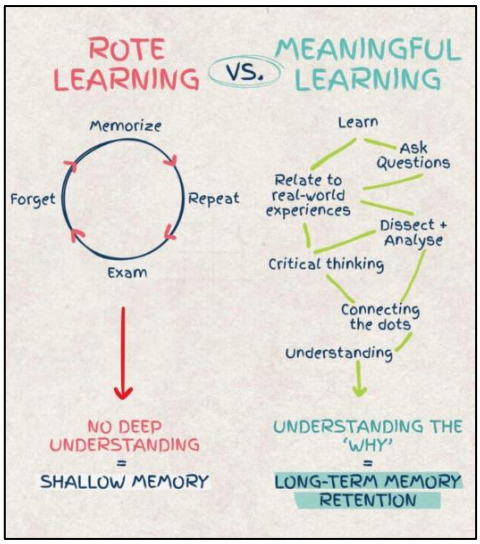
Another key ingredient to effective mixed ability teaching and learning is to ensure collaborative learning approaches are embedded as part of classroom culture, drawing on the work of William Glasser, who emphasised that 'we learn 95% of what we teach others'. Collaborative learning techniques encourage children to engage in learning by explaining, questioning and problem-solving together. Peer interaction not only reinforces understanding but also builds empathy, communication skills and confidence. With a supportive classroom culture, every child's contribution is valued, learners of all academic abilities thrive whilst learning from one another and developing a shared sense of responsibility for their progress.



For further reading, you can access a copy of The Elephant in the Classroom which is available in our staff library in the staff room.

Building on prior learning

Revisiting prior learning and providing pupils with opportunities for deep, meaningful learning that connects with previous is crucial for all pupils for many reasons. Mainly, it helps to reduce cognitive overload. Rosenshine states 'As our cognitive load is quite small, if we don't review previous learning, then the effort of trying to remember old information will get in the way of learning new information. By devoting time (some have suggested five to eight minutes at the start of a lesson) to review and evaluate previous learning, students will ultimately perform better. This is because they will develop a more in-depth understanding of the curriculum, make connections between topics, and enhance their critical thinking skills.' In addition to reducing cognitive overload,



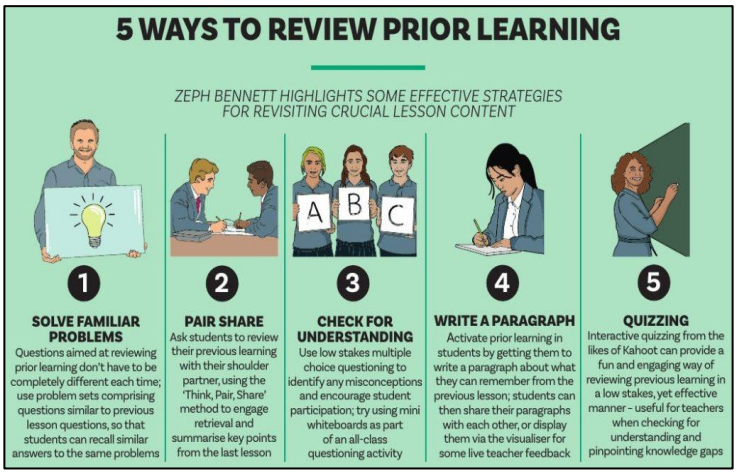
- pupils can build a stronger foundation for future learning
- memory recall is enhanced
- connections are built between existing knowledge and new information
- improved understanding and comprehension
- increased transfer of knowledge to new contexts
- long term retention is improved
- improves problem-solving skills
- increased engagement and confidence
- promotes a growth mindset
- improved metacognition
- provides formative assessment

This short video (1m52s) explains cognitive load theory in a nutshell.

Rote learning or deep learning? Or both? Rote learning in a primary classroom focuses on memorisation through repetition, helping children recall facts quickly, such as times tables or spelling lists, but often without understanding. Deep learning, by contrast, emphasizes understanding, reasoning, and making connections, encouraging children to explain, apply, and explore concepts in different contexts. While rote learning builds a foundation of essential knowledge, deep learning ensures that knowledge is meaningful and transferable.
In simple terms: Rote learning = remembering Deep learning = understanding
In effective primary teaching, the two are not opposites—they work best together. Rote learning helps children store essential facts and deep learning helps them use and understand those facts.

The National Curriculum and our subject progression documents are integral in knowing and understanding where the children have come from, their prior learning and what to re-visit in teaching and learning. There are a wide range of techniques for re-visiting prior learning, with a few examples listed below:

- Knowledge Harvests
- Keeping Everything Spinning/Flashback tasks
- Tell Me The Story
- Quizzes
- Concept cartoons
- Debate / speak like an expert
- Free recall e.g. Tell me three/five…brain dumps etc.
- Let's say… oracy approaches.

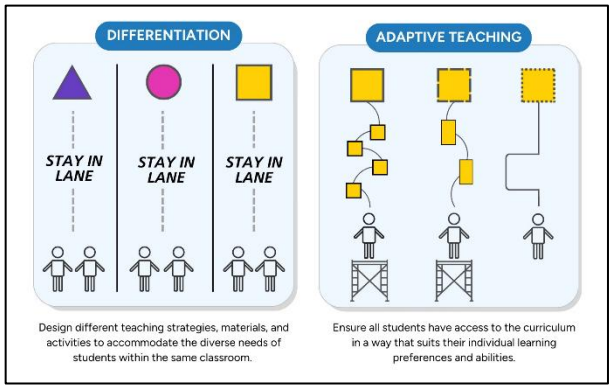


The above list is not exhaustive, with many other ways of revisiting learning available. To find out more about re-visiting prior learning, research and what this looks like in practice click here.

To learn more about how long term memory can be supported in the classroom, click here.

Adaptive teaching

As a school, we know that all children learn differently and have their own unique strengths and needs. We pride ourselves on the wide range of ways that we remove barriers to learning by carefully planning and adapting teaching to ensure that it is appropriate to all pupils regardless of need – challenging them whilst also being inclusive and accessible. There are a number of pedagogical strategies that we use across all subject areas to ensure that adaptive teaching, inclusion and meeting the needs of all pupils is at the heart of our curriculum. These include:



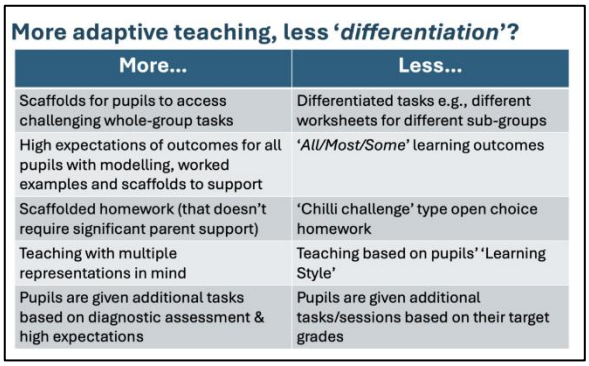
Class teachers support all SEND pupils to access learning within the classroom and alongside their peers through a wide range of adaptive strategies (including but not exclusive to the strategies mentioned below). The strategies selected are based on an individual's strengths and needs, combined with recommendations given by professionals supporting the pupil. Class teachers work alongside the SENDCo to ensure that all pupils on the SEND register have the provision and adaptive teaching in place to meet their needs and reach their potential within the classroom.

A small number of SEND pupils who are not yet ready to be in the classroom alongside their peers require a temporary adapted learning environment to meet their individual needs. The Treasure Chest and Moonstone Room are the two specialised learning environments designated to meet these individual's needs.

Quality first teaching and learning strategies used throughout school in our adaptive teaching approach:

- **Multi-sensory approach to teaching and learning** ensuring a varied pedagogical diet to suit the needs of all learners.
- **Adapted resources to reduce cognitive overload**
  (e.g. instructional steps, chunking tasks, task mats, writing scaffolds, help sheets, vocabulary mats)
- **Adapted tools / equipment / materials to support physical and sensory needs**
  (e.g. larger scale tools and equipment, extra grip tools, replacement materials, different coloured tools and equipment,
- **Guided groups** are planned by the teacher in order to address a specific objective or need that a small group of pupils have in common. This small group of pupils then work with an adult within the lesson to close this gap and meet this objective. Guided groups can also be formed within a lesson (and not pre-planned) when an adult uses live marking / questioning to assess that a group of pupils have a similar emerging need. Pupils who have been in a guided group (whether it was planned or not) and received adult support within the lesson, are given an opportunity to apply this knowledge independently, therefore showing if they have secured the objective being worked on.
- **Effective questioning** is carefully planned to ensure pupils are challenged and learning is deepened through discussion as well as providing teachers with 'in the moment' AfL strategies.
- **Knowledge harvests** to assess prior learning and inform planning including necessary adaptations and interventions for key pupils/pupil groups.
- **Tiered challenges** designed to meet the needs of all learners in their class to achieve age-related outcomes through 'Challenge, Super challenge and Extreme challenge'
- **Digging deeper challenges** Additional questions / challenges posed to pupils who are ready in their learning journey to 'dig deeper' applying their new learning in a different / new way. Digging deeper challenges can be presented in a wide range of different ways and are used in all subject areas.

- **Keeping everything spinning opportunities** to provide pupils with the opportunity to practise skills they have previously been taught. Teachers revisit prior learning to aid long-term memory and recall, but also allow for connections to be made between prior learning and new learning. Keeping everything spinning can come in many forms through a written activity or discussion-based tasks.



More adaptive teaching, less '*differentiation*'?

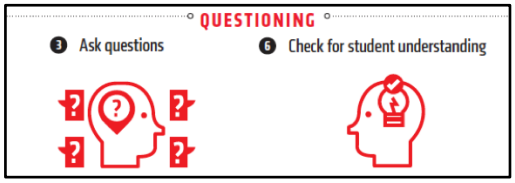
More...	Less...
Scaffolds for pupils to access challenging whole-group tasks	Differentiated tasks e.g., different worksheets for different sub-groups
High expectations of outcomes for all pupils with modelling, worked examples and scaffolds to support	'*All/Most/Some*' learning outcomes
Scaffolded homework (that doesn't require significant parent support)	'Chilli challenge' type open choice homework
Teaching with multiple representations in mind	Teaching based on pupils' 'Learning Style'
Pupils are given additional tasks based on diagnostic assessment & high expectations	Pupils are given additional tasks/sessions based on their target grades

- **Bespoke learning plans** A small number of SEND pupils require a learning plan that is bespoke to their individual needs in order to access learning within the classroom. All of the bespoke elements of these learning plans are planned to ensure the pupil can access learning within the classroom, alongside their peers and are growing independent learning skills. These bespoke learning plans include:
  - Bespoke timetable
  - Bespoke targets and assessment pathways such as Bsquared.
  - Bespoke learning tasks
  - Bespoke resources
- **Use of technology** to enhance and support learning for pupils where needed.
- **Live marking** provides in the lesson feedback, empowering pupils with personalised feedback and support (if necessary) to further their learning and deepen knowledge and understanding.

To read more on adaptive teaching from the EEF, click here.

Effective questioning

'Asking really great questions doesn't just happen because you decide you're going to do it. It takes practice. And within that, initially at least, lies the need to plan your questioning.' – Hywel Roberts



Rosenshine's Principles combine three distinct research areas (cognitive science, classroom practices, cognitive support) with questioning being part of the two key principles (3&6) outlined below:

'Ask more questions to more students in more depth. Rosenshine gives lots of great examples of the types of questions teachers can ask. He also reinforces the importance of process questions. We need to ask how students worked things out, not just get answers. He is also really good on stressing that asking question is about getting feedback to us as teachers about how well we've taught the material and about the need to check understanding to ensure misconceptions are flushed out and tackled.'

To find out more about Rosenshine's Principles click here.

Types of questioning: Ted Wragg *(Educationalist)* discovered the most commonly asked questions in schools →

Type	Definition	Example
Managerial	Are questions which organise and manage the logistics of the classroom. Are generally direct questions.	Have you all got your books?
Lower order	Requires the learner to recall information they previously learned. Measures the learner's knowledge. Good for teaching factual knowledge	How many wives did Henry VIII have?
Higher order	Are questions that requires the learner to explore and formulate their own answer using their own knowledge. Encourage problem solving. Promotes discussion and critical thinking.	What would have happened if the Spanish Armada had won?

Watch this video to explore the different question types and their effectiveness.

Bonus read: An interview with Ted Wragg on creativity in the curriculum circa 2005 – still very much relevant today.)

How to plan effective questions? *(Hywel Roberts, 2012, Oops!, Independent Thinking Press)*

- **Identify** the key questions in relation to the learning intentions for the lesson.
- **Decide** on the level, order and timing of the questions. How can pupil questions be encouraged and discussion nurtured? Use Blooms Taxonomy or similar to develop higher order questions. Think about your class and be inclusive of everyone.
- **Extend** the questioning by thinking of subsidiary questions to ask. You could brainstorm around your key questions. Treat the main question as the tin can, the extended questions as the worms that come wriggling out when you open it.
- **Analyse** anticipated answers and responses you might give. Ask your question and can anticipate the answer so are able to say more than 'well done' or 'yes, that's correct'.

Example or question planning in the context of the village of Eyam during the bubonic plague of 1665:

How did the plague spread?

→ Where had the rats come from originally?

→ What did people do to stop it spreading further?

What was unusual about its arrival in Eyam? ←

→ Who decided that the village should be closed to visitors?

When we are living in a cut off villages where the plague is rife, how do we cope? ↓

What do our conversations sound like? ←

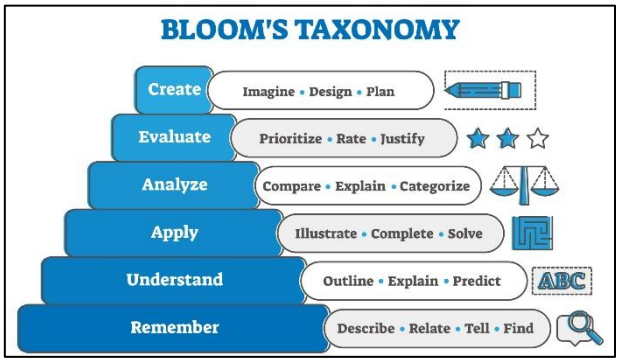
→ Is out living this way going to be forever?

"Well done, but have you considered that the plague was also spread by fleas living in textiles? What rules should we impose then?"

"Yes that's correct. So what I'm hearing you say is that we build a huge wall around the village. Are we well enough to do such manual work?"

Please do feel free to borrow a copy of Oops! from the staff library and enjoy it in its fullness!

Bloom's Taxonomy→ Bloom's Taxonomy is a hierarchical framework used to classify educational learning objectives into levels of complexity and specificity. Originally developed in 1956, it breaks learning down into three domains: cognitive, affective, and psychomotor. The cognitive domain,



the most widely used, outlines six levels of thinking skills, from basic recall to creating new ideas.

Bloom's Taxonomy provides a framework for understanding how well students have grasped a concept, as well as their level of 'mastery' of concepts. Teachers can plan questions across the spectrum of 'lower order' to 'higher order' in order to generate discussion, assess and deepen learning by providing opportunities for all learners to access the context.

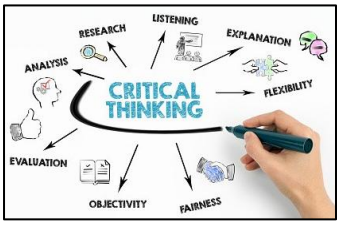
Read → Teaching critical thinking through Bloom's Taxonomy.

Bloom's question starters here.

More Bloom's question starters here.



Effective questioning and critical thinking →



Effective questioning involves crafting questions that stimulate deeper thought, encouraging analysis, evaluation, and the development of well-reasoned responses. This fosters critical thinking, allowing pupils to examine information, identify assumptions, and form logical conclusions. When faced with a hurdle, critical thinking equips pupils with the skills to get over it. Over, under or through – critical thinking means logic, reason and wisdom can be applied to find the most effective and efficient route.

Why is critical thinking so important? Read article here by psychologist Dr Ron Young.

In a nutshell...

Planned, purposeful questioning =

On point teacher assessment

Richer discussions

Improved communication skills

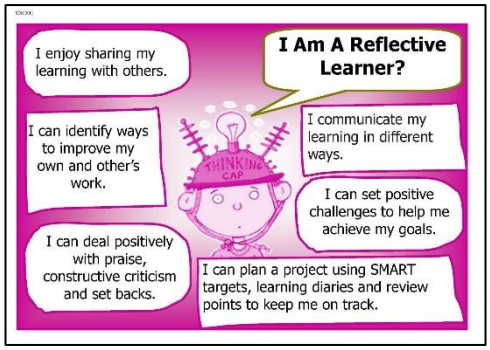
Development of critical thinking and metacognitive skills

Stepping beyond transactional learning

To find out more about effective questioning, research and what this looks like in practice click here.

Building reflective learners

Providing opportunities for pupils to reflect on their learning encourages them to become more aware of how they learn and what they need to do to improve. Having time to think enables pupils to reflect on what they have done well and what they found tricky, so that they can then begin to take more responsibility for their progress. Reflection can happen in a number of ways, through simple discussions, self-assessment activities (including knowledge harvests) or protecting the time a child has to talk with a partner (with question prompts if needed as a scaffold). This process builds confidence, supports independence and helps pupils understand that learning is a journey where mistakes are part of growing.



Time to reflect on learning can be a planned part of a lesson (such as editing and improving or peer critique sessions). To ensure this is a positive experience for all pupils, classroom culture and pupil dynamics must be taken into account. Remember, learning is a risky business and some children only have a few chips in their pocket when they come into school compared to others who can confidently take the risk. This links back to our approach of mixed ability teaching and learning, promoting a growth mindset where every child understands they are on their own unique learning journey where being the best we can be can look different for some children (remember, equity not equality). Some children may be ready to share their reflections with the rest of the group whereas some may not be ready for a while, that's ok. Our role is key in making sure everyone has the opportunity to reflect and, as a result, improve each day.

📘 What did I learn? • What did I learn today that I didn't know before? • What do I understand well now? • What is one thing I am still unsure about?	🔄 How did I improve? • What mistake helped me learn? • How did feedback help me improve? • What is one way I could make my work better?
🧠 How did I learn? • How did I start my work today? • What strategy did I use when I got stuck? • What helped me keep going?	🤝 How did I work with others? • How did I help someone else? • How did someone help me? • What did I learn from working with others?
💪 How did I challenge myself? • How much effort did I put into my learning? • When did I challenge myself? • What am I proud of?	🎯 What are my next steps? • What do I need to practise next? • What is my next learning goal? • What question do I still have?

Here are some suggested websites with practical ideas for you to provide pupils to reflect on their learning:



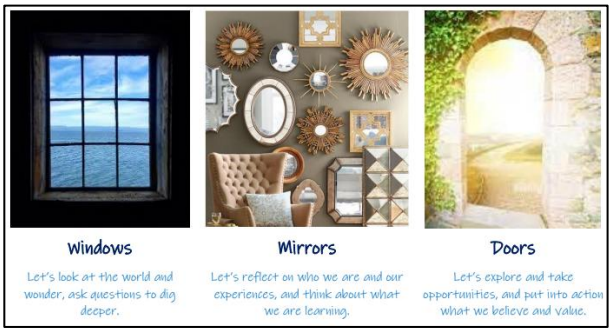
[Encouraging reflective learning]

[Self-reflection questions]

[Sample reflection questions]

Building reflective learners links directly to our school Learning Powers. Clive Crow represents reflectiveness and his story reinforces the strategies that teacher put in place to empower pupils to be able to reflect on their learning and behaviour and attitudes.

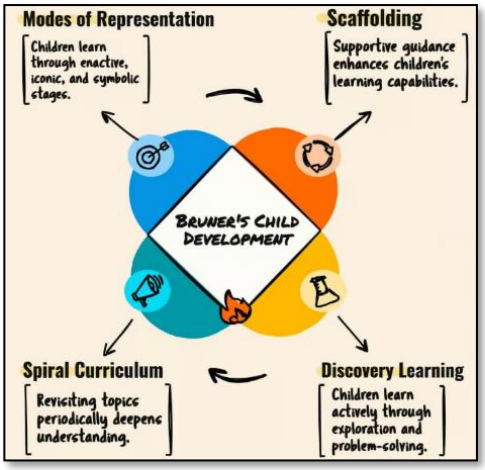
We know that the ability to reflect goes beyond learning. As a CofE school, we want all learners to flourish and grow spiritually. This means we plan in purposeful opportunities for pupils to wonder, reflect and act. Building blocks for pupils to be able to grow spiritually through our 'windows, mirrors, doors' approach to tackle big questions, world issues, enables pupils to develop reflectively for themselves but also outwards thinking about their community and the wider world.



Opportunities for Oracy

Oracy is the development and effective use of spoken language. It enables pupils to speak clearly, listen attentively, and communicate confidently. Oracy focuses on both what is said and how it is expressed, including clarity of speech, pace, volume, vocabulary, sentence structure, and positive body language.

We know that in providing our children with strong Oracy skills support respectful discussion, turn-taking, active listening, and collaborative learning, helping pupils engage confidently in classroom activities. This approach is grounded in **Vygotsky's sociocultural theory**, which highlights that learning is socially constructed through interaction with others. By providing structured talk opportunities, modelling, and scaffolding, teachers support pupils in moving through their Zone of Proximal Development (ZPD), enabling them to achieve more than they could independently.



Oracy practice also draws on **Bruner's constructivist theory**, which emphasises learning through discovery, dialogue, and problem-solving. Through scaffolded talk and guided questioning, pupils build knowledge actively, connect new ideas to prior understanding, and develop reasoning and creativity.

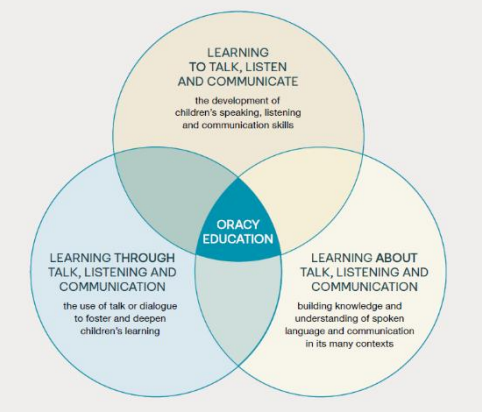
Oracy is essential for raising attainment, particularly in reading and writing, improving engagement, and developing pupils' social and emotional skills. By weaving Oracy throughout the curriculum, we equip pupils with the confidence, communication skills, and critical thinking required for successful learning and active participation in society.

Key aspects of Oracy in English include:

- Encourage active listening so children listen attentively and respond respectfully to others' ideas
- Support confident speaking through discussion, presentations, and storytelling
- Promote the use of a wide and appropriate vocabulary, including topic-specific language
- Encourage children to explain and justify their ideas to deepen understanding and develop critical thinking
- Provide opportunities for structured discussion and debate to share opinions and challenge ideas respectfully
- Use role play and drama activities (e.g. hot seating, freeze framing) to explore perspectives and build empathy
- Use sentence stems and conversation prompts to scaffold talk and support participation
- Build confidence and fluency through regular opportunities for reading aloud

Oracy is embedded across the curriculum through regular opportunities for purposeful talk and active listening in all subjects. Children are encouraged to use progressive, subject-specific vocabulary, explain their thinking, and respond respectfully to others through discussion, partner talk, and group work. Teachers model effective communication and use structured talk, questioning, and collaborative activities to deepen understanding, build confidence, and support learning across the curriculum.

Our shared areas are thoughtfully designed as an extension of the classroom environment, where Oracy continues to be a key driver of learning. These purposeful spaces engage and support children in deepening their understanding of taught skills, providing rich opportunities to explore learning through small world experiences, role play, collaboration and turn-taking. Through high-quality dialogue, discussion and critical thinking, children refine their ideas, build vocabulary and develop confidence in expressing themselves.



https://botheredness.co.uk/ ← Teacher login for resources to tap into re. oracy approaches.

Tower Hamlets Progression in language sentence stems click here.

Literacy Trust Oracy research and resources here.

Oracy Commission, We Need to Talk 2024 Report here.