The 10 Benchmarks of Oracy

Score each of the Benchmark statements as follows:

* Not met (there is no evidence of this Benchmark in my school) **= 1**
* Partially met (there is some evidence of this Benchmark in my school but it is not fully developed/consistent) **= 2**
* Met (the statement describes the practice in my school) **=3**
1. **Oracy is explicitly & deliberately taught**
2. The school uses a comprehensive, intentional, and proactive approach to the development of speaking and listening skills
3. The school has a plan for oracy education
4. Individual teachers, teams, and the staff as a whole participate in planning for oracy
5. The school has dedicated time for the teaching of oracy
6. **Oracy is taught comprehensively and consistently across the school**
7. Teachers use shared language and framework to teach oracy
8. Oracy is infused throughout the school day in classes, assemblies, school events and extra-curricular activities
9. Teachers demonstrate a thorough understanding of the Oracy Framework
10. Students demonstrate a thorough understanding of the Oracy Framework
11. **Staff model good oracy in their teaching and interactions with students and colleagues**
12. Staff model the good oracy in their interactions with students and each other
13. When asked how they can best help students understand and develop speaking skills, staff members will specifically cite their role as a model for student work and behaviour
14. Students and parents report that staff model the attributes of good oracy
15. Staff are given specific CPD on oracy
16. **Purposeful talk and discussion are features of every classroom**
17. The organisation, climate and relationships within the classroom promote purposeful speaking and listening
18. Oracy is integrated into academic content and instruction. The school is able to point to examples of lessons from teachers in diverse subject areas that explicitly include the integration of oracy into academic content
19. Teachers promote questions which invite much more than simple recall
20. Lessons promote answers which are justified, followed up and built upon rather than merely received
21. **All teachers develop the oracy skills of their students across all subjects**
22. Lessons promote interactions which encourage students to think, and to think in different ways
23. The school creates meaningful opportunities for oracy across a range of contexts and with a variety of ‘audiences’
24. **Classroom talk supports student engagement with knowledge, critical thinking and reasoning**
25. Teachers provide opportunities for students to develop their reasoning through discussions of issues in their content areas
26. Lessons promote discussion and argumentation which probe and challenge rather than unquestioningly accept
27. Lessons promote exchanges which chain together into coherent and deepening lines of enquiry
28. Lessons promote feedback which informs and leads thinking forward as well as encourages contributions which are extended rather than fragmented
29. **School leaders, teachers and students share expectations of oracy**
30. The school defines oracy clearly and comprehensively
31. Teachers apply shared standards for oracy across the school and uphold non-negotiables (i.e. no one word answers)
32. Students understand the expectations and strive to meet them
33. The school communicates clear and consistent expectations of good oracy throughout the school experience (e.g., extracurricular time, external placements and events, lunchtime and breaks) and in all areas of the school (e.g., dining area, halls, playground, sports fields).
34. **Staff are skilled at deploying teaching strategies, techniques and approaches to develop oracy**
35. Teachers are adept at using a range of strategies and protocols to support oracy
36. Teachers effectively use scaffolding to develop students speaking and listening skills
37. Teachers vary their approaches based on the context and purpose of the talk
38. Teachers demonstrate that they can personalise their approaches the oracy to meet the needs of specific students
39. **Students make progress in oracy and progress is tracked and acted upon**
40. Students are able to articulate on a personal level what good oracy means and why it is important (e.g., students can cite personal goals, achievements, and challenges)
41. Students receive specific feedback on their oracy from both staff and peers
42. The school assesses student progress in the area of oracy
43. The School deploys interventions to support students to accelerate progress in oracy
44. **Oracy is recognised, valued and celebrated across the school by staff and students**
45. The school creates opportunities for the celebration of oracy and recognition of student achievement in oracy across the school year
46. Classroom displays reinforce messages regarding good oracy
47. Teachers seek out innovative and new ways to develop oracy and/or raise standards in oracy
48. Actions and statements of key leaders (e.g., articulation of goals and principles; modelling and personal example; and decisions regarding policies, personnel, staff development, and allocation of time and other resources) are clearly supportive of oracy and the long-range survival and growth of the initiative.