



Speaking & Listening Policy

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Loving Learning,

Striving for Success,

Achieving Everyday

Aims

At Colegrave, we believe strongly that when children are given rich and varied opportunities to explore their world in a creative manner, they develop the ability to think more independently and express themselves more confidently. As such, we strive to promote all aspects of Speaking & Listening, including Performing Arts, across the school.

Speaking and listening skills play an invaluable role in children's education and are embedded throughout the curriculum and across all year groups on a daily basis. Children are taught to use Standard English and learn how to construct sentences, speeches and arguments effectively. They are taught the importance of paired talk and group work and these are used across the curriculum to support learning, and as a tool to inform assessment for learning. Each half term, every class has a P4C (Philosophy for Children) session linked to their topic. In these sessions, children develop their ability to share and justify their opinions in an eloquent and respectful manner.

Through focused teaching, children are taught to explore situations using improvisation - role-play and drama are used to encourage children to empathise with a wide range of characters. Role-play can be incredibly useful in allowing children to access concepts which might otherwise seem tricky or abstract. It can be used in a range of subjects, for example in Science to demonstrate how vibrating particles carry sound, in PSHE to gain an understanding of emotional situations, or in Humanities to gain an understanding of life in a different time or location.

Across the school, we aim to promote high standards of speaking and listening by aspiring all of our pupils to:

- speak clearly and fluently, using Standard English where appropriate
- listen and respond appropriately during paired, group and class discussions
- perform using expression, pace, volume and gesture to engage and excite an audience
- evaluate their own and their peers' speech

Planning and Assessment

Year groups and teachers are responsible for including speaking frames in plans across the curriculum. This will ensure that the children are given clear models for how to structure their ideas.

Reception teachers carry out ongoing assessment of pupils against the Early Learning Goals for Communication & Language. In the primary phase, speaking and listening should be assessed every half-term. Teacher assessment informs the next steps for each pupil.

The Learning Environment

Speaking frames should be evident in all lessons across the curriculum. These will help pupils to frame their ideas in full, clear sentences.

Monitoring and Observations

During observation cycles, teachers are observed on their ability to give children the opportunity to discuss and develop ideas with peers. Pupil voice questionnaires will also be used to identify how children feel they are progressing with their speaking and listening skills.

Excellence and Enjoyment

We provide children with opportunities to share their learning throughout the year. At the end of each topic, children have an exit point which allows them to e.g. present their work to an audience, take part in a debate, or read out speeches. Year 6 children take part in the Shakespeare Schools Festival every year and put on an end of year production at Stratford Circus Arts Centre.