



Assessing Oracy for Learning

Learn how Vibbl can be used to give great feedback and to formatively assess oracy skills.



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About Us:

Vibbl is a feedback management platform that assists teaching and learning through the power of your voice.



The Home of Verbal Feedback™.



AI assisted workload reduction.



Oracy assessment and feedback.

What is oracy?

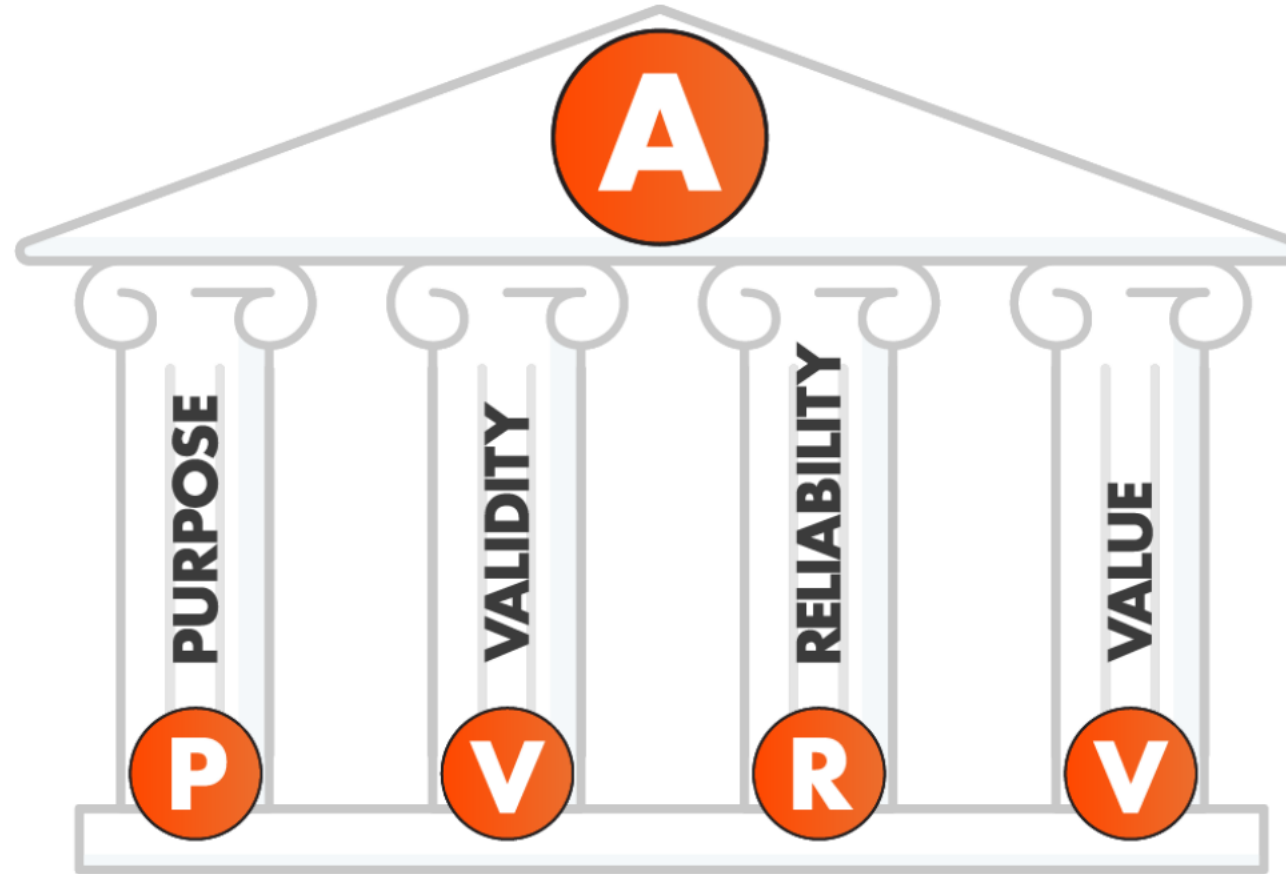
“Articulating ideas, developing understanding and engaging with others through speaking, listening and **communication.**”

[Source: We Need to Talk – the Commission on the Future of Oracy Education in England](#)

What do we mean by 'assessing oracy'?

Vibbl is **NOT** a summative assessment tool

We can only assist with assessment that guides learning.



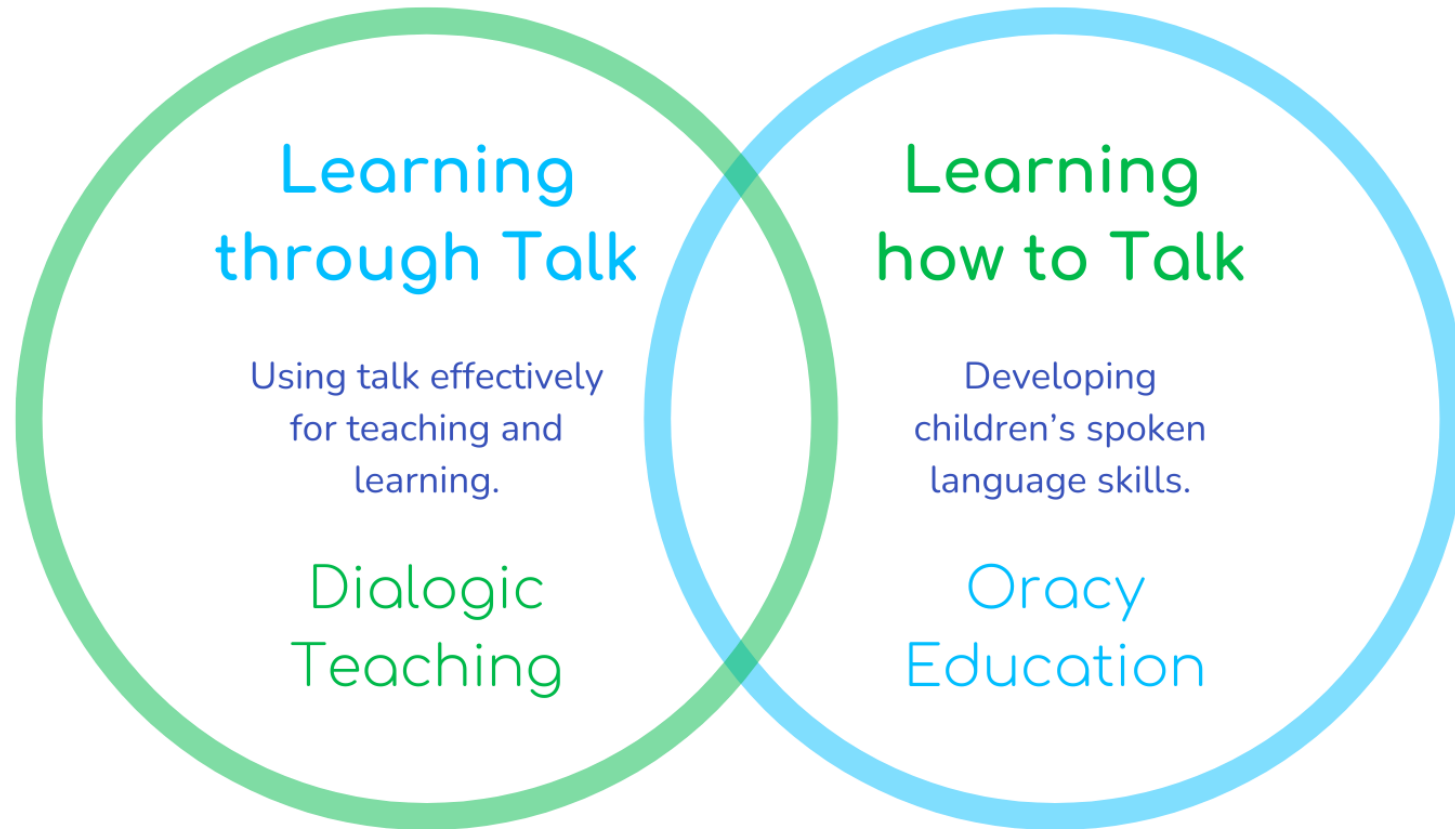
[Source: The 4 Pillars of Assessment – Evidence Based Education](#)

Why should we care about oracy?



From Wilkinson to the Curriculum and Assessment Review ...



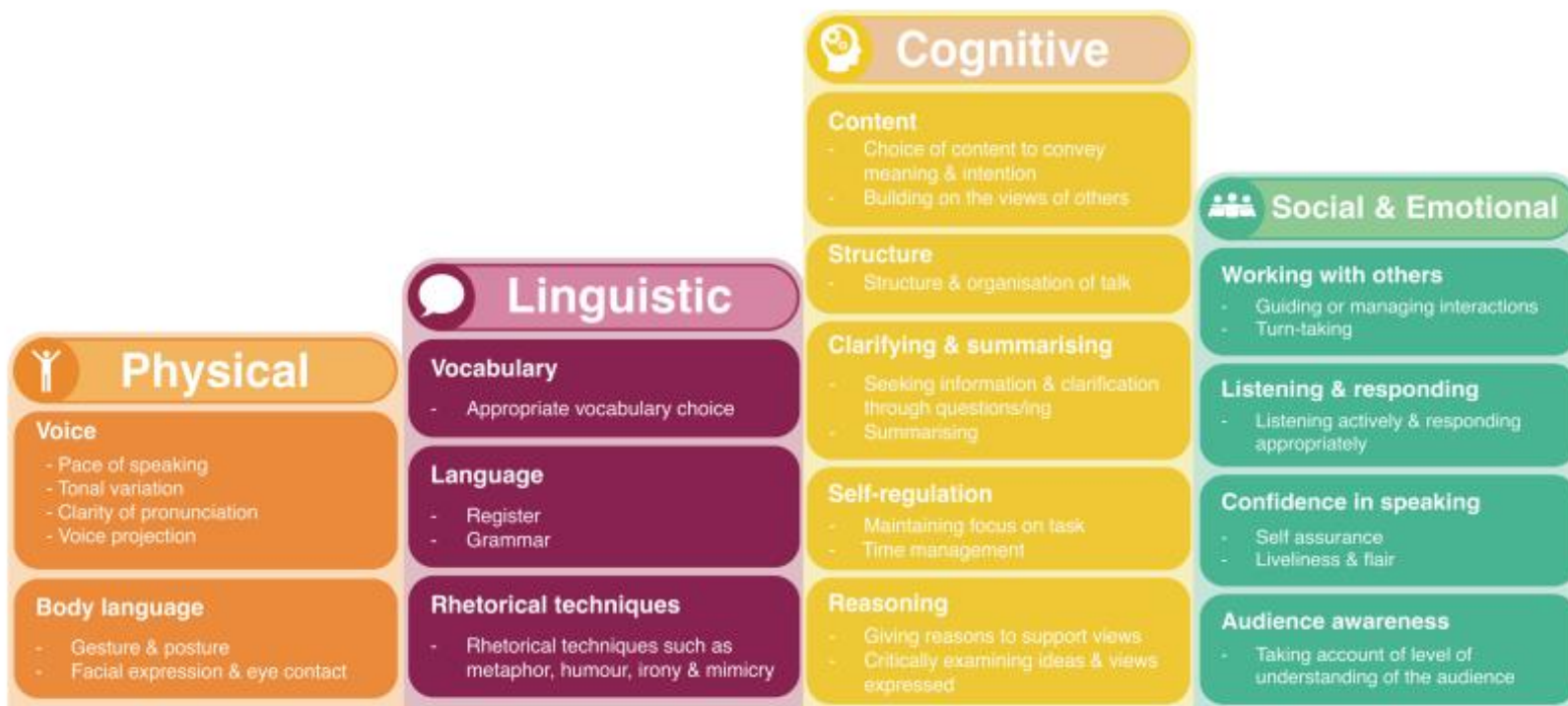


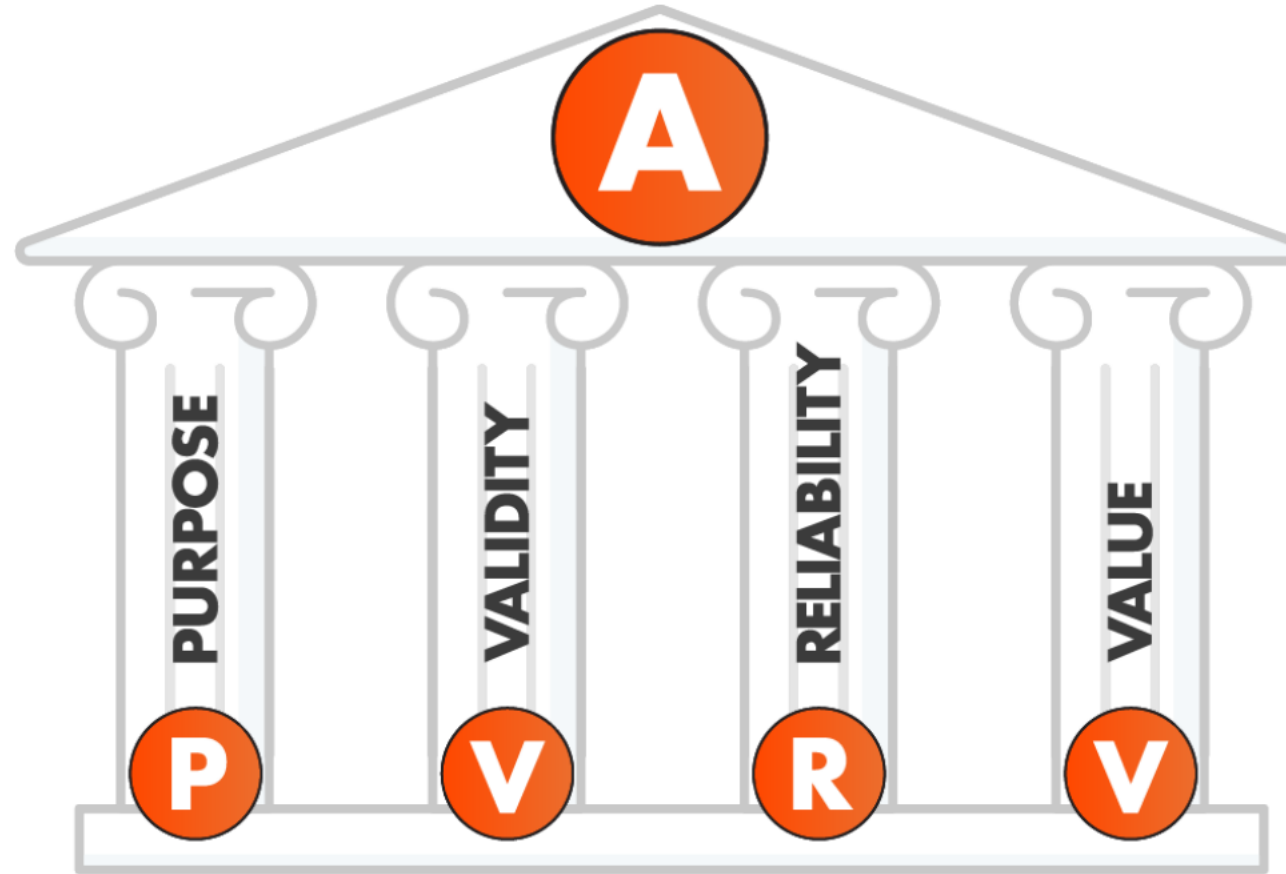
[Source: The Education Brief – Oracy Cambridge](#)

A common language to learn how
to talk?



The Oracy Skills Framework and Glossary





[Source: The 4 Pillars of Assessment – Evidence Based Education](#)

The Oracy Skills Framework (OSF) specifies the various skills young people need to develop to deal with a range of different talk situations. The framework has been developed by drawing on available existing resources and research, and in consultation with a range of experts. The OSF is designed to help school leaders, teachers and pupils understand the physical, linguistic, cognitive and social/emotional skills that enable successful discussion, inspiring speech and effective communication.

The OSF can be used to help teachers and pupils set specific oracy targets for pupils, and to provide them with formative feedback on their use of speaking and listening. **The OSF not designed to be used as an assessment framework, and we recommend that schools do not use it for this purpose.**

[Source: The Oracy Skills Framework and Glossary – Voice 21 & Oracy Cambridge](#)

As a low stakes classroom activity, teacher assessment of oracy skills can have a positive effect on learning and teaching. Teachers using assessment for learning (AfL) strategies can get a picture of their students' progress in the skills needed for tasks such as oral presentations and group discussions. Teachers can identify where individual students might need help, for example in improving their vocabulary, in turn-taking, or in listening actively. Students can gain an understanding of what good oracy skills are and how to improve their own skills. Teacher assessment as a progress check allows the teaching to be targeted towards the needs of the students. It doesn't have to be formally labelled as assessment, or involve marks. The key is having some agreed criteria and being able to give specific, informative, useful feedback to students.

[Source: Oracy Cambridge](#)

In using the forms, the intention is to find out how the students are performing in relation to the specific skills identified for each task. This should be done using a simple Gold, Silver and Bronze system, where:

GOLD means 'consistently demonstrates this skill'.

SILVER means 'demonstrates this skill some of the time'.

BRONZE means 'rarely or never demonstrates this skill yet'.

Teachers have adopted a variety of approaches to completing these sheets and there is no 'correct way'.

Some teachers have given a rating for each skill as the task has been carried out, later providing an overall oracy rating for the student after considering their individual skills ratings. Other teachers have made much greater use of the notes sections during the task, given an overall oracy rating at the end, and retrospectively considered which skills were evidenced, and to what extent, by individual students during the task. The point is that the information should be useful and a formative influence on teaching.

Assessing in more detail

Whilst a simple Gold, Silver and Bronze assessment makes the system easy to use, some teachers have found that it does not discriminate sufficiently for their purposes. The following + and – augmentation may therefore be helpful in discriminating between students, and between their performances in the initial and end assessments:

Gold	Gold -	Silver +	Silver	Silver -	Bronze +	Bronze
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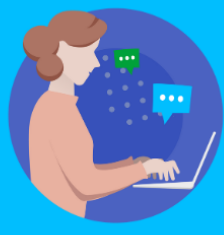
Logistics

It's harder to 'store' oracy: **you need video/audio files rather than written documents.** It can also be harder to gather – it's not as simple as sitting the class down in one room to complete a written paper. As a result, it's often impractical for “oracy exams” to be as long as their written counterparts – which makes it harder to provide a reliable assessment that covers everything we want to know.

Oracy Assessment Made Simple



Store
video/audio
evidence of
oracy in one
place



Integrated
'Oracy Skills
Framework'



Students learn
how to talk and
learn through
talk

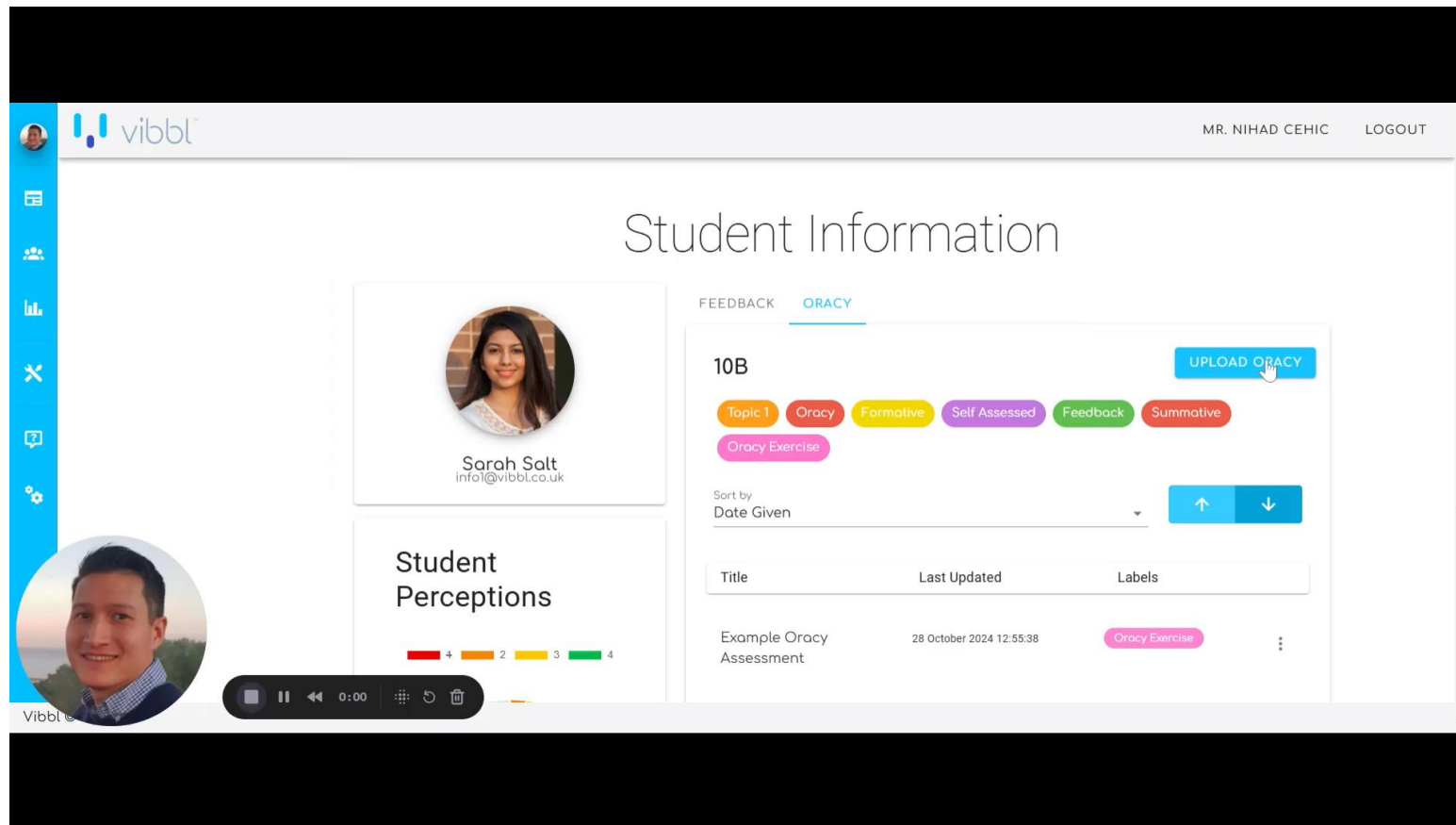


Assignments can
be filtered by
oracy skills or
any other
method



Teams can
access
assignments as
'coaches'

Store evidence of oracy



The screenshot shows the Vibbl web interface. At the top, the Vibbl logo is on the left, and the user name "MR. NIHAD CEHIC" and a "LOGOUT" link are on the right. The main heading is "Student Information". On the left, there is a vertical sidebar with icons for user management, reports, and settings. The main content area is divided into two columns. The left column features a profile card for "Sarah Salt" (info@vibbl.co.uk) and a "Student Perceptions" section with a 4-point scale. The right column has tabs for "FEEDBACK" and "ORACY". Under the "ORACY" tab, there is a section for "10B" with an "UPLOAD ORACY" button and a row of colored buttons for "Topic 1", "Oracy", "Formative", "Self Assessed", "Feedback", and "Summative". Below this is a "Sort by Date Given" dropdown and a table with columns "Title", "Last Updated", and "Labels". The table contains one entry: "Example Oracy Assessment" with a date of "28 October 2024 12:55:38" and a label of "Oracy Exercise". A video player is visible at the bottom left of the screen.

MR. NIHAD CEHIC LOGOUT

Student Information

FEEDBACK ORACY

10B

UPLOAD ORACY

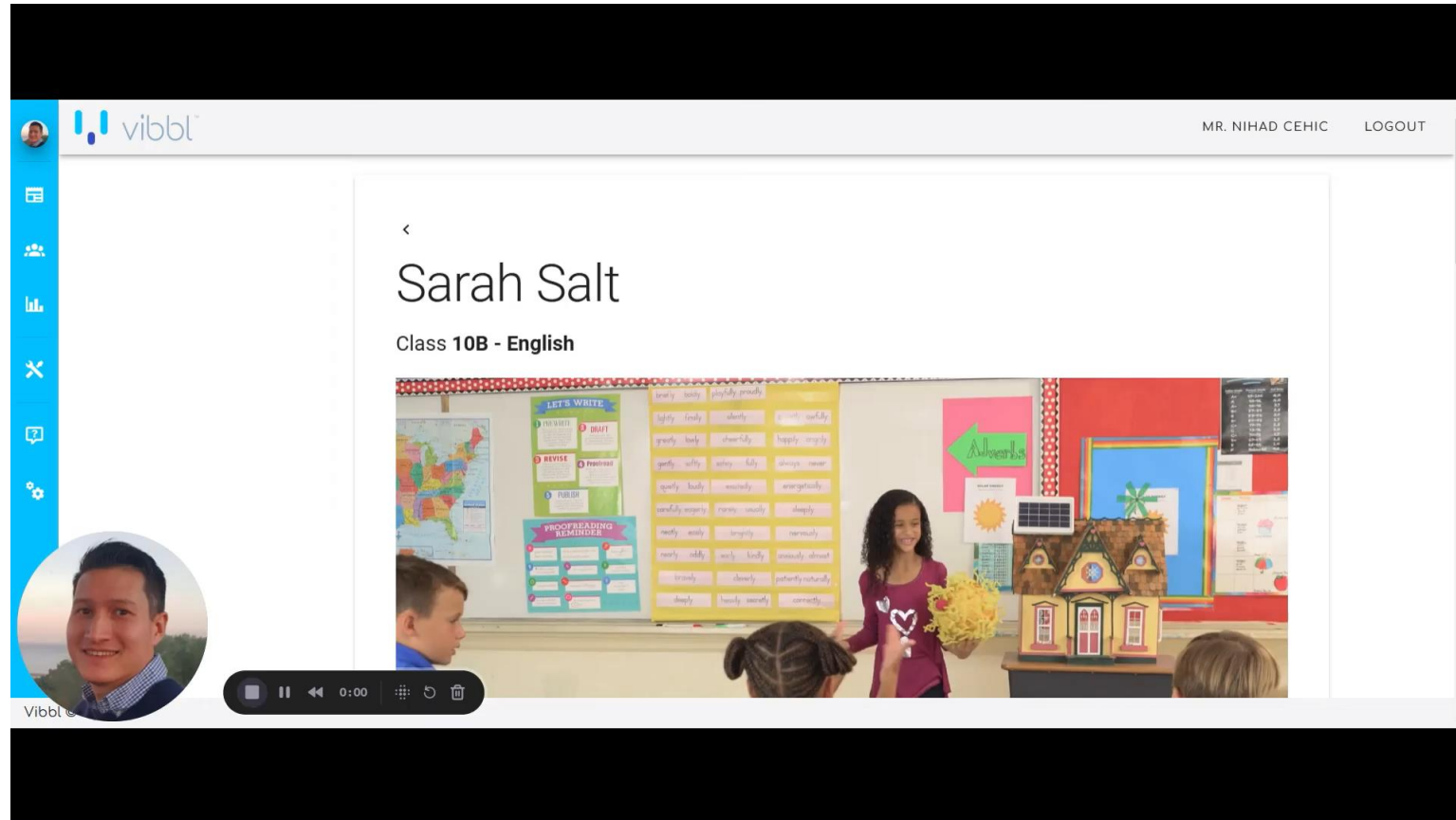
Topic 1 Oracy Formative Self Assessed Feedback Summative

Oracy Exercise

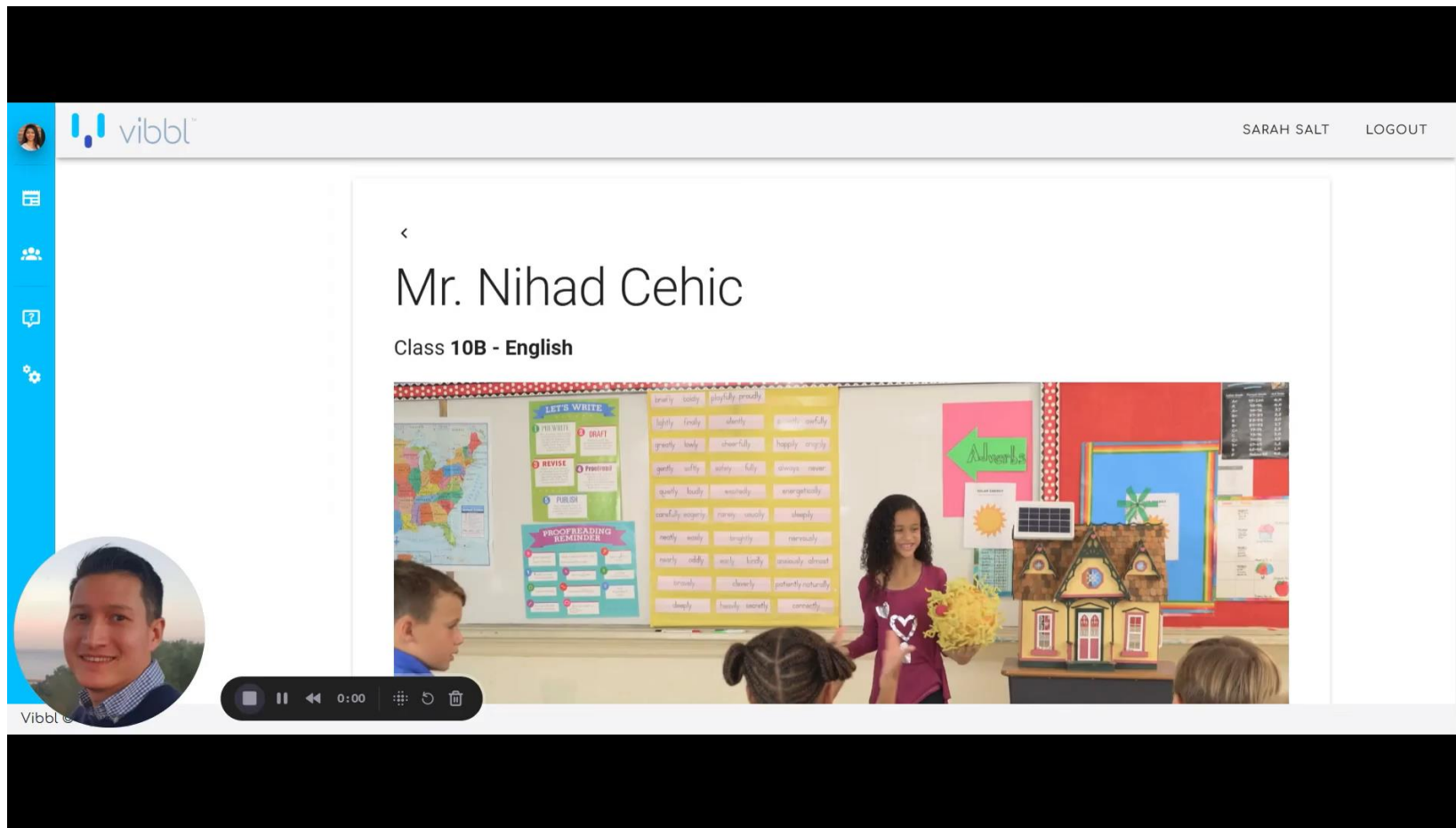
Sort by Date Given

Title	Last Updated	Labels
Example Oracy Assessment	28 October 2024 12:55:38	Oracy Exercise

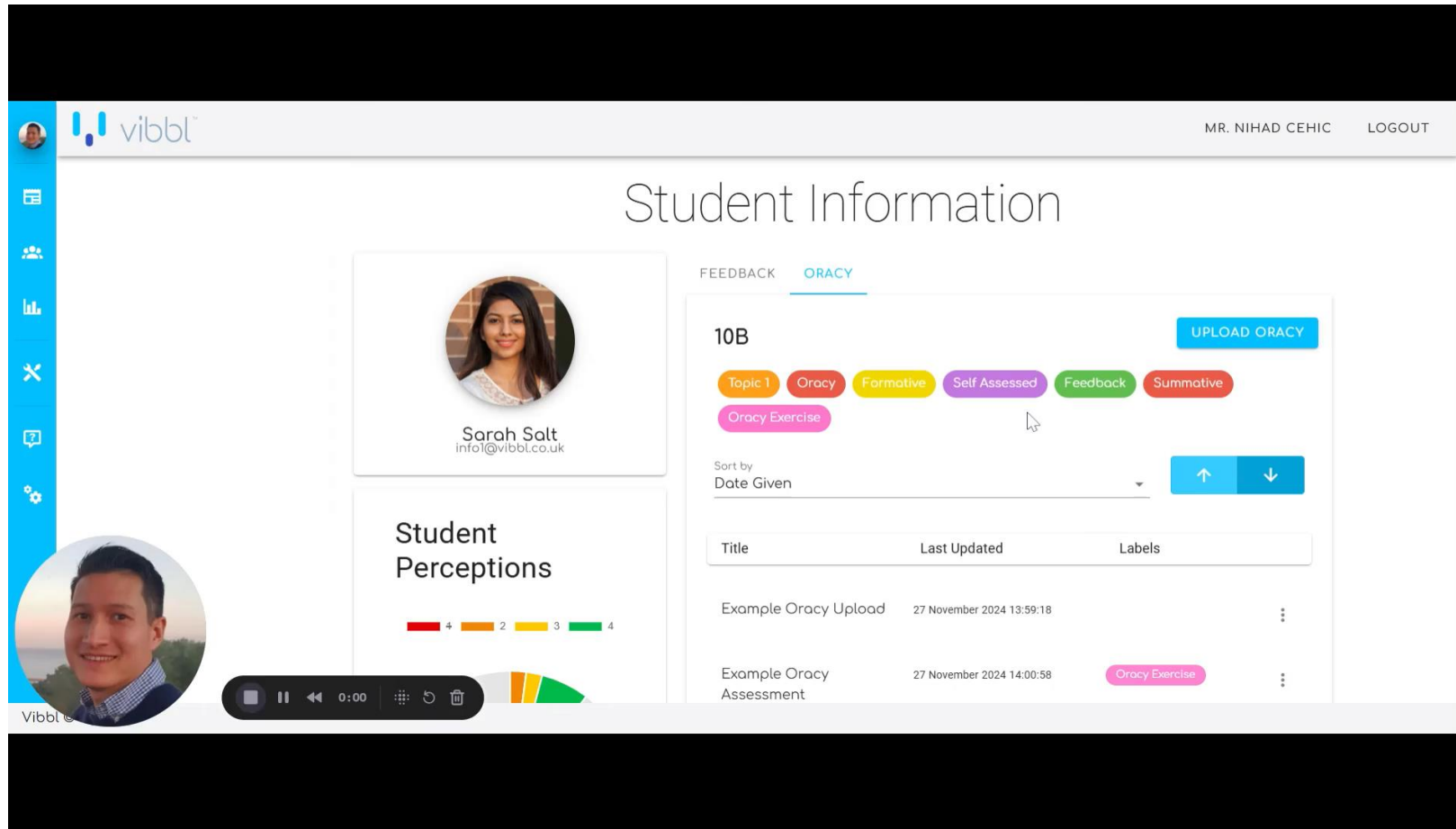
Integrated 'Oracy Skills Framework'

A screenshot of a video player interface. The top bar is black. Below it is a white header with the 'vibbl' logo on the left and 'MR. NIHAD CEHIC' and 'LOGOUT' on the right. A blue sidebar on the left contains icons for home, people, list, close, chat, and settings. The main video area shows a classroom scene with a teacher and students. The teacher is a woman with dark hair, wearing a purple shirt, holding a yellow pom-pom. She is standing in front of a whiteboard. The whiteboard has a map of the United States on the left, a 'LET'S WRITE' section in the middle, and a 'VOCABULARY REMINDER' section on the right. The 'LET'S WRITE' section has a table with words and their parts. The 'VOCABULARY REMINDER' section has a table with words and their parts. The video player has a circular profile picture of a man in the bottom left corner and a playback control bar at the bottom with a play button, a progress bar, and a timestamp of 0:00.

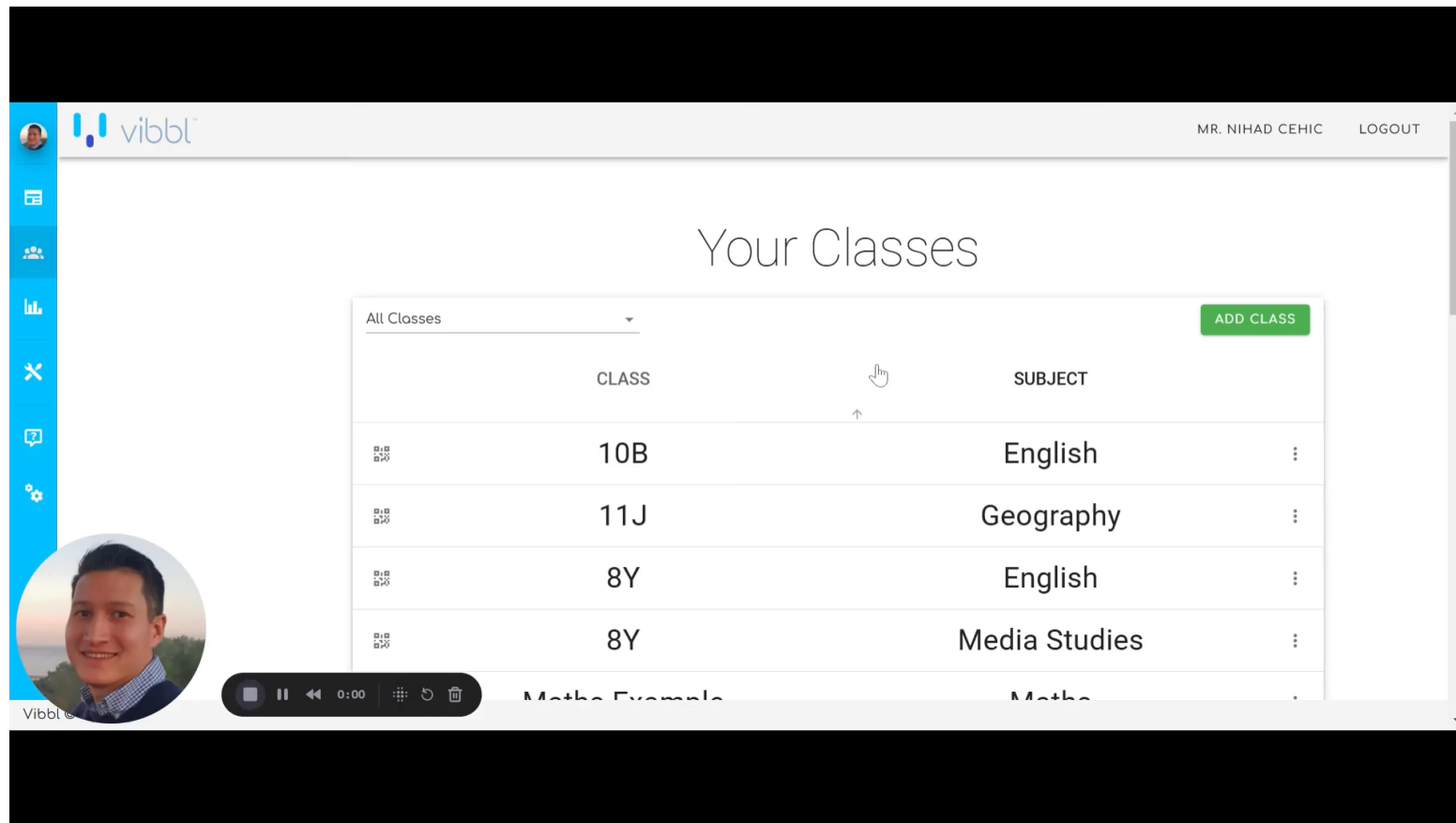
Learn how to talk and through talk

A screenshot of the Vibbl classroom interface. The top header shows the Vibbl logo on the left and the user name 'SARAH SALT' with a 'LOGOUT' link on the right. A left sidebar contains icons for a calendar, people, chat, and settings. The main content area displays a lesson for 'Mr. Nihad Cehic' in 'Class 10B - English'. The lesson video shows a teacher in a purple shirt standing in front of a whiteboard. The whiteboard has a 'LET'S WRITE' section with steps: 1. PREWRITE, 2. DRAFT, 3. REVISE, 4. PROOFREAD, and 5. PUBLISH. Below this is a 'PROOFREADING REMINDER' section. To the right of the whiteboard is a large yellow grid with various adverbs. A pink arrow points to the word 'Adverbs'. In the foreground, the backs of several students' heads are visible. At the bottom left, there is a circular profile picture of a man and a video player control bar with a play button, a pause button, and a progress bar showing 0:00.

Assignments can be filtered

A screenshot of the vibbl web application interface. The top navigation bar includes the vibbl logo, the user name 'MR. NIHAD CEHIC', and a 'LOGOUT' button. The main heading is 'Student Information'. On the left, there is a vertical sidebar with icons for home, students, reports, settings, and a profile icon. The main content area shows a student profile for 'Sarah Salt' with her email 'info@vibbl.co.uk'. Below this is a 'Student Perceptions' section with a horizontal bar chart showing a score of 4 (red), 2 (orange), 3 (yellow), and 4 (green). To the right, there is a 'FEEDBACK' tab and an 'ORACY' tab. The 'ORACY' tab is active, showing a list of oracy exercises. The list has columns for 'Title', 'Last Updated', and 'Labels'. The first row is 'Example Oracy Upload' with a timestamp of '27 November 2024 13:59:18'. The second row is 'Example Oracy Assessment' with a timestamp of '27 November 2024 14:00:58' and a 'Oracy Exercise' label. There are also buttons for '10B', 'UPLOAD ORACY', and 'Sort by Date Given'.

Teams can access assignments as 'coaches'

A screenshot of the Vibbl web application interface. The top header shows the Vibbl logo, a user profile picture, and the name 'MR. NIHAD CEHIC' with a 'LOGOUT' link. The main content area is titled 'Your Classes' and features a table of classes. A green 'ADD CLASS' button is in the top right of the table area. A circular video feed in the bottom left shows a man's face. A video player control bar is at the bottom of the screen.

	CLASS	SUBJECT	
	10B	English	⋮
	11J	Geography	⋮
	8Y	English	⋮
	8Y	Media Studies	⋮

Oracy Feedback Implementation Plan

FEED UP

Where am I going?

Using the Oracy Skills Framework outline a target skill or group of skills

FEED BACK

How am I going?

Specify how the student is doing using clear and specific language

FEED FORWARD

Where to next?

Outline what the student needs to do next to improve their specific oracy skills

Source: Hattie, J. (2009). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement.



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