



Oracy Feedback Implementation Plan



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Purpose and Model



The purpose of this plan is to provide you with a structure to give feedback on oracy to your students.

We know that great feedback can demonstrably improve student learning by up to +7 months on average (2024).

We have adapted John Hattie's Model of Feedback (2009) to provide you with a practical model you can implement with student to give actionable feedback. As Dylan Wiliam says: "the main purpose of feedback is to improve the student and not the work" (2015). This model ends with a focus on 'feeding forward', giving the student clarity on what they need to do next to improve their learning.



Feed Up:

Using the Oracy Skills Framework (OSF), outline the key skill or group of skills the student is working towards.

For example: A skill to focus on from the OSF may be 'Tonal Variation'.

Feed Back:

Provide expert guidance on how the student is demonstrating this skill.

For example: "For the first 30 seconds of the presentation your tone of voice was constant. Then, as you started to warm into the content, the pitch of your voice went up as you started to ask questions, which was great."

Feed Forward:

Give the student clear and specific guidance of the steps they need to take to improve how they can demonstrate a specific oracy skill, or group of skills in the future.

For Example: “To take your tonal variation to the next level, I would love to see you doing what you have already done with your questioning more throughout your presentation. Perhaps, try starting the presentation with a rhetorical question to engage the audience and vary your tone of voice to capture their engagement. Would you be able to do that?”

Top Tip:

Research shows that stating that you are giving challenging feedback because you have high expectations, before giving feedback boosts student engagement and outcomes.

You could try adding a statement before using our feedback model for oracy skills like: “I am only telling you this because I have high expectations of your oracy ability ...”

This approach is particularly effective with disadvantaged students (Yeager et al., 2014).

Implementing Feedback

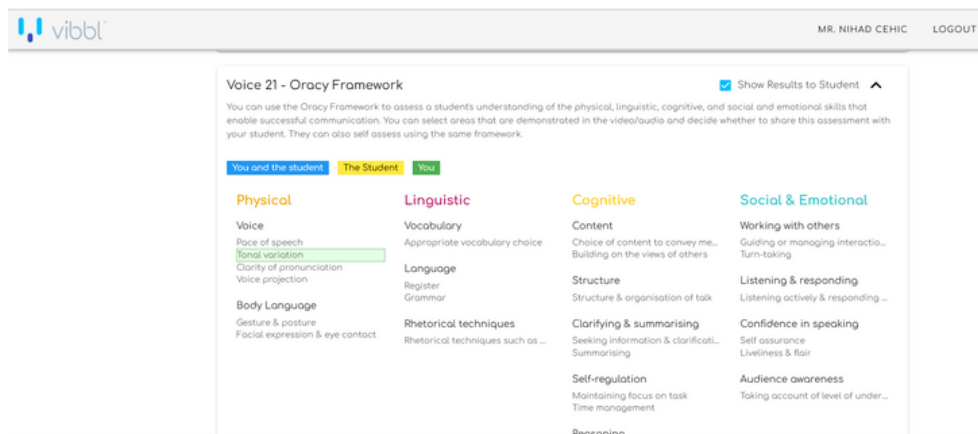
Our feedback model for oracy skills can be used as little or as frequently, as required. However, as the way in which feedback is given using this model is in depth, we are suggesting using this model weekly as a way to explicitly teach 'learning to talk' with students in the first instance. This is to help you to acclimate to this style of feedback and is not necessarily the optimum frequency of feedback for your students, this can be calibrated to the specific requirements of your key stage and curriculum as you see fit.

Using our Feedback Model for Oracy Skills with Vibbl

Feed Up:

Vibbl makes it incredibly simple to explicitly highlight a target skill or group of skills you want to give feedback on, you can actively highlight the skills you wish to discuss alongside a recording of an oracy assignment or example.

Highlighting an oracy skill:



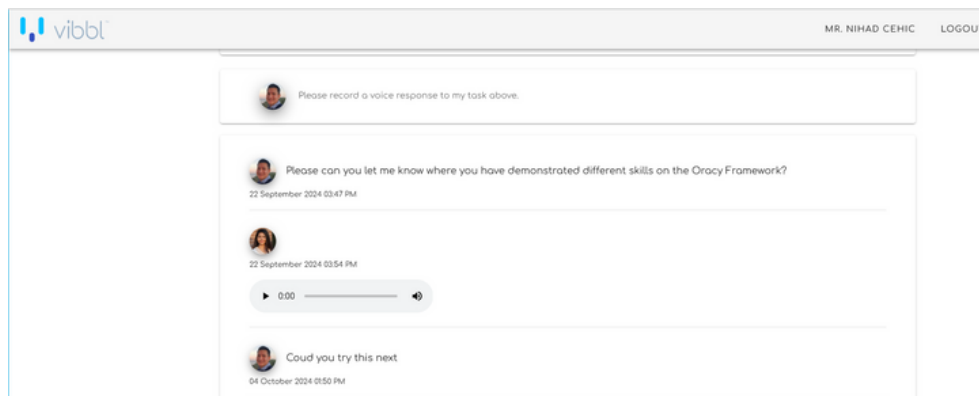
For example: Using Vibbl, you could highlight a skill or group of skills and proceed to record a voice comment such as: "I have highlighted the oracy skill of tonal variation as this is the target skill we are working on developing."

Feed Back:

Vibbl allows you to record voice comments to give verbal feedback on oracy skills and students can also record voice comments to respond. This enables students to 'learn how to talk' and to also 'learn through talk' by actively practising speaking and listening through the feedback process.

You can reference specific areas of an oracy assignment or oracy example which the student can then watch and/or listen back to to ensure full clarity of understanding.

Giving specific and meaningful feedback:

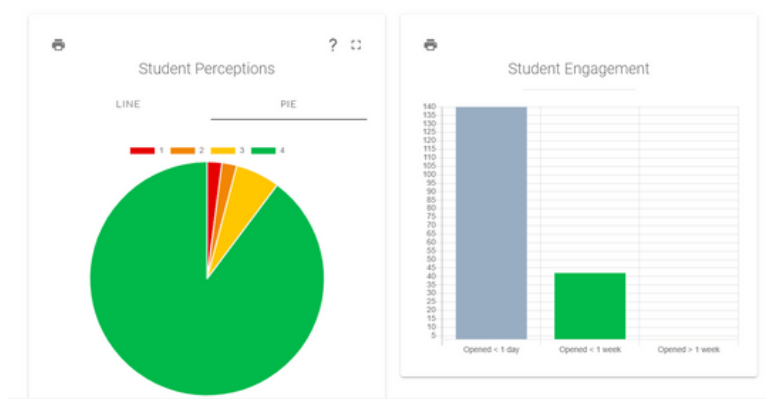


For example: Using Vibbl, you could give a clear and specific description of areas of strength and areas for development in relation to a target oracy skill or group of skills: “I noticed that you started to vary your tone of voice from 0.15 into the recording, can you hear how much better this sounds, compared to between 0.20 - 0.30?”

Feed Forward:

As Vibbl allows you to engage students to actively respond to feedback, you can give feed forward statements to a student. However, more importantly you can see if a student has actually acted on this and track engagement metrics too.

Tracking Student Engagement:



For example:

Using Vibbl, you can give specific guidance on what to do next, or better yet you can prompt your students to do this for you - remember feedback should be about improving the student, not the work. Try a statement like this: “Based on my feedback, what do you think you can do to improve you use of tonal variation? Can you tell me what you think and then record another assignment for me with the new approach?”

Using our Feedback Model for Oracy Skills without Vibbl

Although Vibbl makes it easier to give high quality feedback on oracy skills, you can still use our feedback model for oracy skills when giving verbal feedback in the classroom or through written comments in a students book.

The next three pages can be printed out to use with students if you wish.

The first page, is a copy of the Oracy Skills Framework which you can use to **Feed Up**.

The second page is a table which can be used to give feedback or for planning feedback to give in the classroom.

The third page can be used for students to self reflect on their own oracy skills.



The Oracy Framework (Oracy Cambridge & Voice 21, 2020)



Feedback on Oracy Skills

Feed Up Using the Oracy Skills Framework outline a target skill or group of skills	Feed Back Specify how the student is doing using clear and specific language	Feed Forward Outline what the student needs to do next to improve their specific oracy skills

Self Reflection on Oracy Skills

Feed Up Using the Oracy Skills Framework outline a target skill or group of skills	Feed Back Specify how you are using this skill in practice. Give clear examples of strengths and areas for development.	Feed Forward Outline what you can do next to improve your specific oracy skills

References



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About this Guide

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