Video clip commentary

Discussion in Science – Year 6

This clip is used in 'Talk Circle 1: Introducing Oracy' to prompt a discussion on learning *to* and *through* talk.

Context: *this clip was recorded as part of a project to capture oracy in action in Voice 21 Oracy Schools. This clip is one of two from a Year 6 science lesson on classifying arthropods. The first part of the lesson, captured in this clip, focused on eliciting and assessing students' prior knowledge of classification and key features of arthropods. In the second half of the lesson, students identified key features of different arthropods and reclassified creatures based on this criteria.*

Linked resources: *Teacher Talk Tactics, Student Talk Tactics*

Timestamp	*Commentary*	*Key questions*
00:45	The teacher introduces two 'talk roles': instigator and prober. Students have clearly used these roles before; two students are able to explain how to play these roles and why they are important to a good discussion.	Sets high expectations for oracy: what are the teacher's expectations for oracy and how are these shared with students?
01:19	The student who explains the role of 'instigator' jumps in without raising their hand; there is clearly a well-established culture of discussion and students understand the teacher's expectations for oracy during whole-class discussion.	Values every voice: how does the teacher create a culture in which all students feel able to contribute?
01:31	The teacher links the students' responses to one of the class oracy targets, 'knowing when to move on', using a hand signal to illustrate this idea.	Appraises progress in oracy: how does the teacher evaluate student progress in oracy?
01:53	The teacher introduces key scientific vocabulary, prompting students to use them in their discussions. This provides multiple opportunities for students to both hear and practice using new vocabulary in context.	Harnesses oracy to elevate learning: how do students develop their knowledge and understanding of key vocabulary *through* talk?

02:30	Students begin to discuss classification of creatures in small groups. The task engenders rich conversation. Students share their reasoning and ask each other questions.	Teaches oracy explicitly: what oracy skills have students been taught? How does this help them to engage productively in group discussion? How does this impact on learning?
03:14	Before asking the first student to share how their group had classified the creatures, the teacher sets clear expectations for listening: 'If you can all be thinking about what you've done the same and what you've done differently'	Sets high expectations for oracy: what are the teacher's expectations for listening?
03:39	The teacher probes the student's idea: 'Sorry, can I just stop you there – what did you identify as defining a beetle?'. The student expands their idea, explaining their reasoning and surfacing a misconception about the classification of beetles.	Harnesses oracy to elevate learning: how does the teacher's questioning support students to develop their understanding?
04:31	The teacher summarises what the student says: 'OK, so the insects all had six legs is what you're saying'. She then clarifies the student's point: 'But some of those had wings and you identified those as a separate group, yes?'	Harnesses oracy to elevate learning: how does the teacher's response support students to consolidate their understanding?

Video clip commentary

Classifying Arthropods, Year 6

This clip is used in 'Talk Circle 1: Introducing Oracy' to prompt a discussion on the Oracy Framework. Relevant strands of the Oracy Framework are highlighted in brackets throughout the commentary and key questions are grouped under the Oracy Teacher Benchmarks.

Context: this clip was recorded as part of a project to capture oracy in action in Voice 21 Oracy Schools. This clip is an example of group discussion, during a Year 6 science lesson on classifying arthropods. You can see the teacher input before this discussion in this clip, which was discussed at the beginning of this Talk Circle.

Timestamp	*Commentary*	*Key questions*
00:07	The first student begins by suggesting one way that the creatures could be classified, clearly explaining her reasoning. The next student agrees and develops this idea, suggesting that both creatures could be 'a form of bee' (cognitive).	Harnesses oracy to elevate learning: how does the task provide opportunities for students to apply and develop their subject knowledge and understanding?
00:28	The students continue to build on each others' ideas, suggesting ways that they could group the creatures based on their classification. The students are clearly engaged in the task, nodding and murmuring agreement at their different suggestions. It feels like a very inclusive discussion in which all students feel confident to contribute (social emotional)	Values every voice: how has the teacher created a culture in which *all* students feel confident to contribute in discussions?
00:34	One student asks: 'Which group do you think this one would be in, Edward?', inviting another student into the discussion with a specific question (social emotional).	Teaches oracy explicitly: what discussion skills have these students been taught?
01:13	One student uses tentative, speculative language to 'try out' a new idea: 'Is it like an ant, maybe? Maybe that one's a beetle too.' (cognitive)	Sets high expectations for oracy: what should a teacher's expectations for talk be in this context? How will they be different from expectations for talk in a more "presentational" context?
01:29	Throughout the discussion there are many examples of students inviting each other into the discussion, such as here when the student says: 'Mustafa, what would you like to add on?'. The student is clearly aware of who has and who hasn't contributed and is making efforts to involve everyone in the discussion (social emotional).	Values every voice: how has the teacher created a culture in which *all* students feel confident to contribute in discussions?

01:32	A student who has previously been quite quiet in the discussion, waiting to be invited in and nodding agreement rather than putting forward their own ideas, asks a question: ‘Do you think this would go in this group here?’. This question moves the discussion on and an interesting discussion ensues about where this creature fits into their classification system, during which there is one of the few examples of ‘challenge’ in this discussion (cognitive).	Harnesses oracy to elevate learning: how does the opportunity to listen to and reflect on others' ideas *through* talk enable students to develop their own understanding?
02:05	A student summarises where they’ve got to in their task: ‘So, that one’s, there are like ants and things. Well, these ones have got antennas.’ In summarising their categorisation, students identify key features of creatures in each group, pushing their thinking forward (cognitive). The students also apply knowledge of key vocabulary, such as ‘antennas’ and ‘arachnids’ (linguistic).	Harnesses oracy to elevate learning: how can students learn new vocabulary *through* talk?
02:24	The student who has been quieter throughout the discussion poses a challenge: ``Wouldn't that mean that nearly all of these would go there apart from this one?” (cognitive). This causes the group to rethink their classification.	Valuing every voice: how can the teacher create a culture in which students are comfortable challenging each other and being challenged?
03:08	One student voices uncertainty: ‘These ones, I don’t know how to describe these.’ The other students respond by posing different ideas, such as ‘they have shells’, or ‘they live underwater’ (cognitive). When proposing a ‘pincher’ group, one student uses her hands to help her convey the meaning of the term ‘pincher’ (physical).	Values every voice: how has the teacher created a culture in which all students feel able to share even partially formed ideas?
04:29	To finish the discussion, one student asks the group: ‘so, are we all agreed on this then?’ to check with the rest of the group that they had reached a consensus (social emotional).	Harnesses oracy to elevate learning: how did the teacher’s choice of task support high-quality discussion?

Video clip commentary

Year 10 Computer Science: Trio Discussions

This clip is used in 'Talk Circle 1: Introducing Oracy' to prompt a discussion on learning *to* and *through* talk.

Context: *this clip was recorded as part of a project to capture oracy in action in Voice 21 Oracy Schools. This clip is from a Year 10 Computer Science lesson at a large secondary school in the north of England. Students were developing their understanding of 'efficiency' in coding and preparing for their programming theory test.*

Timestamp	*Commentary*	*Key questions*
00:09	The teacher introduces key terminology (Tier 2 and 3 words) for students to discuss in groups. Students are given the task of deciding on the most appropriate definition for each term: efficiency; maintainability; constructs and functions.	Harnesses oracy to elevate learning: how does this task enable students to recall and apply their knowledge of key concepts in computer science?
00:46	The teacher asks if anyone can further develop Kaelan's answer by explaining how we can improve efficiency in our code. After the next student answers, he prompts the class to explain *how* they can make a program with the least amount of code. A student introduces a new idea: for and while loops. The teacher asks for students to explain the difference between them. Engagement is high.	Harnesses oracy to elevate learning: how do students develop and extend their understanding of key terms and concepts in this segment of the lesson? How does the teacher's questioning support this? Values every voice: how does the teacher create a culture where most students are confident and eager to contribute?
01:22	The teacher invites another group to respond. He asks the rest of the class whether they agree with them, inviting them to rephrase the group's answer.	Harnesses oracy to elevate learning: how does inviting elaboration encourage thinking and prompt learning?
02:34	The teacher introduces a new talk task. He reminds students of their 'talk rules'. Students are split into trios. One summariser from each group is asked to take notes about what each group is discussing.	Teaches oracy explicitly: what oracy skills have students been taught? Sets high expectations for oracy: what are the teachers expectations for talk during group discussion and how are these shared?

02:44	The teacher introduces two programs and asks students to work in groups to evaluate which program is better, using the key concepts (efficiency and maintainability) that they discussed earlier. He reminds them to build on and clarify what each other are saying.	Harnesses oracy to elevate learning: how does the task prompt educationally productive talk? Sets high expectations for oracy: what are the teachers expectations for talk during group discussion and how are these shared?
03:34	Students in the first two groups share their first thoughts on the two codes, applying their programming knowledge and describing what features of each piece of code that they have identified.	Harnesses oracy to elevate learning: how are students prompted to recall and apply key programming knowledge as part of this task?
04:00	The first student in this group explains why he thinks program A is more efficient if you are keeping the program on. The second student challenges this and explains why program B is more efficient if you are constantly closing it. The first student summarises this and concludes that how efficient each program is depends on what you are doing with each program.	Harnesses oracy to elevate learning: what unique learning opportunities does group discussion provide that students may miss when working alone
04:15	A student asks his group to clarify something which they said earlier in the discussion that he does not understand. Another student explains and the first student summarises what he thinks the other student has said. It is clear he still does not understand. The second student explains again, in different words. The first student visibly understands now and says “I get that now”.	Values every voice: how has the teacher created a culture where students feel comfortable to voice misunderstanding? Harnesses oracy to elevate learning: how does student talk enable this student to address a misconception? Teaches oracy explicitly: what oracy skills have these students been taught and how do these support their learning?
04:57	The teacher brings the students back together and asks for feedback on Program A from a group. A student summarises their discussion and explains why they decided program A had better maintainability. The other students listen intently. The teacher invites the group’s summariser to share more feedback from the group. The teacher praises the group’s discussion: “they were having a right old good discussion.”	Teaches oracy explicitly: In what ways do students adapt their speech when presenting to the class, having had time to prepare through peer discussion?

Video clip commentary

Year 10 Computer Science: Trio Discussions (03:19-04:56)

This clip is used in 'Talk Circle 1: Introducing Oracy' to prompt a discussion on the Oracy Framework. Relevant strands of the Oracy Framework are highlighted in brackets throughout the commentary and key questions are grouped under the Oracy Teacher Benchmarks. It is the same clip used earlier in the session.

Context: *this clip was recorded as part of a project to capture oracy in action in Voice 21 Oracy Schools. This clip is from a Year 10 Computer Science lesson at a large secondary school in the north of England. Students were developing their understanding of 'efficiency' in coding and preparing for their programming theory test.*

Timestamp	*Commentary*	*Key questions*
03:22	Two students share their initial thoughts on the two codes. They point to the sections of code they are referring to (physical). One student asks the other: 'what about functions?' to prompt the next phase of their discussion (cognitive). They use technical vocabulary to describe the code: "it's got four loops" (linguistic). They encourage each other, saying "yeah" after each other's responses and nodding ("social & emotional). They explain their thought processes: 'I'm looking for casting and stuff" (cognitive); and are confident to share their emerging thinking: "I don't think there is any" (social & emotional).	Harnesses oracy to elevate learning: how are students prompted to recall and apply key programming knowledge as part of this task?
03:46	Students in the second group suggest advantages and disadvantages of each code, testing out different ideas (cognitive).	Sets high expectations for oracy: how do students meet the teachers' expectations for oracy in this task?
04:02	The first student in this group explains why he thinks program A is more efficient if you are keeping the program on (cognitive). The second student challenges this and explains why program B is more efficient if you are constantly closing it (cognitive). The first student summarises this and concludes that how efficient each program is depends on what you are doing with each program (cognitive).	Harnesses oracy to elevate learning: how has the stimulus for talk prompted rich discussion in this task?

04:15	A student asks his group to clarify something which they said earlier in the discussion that he does not understand (cognitive). Another student explains and the first student summarises what he thinks the other student has said (cognitive). It is clear he still does not understand. The second student explains again, in different words (cognitive). The first student visibly understands now and says “I get that now”. He is confident to share his misconception with his group (social & emotional). The students all use technical vocabulary in their talk (linguistic).	Values every voice: how has the teacher created a culture where students feel comfortable to voice misunderstanding?