



BANCHORY-DEVENICK SCHOOL
A Practice Statement for Listening and Talking



Rationale

At Banchory-Devenick School we recognise the importance of listening and talking as a life skill. We encourage our learners to develop the strategies needed to be able to listen and talk appropriately in both group and class discussions. We aim to ensure that all children are given opportunities across the breadth of curriculum to learn collaboratively, explaining their thinking to others. As their experience increases, they are encouraged to consider the reliability of information presented and how it is used to persuade and influence others.

Assessment, Tracking and Moderation

Assessment of Listening and Talking is on-going. Progressive skills across the five strands of Enjoyment and Choice; Tools for Listening and Talking; Finding and Using Information; Understanding, Analysing and Evaluating, and Creating Texts are identified in our planning. These are developed further as assessment benchmarks, and individual pupil progress is highlighted on a termly basis. Evidence of achievement is collected twice yearly and kept in the pupil folios which are shared with parents/carers in December and March as part of the reporting process.

Staff use both formative and summative assessment to further the children's learning, and termly tracking meetings (November, February, June) are held to discuss and record pupil progress. In June, end of stage (P1, P4, P7) information is transferred onto the ACEL (Achievement of Curriculum for Excellence Levels) database.

Transition:

At the end of a session, tracking sheets are set up for the next school year. Tracking information is shared with new teachers/schools at key transition points, e.g. P4 into P5, and P7 into S1.

Guidelines for Teaching Listening and Talking:

At all stages children have the experience of:

- 1) Listening and Talking in a variety of groupings, from paired work, to whole class discussions. **This enables them to develop their skills in sharing their ideas and listening to others.**
- 2) Co-operative Learning and Enterprise. Children are encouraged to be able to take on a variety of roles in a group. **This enables them to recognise they all have a voice and a contribution to make which will be valued.**
- 3) Talking in front of an audience. Through planned opportunities, children progress from participating in activities like 'Show and Tell' in P1 to sharing more formal presentations using

technology e.g. Power Point, further up the school. **This enables them to gain confidence and develop skills for the world of work.**

4) Debating. From the early stages, children are encouraged to be able to see things from someone else's point of view. Further up the school, this is developed into children being able to discuss bigger questions and issues. **This enables them to respect others' opinions and views, even if they don't match their own.**

5) Note taking from audio/visual resources. In the Early Stages, teachers explain a Talking Picture which the children draw. Further up the school, this skill is developed as children take notes from sources such as video and Internet clips. **This enables them to focus their listening in order to follow instructions and extract important information.**

6) Creating texts. Opportunities are created for the children to present what they have heard in a range of different ways, e.g. pictures, presentations, films, drama sketches, written prose etc. **This enables them to analyse how different media suit different criteria/purpose.**

7) Pupil Voice Groups. All children in school are part of either the Eco, Rights Respecting Schools or Health group. Through participation in these groups, children have the opportunity to find out more and discuss issues which affect them both in school and in the wider world. **This enables them to voice opinions, suggest ideas and make decisions that affect them in school and in their day-to-day lives.**

Appendix

Link to Education Scotland's Listening and Talking document:

<https://education.gov.scot/nih/Documents/lit15-listening-and-talking.pdf>

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