# Invitation to Tender for Derby City Oracy Programme Delivery

## July 2019

The Governing Body of Hardwick Primary School are inviting you to tender for a contract for the provision of a fully delivered Oracy Programme, in line with the schools' requirements and specifications as described in this document. Hardwick have been designated as the lead school and will be managing this project on behalf of schools in Derby and Derby Opportunity Area.

Contractors must provide details of the service they propose to carry out in their Tender submission. Contractors can present their information in whatever format they choose.

Should Contractors be unsure of any part of the Tender documents, they can put their query in writing to Aisha Awaan a.awaan@hardwick.derby.sch.uk at least 5 days before the date fixed for the receipt of Tender submissions.

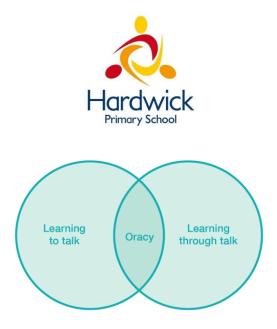**Background and Objectives to the Programme**

**Introduction**

Oracy is what the school does to support the development of children's capacity to use speech to express their thoughts and communicate with others, in education and in life. It is our ability to communicate that enables us to build positive relationships, collaborate for common purpose, deliberate and share our ideas as citizens. It is through speaking and listening that we develop our views, apply knowledge and extend our capacity to think critically. These skills are needed today more than ever before.

However, even though the National Curriculum states that primary pupils should develop skills in spoken language (to articulate and justify answers, participate in discussions, speak fluently with an increasing command of English, selecting appropriate registers and maintaining the interest of the listener) it generally attracts much less teaching time and teacher expertise in comparison with the development of pupils' writing and reading skills.

In the most recent years however, there has been a growing recognition that schools have a special role to play in helping pupils develop their skills in spoken forms of communication, and in pushing the boundaries of learning itself through talk. Oracy offers a compelling means of extending pupils' linguistic, social, emotional and cognitive development. Oracy, which encompasses both of the processes described above and depicted below, is not just about learning to talk well, it is also about learning well through talk and so includes both generic and 'subject-specific' oracy.

Delivered well, oracy can permeate pupils' lives, both within and beyond the school gates. It has enormous potential for addressing social disadvantage and holds the keys to broader societal benefits. Employers need a workforce capable of communicating with clarity and sensitivity, and society needs citizens who can engage thoughtfully and actively in the democratic process. What is more, families, friends and neighbours need to be able to talk about how they feel in a manner that encourages discussion, empathy and understanding, not conflict and division. Perhaps most importantly, individuals themselves want to feel valued and that we have a voice.

Schools that have a strong approach to oracy are making a substantial contribution to children's lives that can improve:

- Language and communication
- Social and emotional benefits
- Cognition
- Civic engagement and empowerment
- Employment opportunities and economic benefits
- Social disadvantage

**The school context**

The national status of oracy in schools is currently being championed by an Oracy All-Party Parliamentary Group (APPG), who launched a new inquiry in 2018 to improve oracy education in schools. They recognise the growing consensus across society including government, employers, teachers, and parents, as to the importance of oracy in education. However, members of the Oracy APPG are concerned that oracy is being undervalued and overlooked within state education, denying the majority of children and young people the opportunity to develop these vital skills and hampering social mobility, educational achievement, wellbeing and future employability. This inquiry is investigating the current provision of oracy education in the UK, assessing the value and impact of oracy education and identifying the barriers to children accessing and receiving quality oracy education. The group exists to coordinate research, promote best practice and encourage the overarching principles of oracy in education and society at large. They are gathering research and evidence from the wider educational sector, seeking to gain the broadest understanding of the impact of oracy education from Early Years through to employment.

This APPG was, in part, prompted by a recent national study of oracy, "Oracy - the state of speaking in our schools" (2016), the first of its kind. It presented survey data from over 900 teachers across the UK, plus findings

from interviews and focus groups in schools across the country, as well as interviews with academics and teaching experts.

It found that time pressures and prioritisation of other tasks (like writing) gets in the way of teachers using oracy to its full potential. Most teachers feel that oracy is critically important because it is the bedrock of pupils' ability to use language and communicate and they also recognise its social and emotional benefits and its cognitive, civic and economic potential. Secondary schools in particular identify that has untapped potential to support pupils' job prospects.

Although many teachers say they frequently use a range of strategies to develop pupils' oracy, they worry that support for oracy across different lessons, classrooms and schools is often patchy. Many schools do not consistently provide meaningful opportunities for pupils to develop oracy outside the classroom. Pupils' opportunities tend to be limited to speaking in assemblies, and few schools evaluate the quality of pupils' verbal contributions in lessons, or communicate with parents about the quality of these contributions.

The greatest barrier standing in the way of quality and consistent oracy in all lessons is a lack of time, but other constraints include:

- Teachers' anxiety that under-confident pupils might struggle, or that pupils' behaviour will get worse
- Teachers prioritising other tasks and, in particular, pupils' writing
- Teachers' lack of confidence and expertise, exacerbated by a paucity of training
- Teachers' perception that oracy is only occasionally relevant when teaching, or relevant only in certain subjects such as English
- A lack of active support from school leadership

Discussions with Derby headteachers through the Primary and Secondary Strategic Groups indicate that these national findings are reflected in local schools. In particular, the needs analyses of PSG over a number of years have raised the importance of oracy but, as so often with schools' own curriculum delivery, greater priority in OA decisions has been placed upon reading, phonics and writing and oracy has not yet been prioritised for funding and programme support. In the early years' phase, the TALK Derby strategy is starting to support the development of speech, language and communication with children under 5 years old, but there is no equivalent support for oracy leadership in Derby primary and secondary schools.

**It has therefore been approved by the Derby Opportunity Area Board to provide funding to deliver a programme of oracy leadership in schools.**

**Evidence-based provision that improves oracy**

The Education Endowment Foundation (EEF) has evaluated both oracy improvement programmes and oral language interventions.

Their most significant and positive evaluation has been of programmes that supports schools to develop pupils' use of speech to express their thoughts and communicate effectively. Participating schools are asked to devote lesson time to developing spoken language, and receive materials and training in oracy-based approaches. Many schools using such programmes begin to develop a whole-school oracy culture, reporting that they are well received by teachers and all school staff reported some improvements to pupils' oracy skills. Teachers also felt

that the programmes could be implemented in most schools, given the necessary support from senior leadership.

**Requirements of the Oracy Programme**

The programme will be aimed at developing the current provision and building on the work to support speech, language and communication in the early years through the TALK Derby project. The TALK Derby project is based upon the Balanced System Scheme for Schools and Settings®, which is a whole system approach developed by Better Communication CIC to improving outcomes for children and young people across the range of speech, language and communication needs. As such it will focus on developing provision in 20 target schools across KS1, KS2 and KS3.

The delivery method should be modelled around the established approach to the **Derby School Improvement CPD programmes** that are making significant improvements within phonics, reading, writing and EAL in the primary phase ie. a blended approach using the following strategies:

- Overall programme engagement for participants lasting 6-9 months in duration
- Cohort size of about 20 schools
- 4-6 high quality training events for oracy leaders and, ideally, a second colleague
- An approach that can be adapted to support a selected age-range
- Support for in-school improvement work through initial audit of practice and outcomes
- Participating schools receive specialist support for their in-school 'change' work
- The programme supports the deployment and development of oracy SLEs, working in partnership with local Teaching Schools
- Potential opportunities for additional participants from each school to engage with elements of the programme
- Significant optional opportunities for joint problem-solving, case study visits and practice exchange
- A network of professional learning complements the main programme.

Following a baseline audit the programme needs to build and improve provision in the following areas:
- Physical – Voice and Body Language
- Linguistic – Vocabulary and Language
- Cognitive – Structure, Summarising and Reasoning
- Social and Emotional – Listening, Confidence and Awareness

Building upon an initial audit, schools on the programme will be supported to develop and implement an improvement strategy and strengthen oracy leadership and a whole school approach. Within this approach, schools should be encouraged to consider:
- How to help pupils to make their learning explicit through verbal expression
- How to match the oral language activities to learners' current stage of development, so that it extends their learning and connects with the curriculum
- The training that the adults involved should receive to ensure they model and develop pupils' oral language skills
- How to ensure that pupils talk about their learning and interact with each other effectively

The programme will be expected to:

- Develop classroom teachers as expert practitioners
- Empower middle and senior leaders to lead change within their setting and
- Create a legacy of hub schools with the knowledge and expertise to sustain lasting impact.

Central to the programme will be the requirement to develop an Oracy Leaders Programme that supports participants to become specialists in oracy, equipped with the knowledge and skills to lead this innovative pedagogy across their school. Oracy Leaders will be trained and supported to:

- Engage critically with the research surrounding good practice in oracy, applying this in their own setting to support the learning outcomes of their students
- Develop an understanding of what this looks like in practice in order to strengthen classroom practice
- Evaluate current oracy provision in the school through observation and analysis, then use these findings to develop a whole-school action plan
- Undertake an Impact Project to identify and develop best practice in classrooms, becoming familiar with theories of whole-school change to ensure sustained and long lasting impact
- Lead in-house oracy CPD and staff development to embed oracy across the whole school
- Join a wider network of educational leaders working at the forefront of a movement to raise the status of oracy in schools across the UK

The following features have been identified as being attractive within effective programmes and provision:

a) An **Oracy Skills Framework** that provides an appropriate and effective structure to support the design, review and refinement of the school's oracy curriculum. It effectively underpins the development of an assessment tool which supports diagnostic and formative assessment in oracy and tracking of students' progress.

b) An **Oracy curriculum** - A curriculum model is presented that provides sound foundations for the development of oracy skills with particular strengths in supporting persuasive talk and talk for presentational purposes as well as in formal contexts. A cognitive strand, including provision for exploratory talk, is also provided to emphasise the need to address oracy within a diverse range of informal as well as formal contexts and explore the appropriateness of talk to context.

c) **Oracy in every lesson** - The commitment to promote oracy across the curriculum, and in every lesson, ensures that staff and students possess and utilise a shared language for oracy and are familiar with a range of approaches for organising, promoting and reviewing talk. Students have opportunities to use talk within a diverse range of motivating contexts and for different purposes.

d) **Whole school oracy culture** - The multi-stranded approach is taken to embed oracy across the school which is effective in generating commitment from students and staff.

e) **Oracy Assessment Toolkit** - The Oracy Assessment Toolkit provides a useful tool for measuring students' oracy skills along with a range of support materials to be used following training.

Initially it is proposed that a year's Oracy Leadership Programme is provided for 20 self-nominating schools who:

a) Are making a strong leadership commitment to the development of oracy within their schools to improve pupil outcomes across the curriculum, especially in English and Maths and to improve social mobility.

b) Will support the key role of a nominated Oracy Leader to participate in the programme and also to engage in an associated oracy professional learning network with other schools.

c) Have an interest in contributing to on-going oracy work in Derby beyond the funded year of the programme to work with other schools and key organisations to extend the principles and processes of the approach.

d) Potentially, support the development of Oracy SLEs (Specialist Leaders of Education) in Derby and future work with Teaching Schools to promote oracy improvement through school-to-school support.

In this way, the year's OA investment will not only provide some direct improvements within the 20 initial schools, but will contribute to a sustainable approach to improve oracy in the city beyond.

Contractors are invited to visit the school to find out more, and are referred to the school's websites as follows: https://www.hardwickprimaryschoolderby.co.uk

**Technical Requirements**

The Contractor is required to:

- Present a proposal for their service, including information on how they propose to maximise uptake through the provision of the service.
- Provide a proposal for the provision of a high quality service.
- Give assurances with regard to their qualifications to carry out the service.
- Outline their quality control procedures.
- Provide the school with an outline of the duties of the school and responsibilities of the Contractor.
- Provide testimonials and details of two referees to assure the School that they have the relevant experience and track record to provide the service.

The Contractor may:

- Provide to the school, for consideration, any additional information or terms (which must be fair and even- handed), which they wish to include.

**Implementation of the project**

Contractors must satisfy the school of their ability to provide the service set out and must make their costings clear to the school. The school is looking for an initial contract term of 1 year.

**Schools Rights**

The school reserves the right to:

- Waive or change the requirements of this Invitation to Tender from time to time, without prior notice being given by the School.
- Seek clarification or review the Tenderer's submission.
- Disqualify any Tenderer that is guilty of serious misrepresentation in relation to its Tender.
- Withdraw this Invitation to Tender at any time, or to re-invite Tenders on the same or any alternative basis.

**Terms and Conditions of Tender**

- The Tender Documents submitted by the Contractor are, and shall remain, the property of the school.
- It is the responsibility of Contractors to obtain for themselves at their own expense, all information necessary for the preparation of their Tenders. Information supplied by the school (whether in these Tender Documents or otherwise) is supplied for general guidance in the preparation of the Tenders. Contractors must satisfy themselves by their own investigations with regard to the accuracy of any such information and no responsibility is accepted by the school for any inaccurate information obtained by Contractors. This exclusion does not extend to any fraudulent misrepresentation made by or on behalf of the school.
- Tenders must be submitted for the supply of all the requirements specified.
- The Contractor shall regard all information supplied by the school in connection with this Invitation to tender as confidential, except that such information may be disclosed for the purpose of obtaining quotations necessary for the preparation of the Tender.
- Tenderers are responsible for ensuring that no conflicts of interest exist between the Tenderer, its advisers and the school or Multi-Academy Trust. Any Tenderer who fails to comply with this requirement may be disqualified from the procurement process at the discretion of the school.
- Requests for information received following the procurement process shall be considered on a case-by-case basis.
- The school shall treat all Tenderers' responses as confidential during the procurement process.

**Tender Procedure**

The Tender timetable is set out below:

| Action | Date |
| --- | --- |
| Issue Invitation to Tender Document | 1st July 2019 |
| Deadline for the submission of tenders | 15th July 2019 |
| Contract Award Confirmed | 22nd July 2019 |
| Proposed Contract Start Date | 1st September 2019 |

One set of Tender documents should be delivered to the office of Hardwick Primary School in a sealed envelope for the attention of 'Aisha Awaan, Oracy Project Leader', by no later than 3.30pm on Monday 15th July 2019. The tender submission should also be emailed to the following email address, marked CONFIDENTIAL: a.awaan@hardwick.derby.sch.uk

Please note:
- Sealed envelopes are to be marked with "Tender for the Supply of Derby City Oracy Programme"
- The school will not bear any responsibility for the loss of any tender documentation.
- The school will not consider requests for extension of the closing date and time specified

**Evaluation of Tender**

- The Tender Documentation is designed to provide Contractors with the opportunity to demonstrate to the school that they have the ability to provide the services and to demonstrate how they intend to carry out the service.
- Tenders will be evaluated and graded having regard to price, quality, customer service, proposed terms and conditions of suppliers, training and any other matters which the school consider relevant.
- Any further elements you can offer will be considered.
- Tenders will be examined by the school, and a tender may be accepted. The school is not bound to accept the lowest, or any, tender.

The weightings to be used are as follows:
- Price          20%
- Non Price      80%

Price (20%)

20% of the marks have been allocated to price. Tenderers are required to provide a detailed cost matrix, further information. Price scores will be calculated as follows:

- The calculation will be carried out on the following basis.  The lowest price bid will score 100% of available marks.  All other bids will then score 100% of available marks less the percentage of available marks by which their price exceeds the lowest bid.  All bids that are 100% or more in excess of the lowest bid shall score a zero for price.
- For clarity, an example has been provided below;

| Supplier | Price | Difference to Lowest Bid | Percentage Score |
|----------|-------|--------------------------|------------------|
| Supplier A | £100 | 0 | 100% |
| Supplier B | £120 | 20 | 80% |
| Supplier C | £150 | 50 | 50% |
| Supplier D | £200 | 100 | 0% |

**Please note that we cannot accept tenders greater than £20,000**

**We also reserve the right to remove any bids that we consider to be unrealistic and unviable given the requirements of this programme.**

Quality (80%)

The quality of the tenderers bids will be calculated by the assigning of a score to each of the criteria shown below and the basis of the score will be as follows;

| Score | Description |
|---|---|
| 4 | Exceptional. Demonstrates strengths, no errors, weaknesses or omissions and exceeds expectations in some or all respects. |
| 3 | Good. The standard of response fully meets requirements. |
| 2 | Satisfactory. The response is acceptable but with some minor reservations. |
| 1 | Poor. The response is deficient in certain areas where the details of relevant response require the reviewer to make assumptions. |
| 0 | Rejected. Response is unacceptable or non-existent, or there is a failure to properly address any issue. |

The table below provides an overview of the scoring matrix

| SUMMARY | Maximum points |
|---|---|
| **PRICE AWARD CRITERIA** | |
| Commercial terms – The cost to provide the services | 20 |
| **PRICE MAX 20 POINTS** | **20** |
| **NON PRICE AWARD CRITERIA** | |
| Tenderers are required to respond describing how their service meets the requirements outlined in the Invitation to Tender.  It is vital that Tenderers give satisfactory assurances by responding to the following questions below and that they will have the ability of both managing the contract effectively and maintaining records of the business carried out under this contract. | |
| Q1. What experience do you have of delivering programmes like this? | 20 |
| Q2. What would be your proposed solution and how would you implement the programme? | 30 |
| Q3. How you will work with Hardwick Primary School to ensure they are supported in managing the programme? | 10 |
| Q4. How would you support the monitoring and evaluation of the programme? | 20 |
| **NON-PRICE MAX 80 POINTS** | **80** |
| **BASIS OF AWARD IS TO THE HIGHEST SCORING** | |

**Successful Contractor**

The successful Contractor will be informed in writing and the school's written acceptance will form a binding agreement between the school and the successful Contractor. The decision of the school will be final.

**Contract Period**

One year.

The anticipated service commencement date is 1/9/19.

**Contracting Authority**

The Governing Body of Hardwick Primary School will be the contracting authority. Derby Diocesan Academy Trust (DDAT) is supporting the procurement process.

**Contact Details**

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