Transcript: **TRG 1 (Y3) Building an evidence portfolio**

Length of Talk: 29:18 minutes

Presenter: Victoria Hobson/Jenny Hopper

# Slide 1:

Hi and welcome along. The nature of this TRG is to explore building an evidence portfolio with your Hubs.

# Slide 2:

In the session we will look at how the evidence portfolio fits in as part of your involvement in this programme of professional development and consider what the portfolios may look like as we walk through a suggested format for them. Jenny Hopper, Specialist Teacher and associate CPD practitioner from SWBGS will present a case study of portfolios in action. To round off the session there will be an opportunity for discussion and time to consider next steps.

# Slide 3:

Our aim for the first two years was to deliver a substantial programme of research-informed professional development to achieve greater teacher knowledge and confidence in delivering the recommendations of the MFL Pedagogy Review (2016). To this end you have actively engaged with a rigorous, theoretically-driven research evidence base, focussing particularly, though not exclusively, on the teaching of grammar, vocabulary, phonics, and the nature of practice.

As a teacher, your NCELP journey has been one of taking part in CPD, working with your STs to gain a comprehensive understanding of the pedagogy and working on implementing these approaches in the classroom.

# Slide 4:

As part of the CPD plan for the extension year, we are consolidating the three strands of Phonics, Vocabulary and Grammar so that all teachers are confident in delivering the recommendations of the Review in these three specific areas, whether adopting NCELP schemes or adapting your own Schemes of Work, coupled with extending research-Informed CPD into other areas such as: assessment, use of the lexical profiler tool to name just a couple.

# Slide 5:

Let’s take consolidating grammar as an example. Here’s how one teacher’s experience might look, around the teaching of grammar.

What has already been achieved? - routinely structuring students’ grammar learning in Year 7 to incorporate initial practice in listening and reading. This forms an integral part of the teacher’s practice.

What is currently being worked on? - gradually introducing meaningful, freer production practice with Year 7 classes.

What now follows? perhaps the area of assessment - introduce periodic assessments that reliably test grammar knowledge that fit with the school’s assessment calendar.

# Slide 6:

The evidence portfolio is a way of showing teachers’ progress towards achieving greater knowledge and confidence in delivering the recommendations of the MFL Pedagogy Review (2016). The portfolios will recognise teacher starting points and celebrate progress on the NCELP journey. The process of putting a portfolio together further serves to pinpoints areas for development at teacher level so CPD can be more responsive to individuals. The portfolios will also help to show the impact of NCELP pedagogy on students in the classroom.

# Slide 7:

In terms of the format, you could choose paper-based or electronic. Portfolios can be individual for each teacher or one per hub school. You may wish to choose the route of a portfolio per language.

Choose the option that best works for you and your context. We will revisit these considerations at the end of this session, as part of the discussion and next steps.

There is a template included as a linked document, should you wish to use it. This is criterion-based, with room for comments and linked evidence. Let’s see how this looks for Phonics.

# Slide 8:

Here is the example for Phonics. Click the link to access the full template.

# Slide 9:

The July Hub Day will serve as an opportunity for you to showcase your portfolio. You will have the opportunity to share your portfolio with others, talk about what you are proud of and show activities students have particularly enjoyed and found beneficial.

# Slide 10:

Having looked at how the evidence portfolio sits within the programme of CPD and explored its format, now let’s hear from Jenny Hopper to hear more about her experience so far with portfolio building.

# Slide 11:

Hello. Our Borlase hub has had the same 5 constituent schools since December 2018, and we are lucky to have some continuity of staff in our own and other hub schools. But each school naturally has its own context and challenges ranging from large scale staff changes, to models of partial adapting and adoption, and often at different times of the school year. As of September 2020 all schools are now adopting. Borlase is already implementing the Year 8 SoW (with our Year 8 French and our Year 9 2nd year learners of German and Spanish). Highcrest implemented French and Spanish in September 2019, but is still finishing the Year 7 SoW after lockdown. John Colet trialled NCELP for one year 7 class in September 2019, and has now adopted wholesale for year 7 in 2020. In their Year 8, one class is continuing with NCELP, but the others are looking to adapt where possible. Chiltern Hills was an early adopter, still finishing Year 7, but Holmer Green, after significant MFL staff turbulence, has now fully adopted for Year 7 in September 2020.

This background is important, because you can see just how varied the experiences are, and therefore how varied the evidence from each school, or indeed each teacher, will be. 3 of the 5 schools in our hub have new staff to bring up to speed with CPD, for example. With this in mind we were pleased to learn about a Teacher Support programme for new hub teachers being developed by our colleagues at Blatchington Mill school. The link on screen takes you to the outline of the programme for teachers at different stages of familiarity with the NCELP core principles. The actions are sequential, but teachers could enter the support programme at any stage based upon their prior knowledge and competence. The developmental observations promoted in this programme are a valuable CPD entitlement which we look forward to using whenever circumstances permit.

For now, 3 things have really kept us moving forward: (1) a shared level of teacher confidence and a willingness of colleagues and SLT to commit to this, (2) the value of sharing learning and practical experiences in each TRG, and (3) a willingness to share examples of evidence in the form of student work. We’ve used this in our hub days in 2019 and 2020, and we wanted to formalise this in some way by building a portfolio of evidence. Exactly what ours will look like is yet to be finalised, but for the purposes of this TRG, I’m going to show you some of the different types of evidence we have, and how we might use them in the portfolio framework.

# Slide 12:

But before we start, what constitutes evidence in terms of demonstrating teacher confidence? What do you think would help here? Perhaps you can jot a few things down before I reveal what our thoughts are. So now is the time to pause the video and restart when you are ready.

We considered evidence first and foremost in terms of what the pupils themselves could achieve, and how they felt they were progressing. Teachers’ confidence in the methodology is really rewarded by seeing student progress, hence the suggestion to use this as a starting point. And the evidence comes at different times and in many shapes and sizes. Here on screen now are just some of the things that we have considered, and there may well be others that you have listed.

Regarding the final bullet point, the breadth of cultural content of NCELP resources is very extensive indeed and is perhaps underestimated by teachers. On the slide you’ll see a link to further CPD on Culture and cultural capital in the languages classroom, and this aspect will also be featured in an article by Rachel Hawkes in the ALL Languages Today magazine later this year.

# Slide 13:

Let’s look firstly at some phonics evidence. The simplest examples are from the students’ exercise books with mainly self marking in these COVID times. Our first example is from our school, with some of our ‘back of the book’ phonics exercises, from Year 7, Term 1.2 week 1. Our classes particularly enjoy the tally exercises, seen here on the left with students applying their SSC knowledge at word level in a combined listening and writing task, but also used in the Y8 scheme of work with longer and more complex phrases and examples.

On the right you’ll see a summary homework task from a student at Highcrest. This evidence provides valuable feedback to the teacher after a cover work lesson which was set using an OAK video. This particular evidence goes on to comment on the vocabulary and grammar used in the lesson, and of course you could equally use this under other parts of the evidence portfolio.

# Slide 14:

The following examples are screenshots of digital support for students. The first is an entry on our google classroom site. The German phonics poster complete with audio is now easily and permanently accessible, referred back to for revision prior to assessments and so on. This evidence is of course individual SSCs – but it’s now becoming ‘business as usual’ as the equivailent posters for each language are posted on google classroom not just for our beginners, but for all our classes across the languages!

The 2nd example is an adaptation from French Y8 Term 1.2. week 1. Here the teacher was in isolation and could not teach either of her 2 Yr 8 classes. A colleague taught one class ‘live’ with the NCELP phonics listening exercise which the class enjoyed. The 2nd class worked from an adapted slide on google, with arrows to drag and drop for correct pronunciation. The students had a dictionary/vocab challenge to spell the words correctly. This was then reinforced in class speaking tasks when the teacher returned.

# Slide 15:

This example also comes from an exercise adapted for lockdown, this time in German. It was initially a grammar exercise on Word order 2, but was exploited here for speaking practice and also used as phonics informal assessment. Our students enjoy reading aloud, so we exploited this for evidence.

# Slide 16:

Here we have a more formal approach to phonics assessment. Prior to the first assessments (term 2), we provided our students with a ‘phonics checklist’ which combined the SSCs with source words and additional vocabulary from the Y7 SoW. So the evidence combines phonics and vocabulary. (Students had access to the source words phonics poster shown a few slides earlier.)

# Slide 17:

And here is the evidence of an actual recording uploaded to google classroom. I will demonstrate just of the beginning of the phonics assessment, and you can see the words on screen as the student attempts to pronounce the key SSCs. The full speaking assessment covering vocabulary and grammar can be accessed by clicking on the hyperlink, and the full recording covers the entire test for those who want to listen further.

**Slide 18**

Student audio only

# Slide 19:

For the 2nd round of assessments, we were obliged to use google classroom in lockdown, so we used the opportunity to amend the Phonics ‘read aloud’ words to real live places (with follow on geographical awareness games). The tests were in the form of google forms, and students uploaded their recordings. These tests won’t be a direct comparison for this coming year, but it is at least a benchmark of sorts. Other schools in the hub used what they could of their own assessments, with several trying the first assessments, or their own read aloud/single word tasks.

# Slide 20:

Here I’ve given an example of what the evidence portfolio might look like for phonics and have included the evidence I showed earlier. The date column here reflects our current evidence (an amalgam from our schools), but as you build your own portfolios, you are potentially more likely to end up with more sequential dates, where the evidence is gradually building. A specific example of this is under section 1e. Here you can see the different dates for the assessment tasks, where the evidence will definitely show progress and hopefully increasing student and teacher confidence!

You can also see that I’m showing an electronic document with hyper links to documents stored on our VLE. Again this is clearly an individual hub and school decision. We don’t know yet whether we want one portfolio per subject or one per subject per year group. That’s all part of ongoing discussions, which we’ll start in our TRG. By the way, these are simply screenshots, so the links are not live.

# Slide 21:

This example is a screen shot of a video from one of our hub schools which builds on the practice of ‘hay vs tiene’.  After input practice of these two grammar features in listening and reading, followed by productive practice, the teacher now extends students’ learning to practise recall of previously learnt vocabulary in this new context. Here the students are contrasting ‘hay’ and ‘tiene’ with a translation exercise. As in our earlier vocabulary example, we are unfortunately unable to show you the entire video.

# Slide 22:

Our 2nd set of evidence is the pre-lesson vocabulary learning homework. The first example is a printed version for a (SEND) pupil (Yr 7 French), whereas the 2nd example is an online google classroom task in Spanish, using the Year 8 extended learning homework sheets with vocaroo recordings.

# Slide 23:

When it comes to evidence of assessments for vocabulary, many schools will have regular low stakes testing, with progress judged again via individual school policy. We have regular tests (via google form) , so this could also be used as assessment evidence. Involvement in the Spelling Bee might also offer some assessment evidence if you are signed up for this. And the NCELP reading assessment on ‘applying your knowledge’ can also provide evidence. Although we ran some adapted assessments in the summer, our hub schools have either just done or are about to run the term 3 assessments, so their evidence will build up gradually

# Slide 24:

So how does this look in the portfolio? Again, I’ve included some examples, but you can see that there are gaps here. And that’s not an issue! The gaps will gradually be filled as each school progresses and in addition, the year 8 schemes of work also give even richer evidence of these features once you get started on the material. Gaps may well also highlight areas for development where further CPD may be welcome.

# Slide 25:

And now onto some grammar examples. These can come from a quick photo of a page in a student’s exercise book – as and when your COVID rules allow books to be collected and marked. The first example shows grammar activities comparing two grammar features with contrasting meanings (present vs. preterite tense) initially practised in reading and listening.The 2nd example shows some extension work which the class teacher devised after the scaffolded practice during the lesson to build student confidence on this grammar feature.

# Slide 26:

And here is an example of evidence captured ‘in the moment’ from Y7 Spanish Term 1.2 Week 3 lesson 19. In this speaking task the students needed to consolidate the indefinite article (both singular and plural), agreement with nouns and the grammar point “hay “ including using intonation to form a question in Spanish – a lot of points in one go, and well managed! This provides evidence of freer, meaningful production practice in both speaking and writing. Let’s see the video.

**Slide 27:**

Video only

# Slide 28:

This example is a screen shot of a video from one of our hub schools which builds on the practice of ‘hay vs tiene’.  After input practice of these two grammar features in listening and reading, followed by productive practice, the teacher now extends students’ learning to practise recall of previously learnt vocabulary in this new context. Here the students are contrasting ‘hay’ and ‘tiene’ with a translation exercise. As in our earlier vocabulary example, we are unfortunately unable to show you the entire video.

# Slide 29:

This 4th grammar example is cover work set by a teacher in isolation to consolidate progress on a range of verbs in the present and preterite as well as revision of pronominal adjectives. It requires focus on specific grammar points but also encourages some freer production in more extended answers to the questions on the top right of the slide. This is for Year 8 Spanish.

# Slide 30:

Our suggested grammar evidence is uploaded here, but as you can see, this section far from complete yet.

# Slide 31:

We’re now at the final section of the portfolio, with additional evidence, which really needs to be categorised according to your context! Our first example is an NCELP slide deck adapted, under advice from a specialist support colleague for a partially sighted Y7 student. Apart from the obvious colour changes a significant difference is in the reduced amount of information on the slides.

# Slide 32:

Here is an example of some English literacy work which developed from the study of un hombre sin cabeza. This is from Highcrest School, in response to a drive to motivate students and encourage literacy alongside their Spanish studies.

# Slide 33:

This Borlase example used the German version of the same poem and worked on creativity and extension material within a given framework, and of course a specific context – lockdown, with its impact on the family, and mobile phones, which our learners were using and continue to use heavily for home learning!

# Slide 34:

These examples of assessment evidence come from Holmer Green and Borlase. Holmer Green’s example was devised after only 6-7 weeks of adopting the Y7 SoW. This French example was based on the NCELP format but ‘cropped’ to fit the material they had covered so far. The school has to assess a minimum of 2 skills each half term. Here they squeezed in 3 just after half term (COVID considerations apply!.) And the Borlase example was a review after one (COVID-impacted) year. We adapted the resources to fit our timing and the restrictions in place, and we also provided some extension options in freer writing tasks – which is why you might recognise a 16-mark writing task towards the right hand side of the spreadsheet.

# Slide 35:

Last but not least, student feedback speaks volumes, and can provide the best evidence as well as the most direct!

We have not formalised a student questionnaire yet, but will do so before the end of the academic year. You may well have videos of student feedback from your first hub day as evidence here. This slide shows written student feedback after 10 weeks of Spanish learning. Do use whatever suits your context, but we’ve found, the students love to tell us what they think.

# Slide 36:

Above and beyond the three areas of Phonics, Vocabulary and Grammar, here is an example to summarise in classroom use of further areas of research-informed practice. There is ‘freer narrative’ to describe your evidence here, but as mentioned right at the beginning, the shape and style of your portfolio needs to suit your contexts. Good luck!

# Slide 37:

We hope you enjoyed the insight into one Hub’s NCELP journey. Now is an opportunity to think about how you can put together a similar evidence portfolio with help from the Specialist Teachers in your Lead School. You can consider what types of evidence you already have and think about your next steps for the next term or two, to build up to sharing your portfolio at the July Hub Day.

# Slide 38:

Here are some questions that might help structure your discussions with your Specialist Teachers.

Firstly it might make sense to come to a consensus on the portfolio’s format. Jenny Hopper presented an electronic version. Paper-based is also an option. Do what works best for you.

Individual or per Hub school? Example from each language? What are the factors that should be weighed here, in this decision?  
Where each hub is fairly homogenous in its practice – i.e. has had teacher continuity from the start, and is 100% adopting, it is likely that teacher confidence is similar/the same, so it follows that examples to be collected are likely to be very similar, too. This case would suggest an individual teacher portfolio wouldn’t be necessary. In a case where teachers within a Hub school have different levels of confidence, individual portfolios may be more appropriate.  
Alternatively, it could be that practice, expertise and confidence divides along subject lines (e.g. Spanish and German teaching is more embedded and confident that French teaching, for whatever reason). In this case, having different portfolios for each language might be the most meaningful way to proceed.

Putting a portfolio together allows you to reflect on your progress to date and celebrate the distance travelled. Consider what evidence you already have, this will be a satisfying way of taking stock of how far you have come.

This then allows you to ask yourselves ‘what haven’t we yet found evidence of? And therefore, where do we go next in our practice?’ Going through this process of building a portfolio is also therefore diagnostic – a meaningful way to identify the next steps within each hub.

Enjoy!