| **Summary overview: subject-specific interpretation of the ECF for MFL education**This summary overview shows how the NCELP SOW, CPD and resources align with standards 1-6 of the Early Career Framework. |
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| **Early Career Framework standards** | **Excellence in MFL Pedagogy, illustrated by NCELP’s principles, rationales, and resources** |
| **High Expectations** (Standard 1: Set high expectations) | The NCELP SOW and resources develop pedagogy that is research- and practice-informed. Practice in phonics, vocabulary and grammar is frequent, spaced, meaning- and form-focused, and involves a degree of desirable difficulty and challenge. However, the SOW avoid introducing too much new material too fast and ensure that initial practice is followed by systematic, spaced revisiting of language, creating opportunities for automatisation. This reduces the perception of difficulty and builds self-efficacy, tapping into the achievement-motivation cycle.  |
| **How Pupils Learn** (Standard 2 – Promote good progress) | In the NCELP SOW, learning is carefully planned to support progression for the vast majority of learners at KS3 within a low exposure foreign language setting. The focus of practice is mainly to establish the knowledge of phonics, vocabulary and grammar that is required to understand or express meaning and embed these in long-term memory. The NCELP SOW are *examples* of how language knowledge and practice can be sequenced and revisited systematically to support progression.Guiding principles in the SOW are that revisiting must be: frequent enough to prevent forgetting; spaced enough so that recall is challenging; and systematically planned into the SOW so that it happens. This systematic revisiting and recycling of language in different thematic contexts with increasing levels of challenge over KS3 consolidate the prior knowledge, reduce the likelihood of persistent errors and misconceptions and strengthen recall. |
| **Subject and Curriculum** (Standard 3 – Demonstrate good subject and curriculum knowledge) | NCELP pedagogy is research- and practice-informed and engagement with it strengthens teachers’ subject knowledge. NCELP’s SOW clearly define the body of knowledge to be learnt, delineating the content by explicitly listing the phonics, vocabulary, and grammar to be covered. Lesson content and teacher notes support teachers’ subject knowledge, as do CPD materials on the Resource Portal. Resources support teachers in delivering high quality lessons and developing and enhancing their teaching methods.  |
| **Classroom Practice** (Standard 4 – Plan and teach well-structured lessons) | The NCELP KS3 SOW are fully resourced at individual lesson level. The editable resources provide a fully worked set of materials that translate the detailed SOW aims effectively into the classroom. In lessons new language knowledge (phonics, vocabulary and grammar) is presented, then thoroughly and meaningfully practised across all modes (receptive/productive) and modalities (oral/written). Alongside new language, the lessons explicitly build in the planned re-visiting of phonics, vocabulary and grammar as part of a highly systematic schedule.Strategic use of Computer Assisted Language Learning (CALL) tools, both pre- and post-lesson support effective vocabulary learning. |
| **Adaptive Teaching** (Standard 5- Adapt teaching) | NCELP lessons are fully editable PowerPoint and Google slides. Different versions of individual activities are often provided and other adaption suggestions are a source of ideas for best practice in differentiation. The [exemplar activities collection](https://resources.ncelp.org/collections/08612p365?locale=en) provides editable examples of learning activities to offer a starting point for teachers wishing to create their own activities informed by NCELP principles. In addition, the suite of [CPD materials on differentiation](https://resources.ncelp.org/collections/0z708x52c?locale=en) supports teachers with their differentiation goals, both for higher and lower proficiency learners.  |
| **Assessment** (Standard 6 – Make accurate and productive use of assessment) | Teachers can develop a keener understanding of language assessment design principles by exploring the [CPD and classroom assessment resources](https://resources.ncelp.org/all-collections) on the resource portal and by completing the (free) [NCELP MFL curriculum design and pedagogy course](https://ncelp.org/professional-development/mfl-cpd-course/). Assessment of learner progress is regular, via a careful programme of revisiting content. Every lesson students are prompted to apply previous phonics, vocabulary and grammar knowledge, to understand and produce language. Teachers have multiple opportunities to assess student progress and understanding in each lesson, as well as to monitor student commitment towards learning homework on Quizlet.NCELP assessment tasks, with just two rounds of tests each year, are carefully considered in terms of their aims, structure and focus, and are informed by teaching practice and research.***‘Achievement’*** tests are built into the NCELP SOW to take place twice each year. These tests, comprising a principled sample of phonics, vocabulary and grammar covered to date, evaluate the extent to which students have learnt content from the current year and previous year(s) of study.‘***Applying your knowledge’*** tests take place once near the end of each year. These tests bring together phonics, vocabulary and grammar in more holistic assessments. They assess students’ ability to apply knowledge in context through listening and reading comprehension, oral picture description, and short written translation and composition tasks. |