**Pre-registration Guidance Notes – Blended Course**

# Introduction

Thank you for your interest in the NCELP Continuing Professional Development (CPD) Courses. NCELP (National Centre for Excellence for Language Pedagogy) was established in December 2018, funded by the UK Government’s Department for Education (DfE) to create and deliver research-informed resources and professional development for teaching KS3/4 French, German, and Spanish in collaboration with a network of school teachers. NCELP is housed within the University of York’s Department of Education.

Our CPD course takes an in-depth look at KS3/4 Modern Foreign Language (MFL) curriculum design and pedagogy. The blended version of our NCELP CPD course has been developed for participants who wish to work flexibly through the modules at a personalised pace yet enjoy an opportunity for discussion with a Course Leader and fellow participants through a dedicated Teach-Meet per module.

These notes provide guidance which we recommend you review before you submit your registration for the NCELP Blended Course. If you have a question that is not answered in these notes or on our website ([www.ncelp.org/cpd](http://www.ncelp.org/cpd/)) then please email us at [enquiries@ncelp.org](mailto:enquiries@ncelp.org).

# Course Content

The course consists of five modules on: principles of curriculum design, phonics, vocabulary, grammar and culture, each complemented by a 60 minute dedicated Teach-Meet, led by one of our Course Leaders. A further self-study opportunity on assessment is offered as an optional sixth module.

| Session 1 | **Curriculum Design**  How to plan a scheme of work for KS3 and KS4  The new GCSE subject content for French, German and Spanish requires that students learn and can readily use key vocabulary, grammar and phonics so that they can understand and produce meaning, writing with increasing accuracy and speaking with increasing fluency.  A KS3 and KS4 curriculum planned to support preparation for GCSE specifications ‘will ensure systematic, well-sequenced coverage of the specification’s linguistic content, avoiding overloading pupils at any given point, and with ample opportunities for practising the content taught at each stage receptively and productively, in the oral and written modalities, with an approximately equal emphasis on each.’  In light of these requirements, this first session sets out the main principles for designing a successful curriculum for Modern Foreign Languages at Key Stage 3 and Key Stage 4. |
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| Session 2 | **Phonics**  Teaching the sounds of the language at KS3 and KS4  The new GCSE subject content for French, German and Spanish considers sound- symbol correspondences as core literacy and sets out a list of the sound-symbol correspondences that represent key differences between the new language and English. Students are expected to learn these, to be able to read aloud and transcribe them. What is the rationale for teaching the sound-writing relationship? How do we teach it effectively and engagingly? How can we integrate it with meaning and with culture?  Many of us as teachers did not learn how to teach phonics as part of our training. This session aims to equip teachers with the pedagogical knowledge, but also with ideas and resources, for phonics teaching in Modern Languages at Key Stage 3 and 4. |
| Session 3 | **Vocabulary**  The why, what, how well and how much of vocabulary learning in MFL  In this session we address the following questions:   * Why is vocabulary learning so important? * What does it mean to know a word? * Which words and how many words should students learn and how do they relate to themes and contexts? * How can students best learn and retain words? |
| Session 4 | **Grammar**  Making form-meaning connections an essential part of practice  In a time-limited context for learning languages, what kinds of grammar practice are likely to be most effective? We first present some principles drawn from relevant research. For example, studies have found benefits for activities that ‘trap’ a grammar feature and make form-meaning connections essential to task completion, both in the 'input' (reading and listening) and production (writing and speaking). We then consider how to put these principles into practice in the design of classroom activities for French, German and Spanish. |
| Session 5 | **Culture and Cultural Capital & Introduction to assessment**  Culture and cultural capital in language teaching at KS3 and KS4  Language and culture are two sides of the same coin; closely related, there cannot be one without the other. This module offers a practical and holistic view on language and culture in classroom language teaching, showing how culture combines easily with phonics, vocabulary and grammar teaching, providing students with a strong linguistic and cultural foundation, encouraging them to ‘step beyond familiar cultural boundaries and develop new ways of seeing the world’. Particularly relevant to the new GCSE subject content, all ideas come with freely available resources in French, German and Spanish.  The session will finish by looking at an introduction to assessment, as a platform from which participants will then be able to undertake session 6, an online self-study module which builds on this introduction. |
| Session 6  (Self-Study) | **Assessment**  Principles of assessment design  You will develop an enhanced understanding of the NCELP assessment design principles that underpin test design for both achievement style tests and the more holistic knowledge application tests. This session aims to equip teachers to be able to go on to design their own tests and assessments that join up their KS3 practice now with the assessment requirements of the new GCSE for French, German and Spanish. |

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# Course Information

There is no financial cost to attend the course.

The course will run as five modules of recorded content and learning activities. All module content will be completed on the NCELP LMS and the Teach-Meets will take place on Zoom. Participants will be asked to commit up to one hour for pre-module reading and up to one hour for a post-module follow-on task for each module.

# Each module of the course is split into a number of parts.  This allows participants to undertake each module in a number of different sittings.  There are activities included within each part to help strengthen participants’ understanding of the themes, such as reflection questions and ‘hands-on’ tasks.  Included below is the Teach-Meets schedule. The Teach-Meets will begin week commencing 3rd October.

| **Course Ref** | **Day / Time of TeachMeets** | **TM Module 1** | **TM Module 2** | **TM Module 3** | **TM Module 4** | **TM Module 5** |
| --- | --- | --- | --- | --- | --- | --- |
| BC2 | Wednesdays, 15:45 – 16:45 | 5th Oct | 9th Nov | 7th Dec | 11th Jan | 8th Feb |

Whilst the blended course is flexible and self-paced, we have included below recommended milestones for completing each module.  At the end of each module there is a suggested follow-on task, which will form the basis for discussion during each Teach-Meet session and as such, completing the relevant module content and follow-on tasks are prerequisites for each Teach-Meet session.

| **Action description** | **Milestone** |
| --- | --- |
| Complete Module 1 on Curriculum Design | 4 Oct 22 |
| Complete Module 2 on Phonics | 08 Nov 22 |
| Complete Module 3 on Vocabulary | 06 Dec 22 |
| Complete Module 4 on Grammar | 10 Jan 23 |
| Complete Module 5 on Culture | 07 Feb 23 |

Courses will be supported with online office hours on Slack (an online chat platform) where participants will be invited to discuss questions about the course content with our current Course Leader and peers. Details of these office hours will be provided in the course pack when registration has been confirmed.

Each course cohort will consist of no more than 30 participants. This is to ensure that Teach-Meets are interactive, and to maximise the opportunity for participation and feedback.

# Eligibility

We welcome registrations from all those involved in Modern Foreign Language education (and can cascade course content to MFL colleagues, including to in-service and/or pre-service teachers or trainees). You must be EITHER **working in an eligible school** in England (that teaches KS3/4 French and/or German and/or Spanish) OR a state-funded university-based or SCITT-based **teacher trainer** providing courses to secondary pre-service teachers or trainees in French and/or German and/or Spanish teaching.

All schools that receive public funding from the government are eligible. This includes: academies (converter or sponsor led); community, foundation, free and studio schools; university technical colleges; and voluntary aided or controlled schools. Private or independent schools are not eligible. There is no limit on the number of registrations from an eligible school.

The course is designed for those new to NCELP approaches, though it would also suit participants who want to develop their understanding further (for example teachers who have already adopted [NCELP Schemes of Work](https://ncelp.org/ncelp-schemes-of-work/)).

If you have a query about registrant or school eligibility, please contact [enquiries@ncelp.org](mailto:enquiries@ncelp.org).

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# Registration form

The registration form is available at [www.ncelp.org/cpd](http://www.ncelp.org/cpd/) and should be filled in by the registrant (the individual who will attend the course).

1. **If you are working in an eligible school** the registration form will ask for the following information:

* School details including URN and name of the school. School URNs can be found using a search engine or via the Government’s [Get Information about Schools](https://get-information-schools.service.gov.uk/) service. If your URN does not appear in the list type ‘00’, select ‘00 - Other’ and you will be prompted to input your school name and postcode.
* Registrant details including name, email address, languages taught and role.

1. **If you are a teacher trainer** the registration form will ask for registrant details including name, email address, languages taught, type of state-funded teacher trainer (University-based or SCITT-based), employer.

All registrants will be asked to read, and confirm acceptance of the NCELP CPD course privacy notice and terms and conditions available at [www.ncelp.org/cpd](http://www.ncelp.org/cpd/).

If you have any difficulty completing the registration form, please contact us: [enquiries@ncelp.org](mailto:enquiries@ncelp.org)

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# Receipt of registrations

Registrations will only be accepted via our online registration form, available at [www.ncelp.org/cpd](http://www.ncelp.org/cpd/).

The recommended deadline for registrations is midnight on Wednesday 28th September. Prior to the first Teach-Meet you need to create your account on the NCELP Learning Management System (LMS), complete a pre-course knowledge quiz so that you can access the Module 1 content so an early registration is recommended.

We will begin to contact registrants with instructions on accessing the NCELP Learning Management System (LMS) within two working days of your registration. Registrants will not be permitted onto a course session until the pre-course knowledge quiz has been completed.

Course participants will be expected to fill an attendance register at each Teach-Meet session and a course completion reflection question in the final Teach-Meet. Each participant will complete a post-course knowledge quiz at the end of the fifth Teach-Meet, and on completion, receive a course completion certificate, their knowledge score and access to the sixth self-study session.