

# Pre-application Guidance Notes

## 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 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 courses will take an in-depth look at Modern Foreign Language (MFL) curriculum design and pedagogy, and will run across three terms in the 2022 calendar year.

These notes provide guidance which we recommend you review before you submit your application to attend the 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 will consist of five sessions on: principles of curriculum design, phonics, vocabulary, grammar and culture. A further sixth session on assessment will be offered as a self-study online session.

Session 1	<p><b>Curriculum Design</b></p> <p>How to plan a scheme of work for KS3 and KS4</p> <p>The revised GCSE modern foreign languages (MFL) subject content proposes 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.</p> <p>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.'</p> <p>In light of these proposals, 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.</p>
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Session 2	<p><b>Phonics</b></p> <p>Teaching the sounds of the language at KS3 and KS4</p> <p>The revised GCSE MFL subject content proposals consider 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?</p> <p>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.</p>
Session 3	<p><b>Vocabulary</b></p> <p>The why, what, how well and how much of vocabulary learning in MFL</p> <p>In this session we address the following questions:</p> <ul style="list-style-type: none"> <li>• Why is vocabulary learning so important?</li> <li>• What does it mean to know a word?</li> <li>• Which words and how many words should students learn and how do they relate to themes and contexts?</li> <li>• How can students best learn and retain words?</li> </ul>
Session 4	<p><b>Grammar</b></p> <p>Making form-meaning connections an essential part of practice</p> <p>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.</p>
Session 5	<p><b>Culture and Cultural Capital &amp; Introduction to assessment</b></p> <p>Culture and cultural capital in language teaching at KS3 and KS4</p> <p>Language and culture are two sides of the same coin; closely related, there cannot be one without the other. This session 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 proposals for the new GCSE Subject Content, all ideas come with freely available resources in French, German and Spanish.</p>

	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)	<b>Assessment</b> 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 proposed assessment requirements of the revised MFL GCSE.

## Course Information

There is no financial cost to attend the course.

The course will run as five 2.5hr sessions every two weeks in term time (excluding half term). All sessions will take place on Zoom, except Module 6 which is self-study. Participants will be asked to commit one hour for pre-session reading and one hour for a post-session task for each session.

The 2021/2022 Spring Term courses will begin in the week commencing 10 or 17 January 2022. All 2.5hr sessions will run in afternoon or twilight hours, starting between 2pm and 4pm. Successful applicants will have the choice of at least two different course schedules (or more, depending on availability).

Term	Term Dates
2021/2022 Spring Term	10 January to 1 April 2022 Half term: 14 February to 27 February 2022
2021/2022 Summer Term	25 April to 15 July 2022 Half term: 30 May to 5 June 2022
2022/2023 Autumn Term	To be confirmed

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 their 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 courses are interactive, and to maximise the opportunity for participation and feedback.

## Eligibility

We welcome applications from qualified teachers who are working at an eligible school in England that teaches French and/or German and/or Spanish. All schools that receive public funding from the government are eligible. This includes: academies (converter or sponsored); community, foundation, free and studio schools; university technical colleges; and voluntary aided or controlled schools. Private or independent schools are not eligible.

Due to limited capacity, we can accept only one applicant per school.

We recommend the course for Heads of Modern Foreign Language Departments, Department or Trust Subject Leads or others in a leadership or decision-making position who are able to cascade course content to MFL colleagues.

The course is designed for teachers and schools new to NCELP approaches, though it would also suit teachers and schools who have already adopted [NCELP Scheme of Work](#) and want to develop their understanding further.

An online self-study version of all sessions will be available in 2022 and open to all. The self-study course may also be suitable to those already familiar with NCELP approaches, as it will allow a teacher to personalise their route through the sessions. You can subscribe to our mailing list ([www.ncelp.org/subscribe](http://www.ncelp.org/subscribe)) to receive a notification when the self-study course is launched.

If the Zoom-based courses are undersubscribed, we may extend places to others, such as teacher trainers. Please subscribe to our mailing list ([www.ncelp.org/subscribe](http://www.ncelp.org/subscribe)) to receive further information.

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

## Application form

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

The application 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](#) service.
  - If your URN does not appear in the list type '00', select '00 - Other' and email [enquiries@ncelp.org](mailto:enquiries@ncelp.org) with the name, address and postcode of your establishment.
- **Applicant details** including name, email address, languages taught, leadership role and whether the applicant is an SLE (Specialist Leader of Education).
- **Authoriser details** including role, name and email address. This should be the person with authority to decide which applicant is submitted on behalf of the school, typically

the Headteacher or a senior leader with responsibility for Continuing Professional Development. A notification email will be sent to the authoriser when an application is submitted.

The applicant will also 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 application form, please contact us: [enquiries@ncelp.org](mailto:enquiries@ncelp.org)

## Receipt of applications

Places will be allocated to successful applicants who meet our selection criteria on a first-come first-served basis. Applications will only be accepted via our online application form, available at [www.ncelp.org/cpd](http://www.ncelp.org/cpd).

Applications will remain open until all course places are filled for all three terms over the 2022 calendar year. However, applicants are encouraged to apply as soon as possible to guarantee securing a place on a course.

## Selection process

Applicants will be admitted to register for a course on a first-come first-served basis if:

1. The applicant is a qualified teacher (who can cascade course content to any MFL colleagues)
2. The applicant is working at a school in England (that teaches French and/or German and/or Spanish)
3. The applicant is the first and only applicant from their school
4. The applicant accepts the course [Terms and Conditions](#)
5. The regional Teaching School Hub limit (to which the applicant's school belongs) has not been exceeded.

The Teaching School Hub (TSH) limit is our CPD course capacity divided between each of the 87 TSHs, pro-rated by the number of secondary schools in each [Teaching School Hub](#) to ensure a fair allocation of our limited places across regions. All (eligible) schools in England belong to a TSH and the application form will automatically select the correct TSH to operate our place allocation mechanism.

## Outcome

We aim to notify all applicants of the outcome of their application in a timely manner but expect lags to occur during holidays and when application volume is high. Place allocation for Spring Term 21/22 will begin no later than 10 November 2021.

Successful applicants will be asked to:

1. Register onto an available course with a Course Leader and other participants based in their region, where possible. If none of the term's course schedules are suitable, the applicant will be placed on a pre-registration list until later courses are opened for registration.
2. Complete the pre-course knowledge quiz within 14 calendar days. The registration will be confirmed only when the knowledge quiz has been completed. If an applicant fails to complete their knowledge quiz within the specified time period, they will lose their guaranteed place and be placed on the waiting list for unsuccessful applicants.
3. Review the course pack (sent on confirmation of registration) and sign a Code of Conduct ahead of the course start date.

To guarantee a place on a course, we highly recommend that teachers register onto an offered course.

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

### Waiting List

Unsuccessful applicants who meet criteria 1, 2, 3 and 4 (meaning the TSH limit has been met) will be placed on a waiting list. If places are still available by the date listed below, applicants on the waiting list will be invited to register for a course on a simple first-come first-served basis (not subject to TSH limits).

The process will follow the outcome process listed above, with course schedules offered based on availability alone.

Term	Waitlist Places Offered
2021/2022 Spring Term	30 November 2021
2021/2022 Summer Term	15 March 2022
2022/2023 Autumn Term	To be confirmed

Waitlist emails will allow teachers 3 days to respond to register onto a course and 7 days to complete the pre-course knowledge quiz.