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Marsden, Emma orcid.org/0000-0003-4086-5765, Hawkes, Rachel, Earnshaw, Louise et al. (2 more authors) (2023) *NCELP Final Report*. Research Report.

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EVALUATION REPORT

March 2023



UNIVERSITY
of York



Department
for Education

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Key Achievements & Legacy

The **National Centre for Excellence for Language Pedagogy** was established in December, 2018. By March 2023, it had accomplished an extensive range of activities, working closely with teachers, researchers, teacher educators, and many other stakeholders in languages education communities in England. A few of the Centre's key achievements are highlighted in this Forward.

Continuous Professional Development

NCELP was set up to provide CPD to help teachers develop new approaches that were informed by the detailed recommendations of the Pedagogy Review and to pilot pioneering changes to improve curriculum design and teaching at Key Stages 3 and 4, taking explicit account of context relevant research evidence and strong classroom practice.

Over four years, NCELP's CPD sessions reached at least **2,684 teachers**, **97%** of whom have reported an increased understanding of research-informed pedagogy, curriculum design, and assessment.

Resources

At the request of project teachers, the NCELP team provided more resources than originally envisaged. Through its KS3 (French, German, Spanish) Scheme Of Work and full sets of lesson-by-lesson fully adaptable resources, NCELP provided one example of a finely detailed, meticulously sequenced curriculum that illustrates a 'sweet spot' where systematic practice of high-frequency vocabulary, phonics, and grammar can lead to confident, creative communication in and about culturally-rich contexts. As far as we are aware, this is the first and only such curriculum.

By late March 2023, there had been over **640,000 downloads** from a bank of more than **1,500 resources** from the NCELP Resource Portal.

Oak Academy

In June 2020, in response to the pandemic, NCELP agreed to prepare and record KS3 lessons for the Oak programme, which sought to provide online lessons that could be accessed directly by pupils and would later be allocated by teachers as cover work for the classroom.

As a result, 25 NCELP teachers recorded a total of **456** Year 7 and Year 8 lessons. By September 2021, these NCELP lessons had been completed by **178,115 students**. The impact was also pivotal to teacher development, giving both Lead and Hub teachers ownership of and responsibility for providing high-quality lesson recordings with national reach. In addition, the planning and production of Year 9 - 11 lessons (that had not yet been planned for production by NCELP) was overseen by NCELP's co-director, who drew on some of NCELP's key principles.

The MultilingProfiler

The University of York created an online text profiler in **French, German** and **Spanish** to support NCELP's resource creators, teachers, and the awarding organisations. The tool tells users which words in a given text (a) have already been taught by a given point in the NCELP Scheme of Work, or (b) are among the 2,000, 3,000, 4,000, or 5,000 most frequent words. The tool is also fine-tuned to detect specific grammatical patterns that educators may want to include or exclude in the texts.

The **MultilingProfiler** is the teacher's gateway into using authentic resources in a principled way, facilitating the creation or adaption of interesting, relevant material that deepens and extends students' knowledge, whilst guarding against approaches that demand 'too much' guess work for some students and so impact motivation and learning. Further, it is the only efficient way for Awarding Organisations to create new GCSE assessments with care and precision. To our knowledge it is the only tool in the world of its kind to profile texts in all three languages against different types of word lists.

Changing the landscape

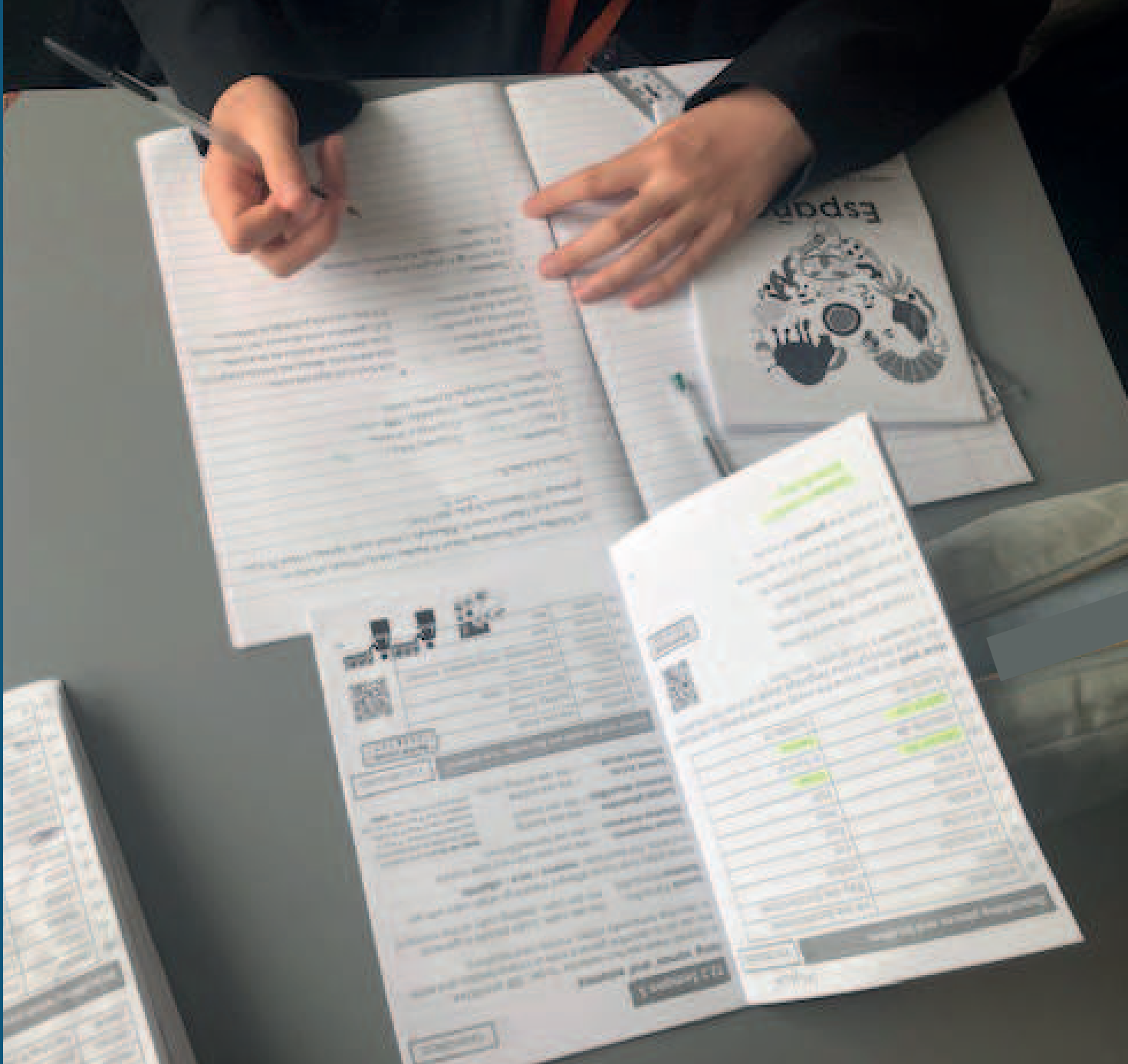
Taken together, the Pedagogy Review recommendations, the new GCSE Subject Content, and the Ofsted Languages Research Review propose substantial change for both curriculum and pedagogy. NCELP colleagues contributed evidence and advice to the panels, Ofqual, and the Awarding Organisations that informed these changes.

For example, at GCSE the changes include the first ever defined word list for GCSE, which reduces gaps between what is taught/learned and what is tested. The number of words to be learnt was informed by the **context-relevant research** that is available to date about **rates and the depth of vocabulary** learning over time. NCELP's work on defining a curriculum content and on specifying the need to revisit words and grammar at regular intervals demonstrated how many words it might be realistic to learn in the given time (with an upper end of approximately 1,700).

The nature of the words on the wordlist is informed by usefulness, i.e., the frequency of the words taught because the 2,000 most common (highest frequency) words in a language generally cover more than 90% of words in informal conversation. NCELP's work on creating word lists that are informed by frequency has shown that it is possible to create interesting material appropriate for the age group with an approximate balance of 85% high frequency to 15% less frequent words, combined with judicious use of **glossing** and **cognates**. NCELP analyses also demonstrated that the new GCSE wordlist parameters prepare students better for the current GCSEs (until 2026) and also for onward study at A level.

Further, the requirements for 'unprepared' speaking at GCSE signal an end to over-rehearsal and rote-learning of prepared written texts. The stipulation in the new GCSE that speech must be '*clear and comprehensible*' promises the rewarding of genuinely unprepared speech, another first in language assessment in England.

It is challenging to propose system-wide change of any kind. Ultimately, it is a painstaking process of engaging individual **hearts and minds**. A flavour of the impact on some of those individual teachers and their schools comes through in the detail of this report. In sum, though, the hallmark of NCELP's approach has been a strong, open, respectful partnership between academic research and teaching practice. We believe this is a beacon model for **translating educational research** into **effective classroom practice** and we hope that it will have a lasting legacy.



'Overall I am thrilled with NCELP as a method for teaching languages compared to more "mainstream" topic based teaching methods. I strongly believe that the focus on grammar from the get-go really enables pupils to master and manipulate the language as opposed to simply learning blocks of information that they are then unable to use in different contexts or for different topics.

Today for example, I was teaching my Y9 Spanish class (non NCELP curriculum) and I asked them to translate some sentences in Spanish using the 3rd person singular conjugation. I also had a Y8 pupil in that class who was isolating with me who has been taught the NCELP method. When I asked at the end of the lesson who had completed all of the translations, my Y8 pupil was one of only 3 that were able to complete the translations demonstrating she could apply her knowledge of grammar to a situation more readily than those who had not completed NCELP and were a year older.

The explicit and regular learning and retrieval of sound spelling links has enabled my NCELP pupils (Y7 and Y8 classes) to really develop their listening skills and extract information and transcribe and interpret correctly.

I think the way the course has been researched and compiled is incredibly easy to use and has saved many precious hours of planning and researching resources. I also feel confident that the activities and resources provided are selected and created based on evidence based research.

Furthermore, as a non-Spanish specialist it has enabled me to have a better understanding of the language. The order in which vocabulary is taught has also helped me use more target language to communicate with pupils both verbally and through google classrooms when giving instructions.

The presentation of the slides and their uniformity I believe helps to run a more inclusive classroom as the pupils know the routine and know exactly the kind of activities they will be presented with each lesson.

Overall an excellent set of resources that I thoroughly enjoy teaching. I also feel the pupils feel the benefit as they are able to communicate about many different things, not just the topic that has been practised for the last term.'

Craig Pepper, South Manchester Learning Trust

PART 1: Overview & Recommendations

BACKGROUND, SET UP, AND AIMS OF THE PROGRAMME

Studying a language can provide insight into other cultures and improve personal, social, educational and employment opportunities and outcomes. Languages can broaden pupils' horizons, helping them flourish in new environments, and as such, the teaching of at least one language is an important part of a broad and balanced curriculum.

In 2010, the English Baccalaureate (EBacc) suite of subjects at GCSE level was established to include one language. The government's ambition is currently that 90% of year 10 pupils should start studying the EBacc suite by 2025. Language entries, however, remain the single biggest barrier to achieving this ambition. Of those pupils who entered four out of the five EBacc subjects in state-funded schools in 2021/22, 87.5% were missing the languages component. The Department for Education (DfE) would like to increase the number of pupils studying languages GCSE and, with the view that one way of doing this is to improve the quality of teaching, the Teaching Schools Council commissioned a review of pedagogy, chaired by Ian Bauckham. The resulting report, the Modern Foreign Language Pedagogy Review (Teaching Schools Council, 2016) provided recommendations about improvements that might help.

In February 2018, the DfE initiated an open procurement for a Centre for Excellence to implement a pilot Modern Foreign Languages Hub programme in order to support teachers to understand and deliver the recommendations of the Pedagogy Review, and in particular the recommendations related to curriculum design and pedagogy. The DfE's stated aim was to effect transformational change in pedagogy and curriculum design, between 2018-2020, that would encourage more young people to study foreign languages at GCSE. The bid from The University of York in collaboration with The Cam Academy Trust was successful. The Centre was designed to lead and coordinate the work of nine modern foreign language hubs. The DfE selected nine Lead Schools to lead each hub, based on expressions of interest from 280 schools identified as high-performing in languages (GCSE languages entry and attainment and schools performance data). The Lead Schools were asked to select local Hub Schools that had areas for improvement in MFL outcomes and uptake - thus, the network structure and interaction between the schools in each Hub was defined by the DfE, prior to the creation of the Centre of Excellence (see Appendix 1 Lead Schools and their Hubs). In December 2018 the DfE launched the 'National Centre for Excellence for Language Pedagogy' (NCELP), at which point the NCELP team engaged with the Lead and Hub Schools to design and establish the Hub programme.

The initial contract was for two years (Dec 2018- Dec 2020). A one-year extension was received (confirmed in autumn 2020) for 2020-21, and another (confirmed in autumn 2021) for 2021-2022. Finally, a three month extension was granted until 2 March 2023, with a view to not incurring a gap between one contract and a future Hubs programme announced in the Schools White Paper (2022).

The aims of the programme were to provide CPD to support schools to help them access and understand research that is relevant to the context: teaching 'languages to all' in low exposure instructed settings; to pilot changes to curriculum design and teaching at Key Stages 3 and 4; and to develop, promote and share teaching resources that were informed by the recommendations of the Pedagogy Review. The final year of the programme focused on expanding the CPD to schools beyond the original network, in part to prepare for the introduction of the new GCSE in French, German and Spanish, which will be first assessed in 2026.

Measurement of the programme's progress was based on Key Performance Indicators (KPIs). These KPIs monitored teacher confidence in their ability to teach informed by the principles outlined in the Pedagogy Review; Lead Schools' engagement in the Programme; teachers' evaluation of the resources developed by NCELP; and the extent of any increased uptake of languages at GCSE during the pilot term. In the final year of the programme KPIs were updated to reflect an extension of the pilot: specialist teachers delivering CPD to 1,350 teachers who undertake the equivalent of a five x 2.5 hours CPD over the calendar year December 2021 to March 2023; full KS4 schemes of work for three terms of Year 10 and two terms of Year 11 (prior to exam leave) for French, German and Spanish, publicly available to all schools via the NCELP Resource Portal; specialist teachers providing the equivalent of a total of at least nine days of expert input per week (from December 2021 to March 2023); and 90% of the teachers who participate in a full five session CPD course reporting increased understanding of relevant research-informed pedagogy and curriculum design.

Initial research-informed content development and training the STs

NCELP's central team consisted of researchers (with teaching experience) and expert practitioners (with research experience). They engaged in a rolling programme of creating research-informed CPD materials, which was then piloted with the Lead School Specialist Teachers (STs) through a programme of sessions on a wide range of themes in different formats, including intense whole-group residentials, in-school 'half days', and mentoring conversations.

STs training the Hub schools

The STs then delivered an adapted version of this CPD with their Hub School colleagues through a series of Teacher Research Groups (TRGs), with example materials and activities provided by NCELP but delivered and adapted, where appropriate, by the STs.

Resources

Crucial to the work was the creation of original resources to operationalise the context-relevant research evidence via tangible classroom-ready resources. Responding to strong encouragement from the STs, Hubs, and teachers beyond the network, NCELP developed Schemes of Work and Resources to help teachers understand and operationalise the content of the research-informed CPD. These resources were designed to enable teachers to understand and deliver evidence-informed pedagogy, drawing on an example set of fully resourced lessons from Autumn 2019, starting with year 7.

Teachers in the NCELP programme provided feedback that more such resources would help them understand the ideas in the CPD. As such, NCELP hired more resource developers to fully exemplify, for the first time, a fully realised sequence of lessons, for years 7-9, based on peer-reviewed research about language teaching in low exposure contexts to all pupils. These materials were used and adapted for teaching in the Lead and Hub schools, and many schools beyond the network, and served as a powerful component for the consolidation of teacher professional development. Teachers were able to - and encouraged to - adapt the fully editable resources to suit context, extracting the ideas and principles that worked well in their contexts.

Remote delivery during the pandemic

The CPD delivery model was adapted from April 2020 to support the teachers with both their own remote working and the requirement to teach online. Online activities were developed and enhanced for the CPD and TRG sessions and additional materials were produced to facilitate teacher self-study. Many of the materials were already suitable for teaching online, as they were powerpoints, Quizlet vocabulary tasks, homework sheets that could be completed electronically, and Gaming Grammar.

Additionally, NCELP provided a rapid response to the Oak Online National Academy. NCELP colleagues coordinated the STs and other Hub network teachers to adapt and deliver videoed lessons using the NCELP year 7 and 8 French, German, and Spanish resources. In addition, Hawkes (NCELP Co-Director) coordinated the creation of year 9 and KS4 French, German, and Spanish resources and videoed-delivery, drawing on NCELP's research-informed principles wherever possible under the current GCSE assessments. Through Oak's online platform, NCELP's intellectual and resource development work reached 10,000s more pupils and teachers. The NCELP created resources on Oak continue to be used at the point of writing, as they were all licensed under a CC BY-NC-SA licence that allowed them to be kept on Oak.

Expansion beyond the network. From December 2021-March 2023, the Centre expanded its reach, by scaling up the CPD offer to the wider MFL teaching community, in part to help prepare them for the introduction of the revised GCSE in French, German and Spanish subject content.

KEY ACTIVITIES & FINDINGS

The effectiveness of the pilot delivery model over the four-year period (December 2018- March 2023) was measured by Key Performance Indicators, together with ongoing teacher verbal and written feedback and data on schools' reported use of pedagogical principles and associated resources.

The teacher response to the support and the resources was very positive with over 90% of all Lead and Hub School teachers reporting that they were confident in their ability to teach using the research-informed pedagogical principles they had undertaken training on. Similarly, **over 90%** reported that they found the resources to be supportive of teaching. In the final year **97%** of teachers who attended the Centre's CPD reported an increased understanding of the pedagogical approach.

In accordance with the relevant KPI, NCELP kept the full complement of nine Lead Schools throughout the first three years of the programme, with all schools reporting that their practice had been adapted as a result of the support provided by the pilot programme. In December 2021, we selected twelve specialist teachers to deliver the expanded-reach CPD programme, again in line with the KPI, between December 2021-March 2023. We selected these 12 teachers from the 14 who applied, from eight of the Lead Schools, finally selecting teachers from seven of those Lead Schools; one teacher then had to withdraw as she changed schools. This selection process (for voluntary continued involvement) showed a high level enthusiasm and interest from among our team of Specialist Teachers to continue working with NCELP and sharing their knowledge and expertise with a wider group of teachers.

It was identified in early programme discussions that any increase or decrease to pupil numbers taking GCSE in French, German or Spanish could not be solely attributable to the pilot activities. This was because the pedagogy changes had to start with year 7 pupils in order to adhere to the core principle of a carefully sequenced curriculum that could build and consolidate knowledge incrementally. Therefore, the impact of these changes would take a number of years to deliver results that could be observable in terms of uptake of GCSEs. It was also fully apparent that individual school policies and circumstances (such as staffing changes or pandemic-related challenges) exert a very powerful influence over GCSE uptake, and such circumstances can mask any impact during the initial stages of transformational changes in pedagogy and curriculum. Until all year 9 pupils, prior to making their GCSE choices, had experienced three years of rigorously sequenced resources that reliably reflected the principles, and, critically, these resources had been appropriately adapted to context by experienced teachers who understood the underpinning ideas and their local school settings, it would not be known for sure whether these changes could bring about increases in GCSE uptake, relative to the range of current practices across the board. Thus, although the aim of increasing pupils' uptake of MFL at GCSE by 15 percentage points was not met by the end of year 3 of the Pilot (it was approximately 8%), notable gains made in Year 1 of the pilot were likely subsequently undermined by the impact of the pandemic measures on schools' GCSE options processes, which tended to de-emphasise MFLs.

Through the three-year pilot programme, the Centre fully trained **290** teachers, some of whom then left the pilot schools and went on to use their knowledge of the pedagogy elsewhere. Teacher reach also included an estimated **7,000** teachers from outside the pilot network who had some initial introduction to the CPD (including via talks, webinars, conferences etc.). In terms of impact on pupils' experiences, it could be estimated that, based on the surveyed sample of 170 teachers in the network, and the number of students reached on average by full-time classroom practitioners, over **50,000** students' learning experiences were impacted by evidence-informed teaching drawing on (at least some of) the Pedagogy Review principles. This number excludes the many schools who use NCELP Schemes of Work and resources but were not in the NCELP network.

In the fourth year of the pilot, CPD was delivered to over **2,600** MFL teachers (including talks, conferences, webinars; see Appendix 5 for more information). This estimation excludes many schools beyond the NCELP network who are using the NCELP SOW and resources but do not figure in our statistics of attendance at events and talks.

There have been approximately **640,000** downloads of materials from the Resources Portal.

Training of the Specialist Teachers (STs)

An initial 2-day residential event for the STs, in February 2019, included intensive briefings to promote understanding of and engagement with the ideas in the MFL Pedagogy Review and related peer-reviewed research. Sessions included Vocabulary, Phonics, Grammar and use of Target Language as well as Curriculum design. There were also sessions on how to work with the Hub Schools, looking at their needs and action planning, so that the STs were equipped to create bespoke CPD and training plans for their Hub Schools. This event led to a fundamental reconceptualization of the project for most of the STs, revealing that many had not understood that changes to their own curriculum planning and pedagogy were likely to happen during the programme. At the end of the residential event, the STs had an action plan and agreed next steps. An NCELP mentor was assigned to each Lead School, and each pair of STs had started to complete the planning templates that would form the backbone of their Hub delivery plans and support the STs' reporting to the Centre.

The NCELP research and teaching experts visited the Lead Schools to provide follow-up CPD half-days to the STs and help them plan their Teacher Research Groups (TRGs). Some support from NCELP colleagues was also provided to the Hub Schools as part of the CPD model. The ST-led TRG events were initially attended by an NCELP team expert, who assisted with preparation and delivery. As per initial plans, the responsibility for managing and delivering the TRG events gradually transferred to the STs, commensurate with their increasing levels of confidence and expertise.

In some cases, remote support was provided, in the form of video calls, where the STs and the Hub teachers were all present in the same location, but the NCELP colleague was online observing and only contributing when asked for specific support.

During these first two years, to further strengthen STs' understanding of the MFL Pedagogy Review and support their work in the Hub Schools, there were three further CPD events for the STs: two two-day residential and a 1-day event.

YEARS 1-2: Details of the support programme for Hub Schools: December 2018 – December 2020

NCELP and the Lead School in the Hub provided a programme of CPD and bespoke school-to-school support, with the following elements:

1) Teacher Research Group (TRG) CPD events in the local Lead School

In year one there were four TRGs, one for each of Phonics, Vocabulary, Grammar, and Meaningful Practice. These laid out context-relevant theories about learning and the existing research evidence related to the curriculum design and pedagogy, explained the principles in more detail, and provided practical examples and resources for the classroom.

Plentiful resources were provided by the Centre to work with and adapt to specific contexts, easily accessible from the open Resource Portal.

These sessions also allowed time for teachers to engage in further thinking, resource development, and forward SOW planning.

2) Hub teachers at TRGs

As many Hub teachers as possible were encouraged to attend the TRG sessions, and cascade to those who were not able to be there. Hub teachers were encouraged to find ways to share the developing practice among others in their schools. This happened, for example, as a 'standing item' on each departmental meeting agenda, or during department CPD time. In most cases, the teachers who attended the TRGs were those who felt most confident, initially, and they then took a lead with others (e.g. helping them to plan lesson activities, or doing peer observations).

3) Putting the pedagogy into practice (plan and resource)

Teachers in Hub (and Lead) schools were given training in creating lesson resources to incorporate the teaching and learning principles explored at the TRG. They were given the opportunity to create their own, informed by the exemplar lesson resources shared at the TRG and on the NCELP portal. Remote support was available from the Lead School, too, as necessary.

4) Putting the pedagogy into practice (teach and reflect)

Using these new resources, teachers in the Hub (and Lead) schools piloted the new pedagogy in their own context. Teachers in the Hub Schools supported each other and Lead School STs also supported teachers with joint planning, developmental observations, reflection, etc. Support was ongoing, and visits from Lead School STs to Hub Schools averaged at one per month.

5) Follow up meetings

Lead School STs had meetings to follow up with the Hub School lead teacher(s) – usually the Head of Department or the other designated teachers most directly involved in the programme. These meetings reviewed confidence with the pedagogy, and discussed any implications for departmental policy or practice such as schemes of work or resource usage.

6) Sharing of resources and lesson planning

As the project developed, all teachers in all departments (Hub and Lead) were encouraged to share their resources and lesson planning initially with the STs, but then also with the Centre. NCELP benefited from a team of highly skilled resource developers who were able to take the Hub teachers' ideas and drafts of resources and develop them further, e.g. by providing copyright free images, native speaker audio, translations into other languages, further examples, or adapted versions. These resources complemented the work of the Resource Developers and became available to all on the Resource Portal.

7) Hub days

To enable local Hubs to disseminate and disseminate their work more widely with other local schools, one-day conferences were held late in the summer terms in 2019, 2020 and 2021. Approximately 10 other schools for each Hub, but often teachers from more schools came. STs planned and led the events with high levels of support and input from the Hub teachers, drawing on ideas and materials they had encountered during their own CPD.

“As Director of MFL for a Trust of schools, and independent MFL Consultant, I will be able to disseminate more ideas for good and outstanding teaching and learning.”

Hub day participant feedback, 2021

Scheme of Work and Resource Development

During the first year of the programme, NCELP developed a scheme of work for Year 7 and Year 8 and some example resources, templates, and guidance for the teachers. These were the subject of CPD and mentor sessions. As work with schools developed, it became evident that integrating core principles with existing published schemes was not straightforward. Feedback from schools highlighted the acute need for full sets of lesson-by-lesson resources to support them.

Given the importance of these materials in securing the teachers' confidence, priority was given to the development of comprehensive lesson resources, and so by December 2022 fully resourced KS3 (Years 7-9) schemes of work for French, German and Spanish were freely available via NCELP's Resource Portal. In late March 2023, there had been over 640,000 downloads from the portal.

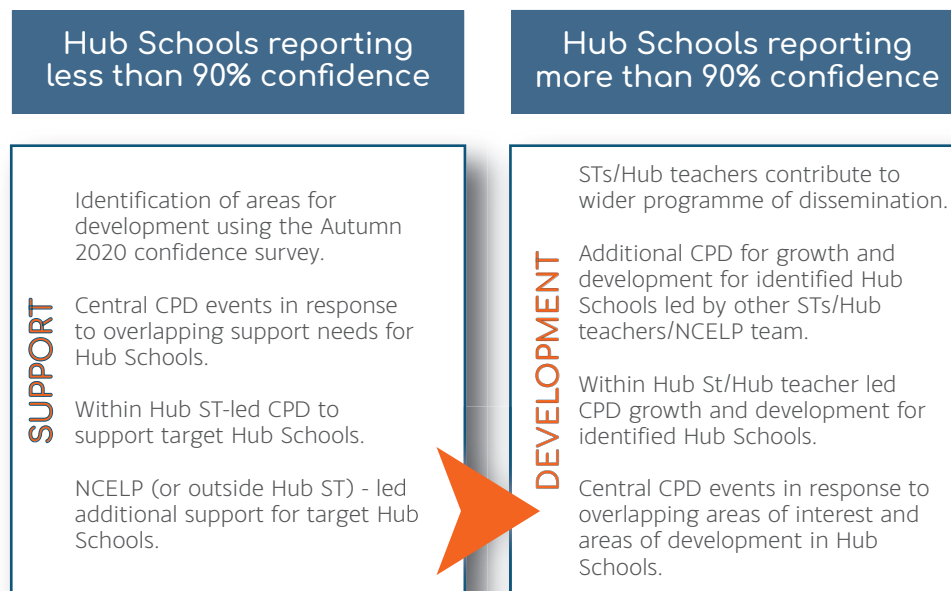
The resulting adaptable (editable) classroom-ready materials were welcomed by teachers, who found them to be supportive of their learning. STs and other teachers adapted these resources to their own contexts. Until the end of the programme, the resources continued to be updated.

YEAR 3: Pedagogy support programme for Hub Schools: December 2020 – December 2021

The extension year was a time for consolidation and growth. As such, the programme and model of CPD delivery evolved to reflect this, with a strategic, agile programme of CPD to respond to needs at individual Hub level.

Supporting STs' work in the Hubs

The autumn survey, completed by Hub teachers and Specialist Teachers, was instrumental in shaping the CPD plan. Each Hub had developed differing CPD needs. The results of the survey, jointly with information shared during ST-mentor meetings, identified areas for development at Hub level. Whether adopting or adapting NCELP SOW, CPD was planned to respond to the needs of each Hub. Centre mentors guided and supported STs in their bespoke in-school support in Hub Schools. This meant that the model of delivery was unique to each Lead School, forming a strategic and agile programme of CPD. Lead Schools organised, in close collaboration with NCELP colleagues as appropriate, CPD activities that best met the Hub Schools' needs. See below approximate visualisation of the model.



A continued emphasis on Phonics, Vocabulary and Grammar

The CPD consolidated understanding, evidence, and exemplification of the components of phonics, vocabulary, and grammar and the nature of practice in order to increase teacher confidence in understanding and delivery, whether adopting the NCELP SOW or adapting the NCELP or their own SOW.

Consolidating and Extending Research-Informed CPD

A Specialist Teacher research day in Year 3 provided a further opportunity to engage with research to feed into work with the Hub Schools and beyond. First, there was a session on the nature of high-quality research and an introduction to basic research designs that are necessary in order to be able to evaluate effectiveness. The STs then read about 12 Open Accessible Summaries in Language Studies (OASIS) and demonstrated understanding by responding to questions. In small supervised groups, the STs then discussed the findings and were invited to critique the studies and draw links between the findings of research and the issues NCELP and they themselves had been working on to date. The three substantive sessions in the workshop focussed on: different ways to revisit vocabulary and grammar; written corrective feedback; and the relationship between teaching methods and learner characteristics.

During the rest of the programme of CPD, STs and Hub teachers also had the opportunity to revisit other areas in more depth, such as:

- The lexical profiler tool (MultilingProfiler, developed by the University of York to serve the needs of the project, including materials and test development).
- Gaming Grammar
- Phonics, Vocabulary, Grammar - focused on approaches for Y8
- Year 8 SOW
- Assessment
- Use of texts, including segmentation/bi-modal input, factual texts, literary texts
- Oak video peer review
- GCSE review consultation

Wider dissemination

The third year continued to offer opportunities for wider dissemination, such as ST involvement in recording lessons and making presentations at conferences, to extend and embed the reach of the Centre's CPD. The Hub days run by each Lead School offered CPD to a wider group of local schools (with an average of 15 schools per Hub, reaching an audience of over 100 schools).

YEAR 4: Expanded Reach Phase

The end of Year 3 was the end of the phase with the closed network of 9 Lead Schools and their 4 Hub schools and led to a national programme of CPD, which built on the successes on the first three years. The Centre offered a range of CPD to the wider MFL teaching community.

Development of a self-study course

An asynchronous version of the CPD course was developed for participants who wished to work at a personalised pace and was open to all those involved in MFL education. This enabled participants to access the full suite of course materials and participants had recourse to Course Leaders as well as fellow participants through a shared communication platform.

Diversifying the CPD offer and total reach

In addition to the synchronous and asynchronous course described above, NCELP also developed a varied programme of CPD to respond to the appetite and needs of the MFL teacher community. This took a variety of forms and included both universal and bespoke provision.

In addition, in response to the strong demand for bespoke CPD from Local Authorities, Multi Academy Trusts, Teaching Alliances and other external stakeholders, the NCELP team delivered to over 782 teachers through external CPD events. This bespoke CPD included presentations, talks, workshops and inputs aligned to the KPI measures. The Course Leaders augmented their local MFL networks, delivering CPD ranging from short inputs of an hour to full day and twilight multi-part programmes for local groups of schools, MATs, TSHs, and LA subject and leadership networks.

Combined with the five session courses, 1,825 teachers were reached in total. Evaluations from both universal and bespoke strands continued to be very positive with 95% reporting increased understanding of NCELP approaches.

As well as maximising opportunities for resource sharing within the CPD sessions, to further exemplify research-informed practice, Course Leaders held a series of Open Door events that were particularly well received. These opportunities allowed teachers to visit the MFL departments in the schools where the Course Leaders teach. The format of the visits included observations in the classroom and question-and-answer opportunities with the Course Leaders and their colleagues.

Lessons about effecting transformational change in teaching and curriculum design

The recommendations of the Pedagogy Review require fundamental shifts in thinking about principles that underpin curriculum design, pedagogy, and assessment. The magnitude of the shifts and the extent of the novelty of the implications of the Pedagogy Review were probably not fully appreciated by various stakeholders at the outset of the pilot. Some of the research is relatively recent (from the last 10–15 years) and has been almost exclusively published behind pay walls. Teachers have little time or incentive to access this research. Thus, extending access to these research-informed developments to all MFL educators, regardless of their geographical location or stage of career, will require sustained and wide-reaching support within the MFL education community allowing all MFL teachers the opportunity to: understand and critique the underpinning research evidence; become fluent and confident with new pedagogical techniques; know how to create, adapt, and use resources and assessments.

We found that teachers in the network needed to be provided with all of the following components in order to establish their own conviction that they had fully understood and could 'own' key aspects of the principles about curriculum design and pedagogy:

- CPD presenting context-relevant learning theory, findings from research, and their implications for curriculum design, teaching, and testing;
- classroom strategies for designing curricula and implementing practice;
- fully developed schemes of work accompanied by a complete suite of off-the-shelf linked resources shaped by the pedagogic principles that are informed by context-relevant theoretical and empirical research;
- strong support and feedback from a mentor (such as a ST or NCELP colleague) to help teachers who were implementing the pedagogy and materials for the first time.

Crucially, just one of 'CPD' or 'resources' or 'research', in isolation, often seemed to be insufficient for genuine engagement or sustainable change.

Our impression was that the amount of teacher engagement appeared to correlate positively with the extent of adoption/change made. The Hub School teachers who actively participated in the pilot for almost two years did not generally request further intensive support. Generally, those teachers chose to deliver pedagogy and resources that were driven or heavily shaped by the CPD they had undertaken, and indications to us were that they intended to continue to do so. Thus, on the whole, network teachers' self-reported confidence in delivering the pedagogy was very positive. However, in cases where staff turnover or school infrastructure or policy did not accommodate curriculum or pedagogy change (for example, where whole school assessment or reporting regimes left little flexibility at the subject level), it is unlikely that simply continuing the Hub model of CPD could have overcome such difficulties.

The teachers needed a clear rationale for change. For example, it was well received that the CPD included links to relevant evidence from high-quality, international, peer-reviewed research. For future programmes, it might help speed up full engagement with a largely new pedagogy if research evidence from a large-scale randomised control trial of the holistic pedagogical approach (and associated assessments of learning) were available prior to asking schools to change curriculum, pedagogy, and assessments.

Lessons about efficiently improving the reach and rate of impact

It became clear that opening up access to the knowledge learned and resources developed, to those beyond the initial hub network, could potentially reach a larger audience than continuing with a predefined hub model in which intensive support was available for a smaller number of teachers, many of whom had already undertaken training and was demonstrating understanding and the ability to use their learning in their own context.

The success of the final year of the programme demanded agile development of CPD models, content, and modes of delivery. We developed a variety of courses to meet the diversifying needs of the MFL community and to complement the core NCELP CPD course. We also established partnerships with external stakeholders. It was imperative that the Centre adjusted the CPD offer to meet the appetite from teachers and needs in the broader community, at a time of challenge within the education sector generally (related to the pandemic and teacher recruitment and retention; for example, we were notified of 103 staff changes in our Hub network during the period 2019-2021). As a result of this agility of CPD content and delivery modes, engagement was positive and all courses received overwhelmingly positive responses.

In order to efficiently extend reach, within a short timescale, the Centre created a suite of online tools. Although these were not all originally conceived in the initial stages - or were not expected to become so prominent in our offering - the CPD tools became critical to conceptualising, communicating, and operationalising evidence-informed pedagogy and curriculum design. Digital resources that were received positively include the resources portal; audio/video recordings of CPD (to give access to those who could not attend scheduled events); videoed lesson delivery (OAK online academy) to supplement resources (e.g., be used for supply cover); one-page accessible summaries of peer-reviewed research (added to the OASIS database and providing a kernel for the CPD); online digital learning tools (Gaming Grammar); the lexical profiler (for creating tests and pedagogically aligned texts). These tools are all underpinned by research and have reached large audiences, including publishers, broadcasters, teacher educators, Awarding Organisations, and ed. tech companies.

Collaborations with external stakeholders proved fruitful. For example, working with LanguageNut, NCELP-based materials were made freely available through their online teaching platform, Our LanguageNut partnership permitted use of our word lists and vocabulary activities. As of December, 2022, **533 schools (19,614 students)** were using this free NCELP content and had completed **602,000 activities**. 35% of these were listening practice, a neglected area of vocabulary learning, thus supporting pupils without high quality audio input from their teacher. Sanako UK created activity types to host NCELP vocabulary, phonics and grammar activities. The BBC Bitesize and Teacher Education teams sought our advice and created resources that aligned with some of the research-informed principles. Wider engagement within teaching communities was also clearly evident in the independent creation of two Facebook pages in 2022 for teachers using NCELP resources in the classroom, with 2,000 teachers involved.

Operational lessons

The criteria used prior to the establishment of NCELP for selecting Lead and Hub Schools were based on current teacher knowledge and confidence and on school statistics regarding GCSE uptake, achievement, and SES. These criteria were for good reason at the time: to support social equality agendas and to facilitate a timely start to the Centre leading the programme. For future pilots aiming to introduce transformational change, it would be useful to also include selection criteria related to teacher interest in and engagement with research, depth of understanding and implications of the MFL Pedagogy Review, and openness to change. More time during the initial stages of setting up the Hubs, might ensure a clearer initial mutual understanding of the goals of the project, which could in turn have supported faster learning and collaboration. The STs who continued into year 4 as active CPD providers themselves are probably those who both showed the strongest capacity for learning, change, and also who worked in school contexts that allowed and supported subject-specific change.

Finally, the intensive support for Hubs, which although necessary and highly beneficial in the first three years, posed an administrative burden. If it had run into a fourth year, continuing to support the schools in monitoring attendance and making financial claims would have been costly (relative to the benefit it could provide). A streamlined model where Lead Schools are responsible for monitoring and managing their local finances is likely to be more efficient, if the Hub model were to be rolled out.

Recommendations about future language CPD projects

Secondary (KS3 and 4)

An adapted and extended version of a Hub model for CPD to effect transformational change could clearly benefit MFL education. Specifically, a "Stage 2 Hub Model" is now possible, using the clearly articulated evidence-informed pedagogy, resources, CPD content, and expertise NCELP developed. This model would offer hybrid provision, combining the best of years 1-3 of the Pilot with the year 4 'expanded reach' phase. That is, one aim would be to train up another cohort of future leaders (Specialist Teachers) in a number of new Hubs (we envisage that approximately 5-10 is a feasible number) – a process that will, based on the experience of our Pilot, take two years to fully establish the deep understanding and ensure that the pool of experts is geographically diverse and offers enough national coverage. Secondly and concurrently, schools beyond these Hubs should have the opportunity to access expert CPD so that they are able to understand, use, and adapt the freely available pedagogy resources. This extended reach would offer both fixed programmes of short CPD courses as well as the flexibility for bespoke provision to large Trusts and Academies, where tailored CPD programmes are needed to fit with local demands and arrangements.

Primary (KS2)

A substantial programme of CPD for primary school teachers is required. Based on the pilot findings, this would need to be accompanied by a detailed SOW and package of classroom-ready resources. There is no fully detailed national content for languages at primary, with the direct consequence that transition to secondary is currently generally not well-managed or resourced (albeit with pockets of successful transition practice). In our own Hubs pilot project, we were told about challenges of building on primary MFLs even among our Hub network experts. A lack of clear benefits of primary languages (an earlier start) has been observed multiple times in, for example, Germany, Spain, Belgium, and Japan, as well as in research in the UK in the 1980s and 2000s. Crucially, the cause of these observations is often ascribed to, among other reasons, poor transition arrangements that lead to a lack of continuity in curriculum content between primary and secondary lessons. With this in mind, it would be worthwhile adapting the current NCELP KS3 resources to provide a "+primary track". Together with the existing resources, this would then provide solid transition opportunities both for (a) those who had undertaken a clearly defined curriculum content at primary and (b) those who were starting with a language afresh at secondary.

ITT and Re-training of qualified teachers ('TSST')

We found that trainees experienced some tension and lack of coherence when (a) trainees who had NCELP-informed experience went into schools with no experience of NCELP, and (b) in the opposite direction, trainees without NCELP-informed experience go into NCELP-informed schools. The availability of systematic, subject-specific CPD for teacher educators would be beneficial, to provide access to a wider range of research-informed approaches and toolkits. It should be feasible to offer a free, short-course specifically for this audience.

In addition, upskilling (in both subject- and pedagogy- content) for non-experts, experts in other languages, and those with qualifications from overseas, is needed via a programme such as TSST. The CPD packages we created for year 4 offered the raw materials for such an opportunity.

A level

Currently, we do not see a reason why changes to the A level would be necessary but recommend that a monitoring and scoping exercise is carried out from 2023 /2024, once the new GCSE is in place. A review of A levels may be necessary in 2025.



Recommendation about a Foreign Language Data Centre

There remains a relatively poor understanding of the nature of progression in foreign languages (relative to researchers' understanding of English as a foreign language). This is because evidence-informed curriculum design and assessment are still novel for many teachers and test-designers (e.g., Awarding Organisations). A number of teachers in our network asked us to provide information about the KS3 progress of their own students relative to, say, a 'national average' or to the achievement of pupils in other Hubs. To address this need, a national MFL data centre would be extremely useful. This centre would collect online information about knowledge and proficiency in the four skills, analyse them, and disseminate information about the nature of progress. The online tests that NCELP have developed (for both achievement and proficiency) could be used and adapted to help create such a national database. Such data could determine markers of progress in KS3 and 4, and potentially also KS2. This would provide a context-relevant 'framework of reference' against which teachers could better understand the progress of their own pupils. It would also facilitate benchmarking to inform materials creation, such as school-level tests. Such a centre would also be a case-study in the feasibility of online assessment tests in foreign languages, for which there are already precedents for English as a foreign language and for some foreign language testing in the United States.

Recommendation about the teaching of other languages

NCELP has received a number of enquiries about providing CPD and resources for teaching other languages, such as Arabic, Chinese, Dutch, Italian, and Polish. The NCELP resources and CPD programme could usefully inform the development and delivery of research-informed programmes in these other languages. Indeed, many of the underlying principles that NCELP have drawn on and operationalised in schemes of work and resources can be generalised to the teaching of other languages (e.g., lexical selection informed by frequency; input-based and interaction-based grammar teaching that make form-meaning connections essential; a meticulous practice schedule that sequences the revisiting of the lexicon and grammar from which themes emerge—on culture, geography, history, transactional encounters; a core literacy strand; achievement and applying your knowledge tests that assess both knowledge and proficiency). However, there are also language-specific phenomena that would demand substantial adaptation of pedagogy and curriculum design, such as sound-writing relations, and the selection and sequencing of grammar.

PART 2: Detailed Report

AIMS & OBJECTIVES OF THE PILOT

The aims of the programme were to deliver against:

- a. The specific objectives set for the first three years of the pilot programme
- b. The Key Performance Indicators (KPIs) as set out in the initial contract and two subsequent iterations.

1.1. The specific objectives of the pilot programme

To provide support to schools to improve languages teaching at Key Stages 3 and 4, so that in the pilot schools, more pupils take up languages GCSEs and schools are enabled to achieve viable and sustainable numbers and group sizes to secure the future of the subject.

To develop, promote and share "Pedagogy Resources" based on the recommendations of the Pedagogy Review with Hubs via a Resource Portal, with the aim that pedagogical principles as outlined in the Pedagogy Review are understood and adopted by Hub Schools.

Building on those resources for teachers to scale up MFL teacher CPD to prepare for the introduction of the revised GCSE French, German, and Spanish subject content.

To achieve these objectives, NCELP set out to enable Lead Schools to establish, develop, and maintain their Hubs, through effective lines of communication and robust systems for sharing best practice and resources within and beyond the network.

These objectives were broken down into the following requirements:

Support for schools:

- Help the Lead Schools build and maintain their Hubs, establishing communication links within the network
- Ensure best practice and resources are shared throughout the network of Hubs.
- Facilitate the Hubs to set up MFL teacher research groups that develop their understanding of MFL pedagogy through reviewing the existing evidence and developing their practice in the light of this research. The Centre must be able to provide access to the research by teachers and coach teachers in research techniques.
- Support Lead Schools to establish teacher groups within the Hub that use evidence-informed approaches to professional development such as lesson study, where teachers collaborate to plan lessons to deliver aspects of the curriculum and then demonstrate and observe excellent teaching.
- Support Hubs to build their capacity to provide effective leadership and support to secondary schools outside the Hub in their area, by helping them to develop strategies to widen their communications to schools in their local areas.

Resources:

- When taken together the Pedagogy Resources must support a clear coherent curriculum. These resources include but are not limited to lesson plans, worksheets, department improvement plans and training materials.
- All shared resources, which must comply with the MFL pedagogy as set out in the Pedagogy Review, must be quality assured by the CE.
- The sharing of the resources must be supported with a newly created Resource Portal, serving as a platform for easy access to the resources created during the pilot.
- The Centre must obtain appropriate expertise in the MFL pedagogy as set out in the Pedagogy Review to quality assure the development and delivery of the Centre's own training and resources and that of the Lead Schools.

1.2 The KPIs

The KPIs served as a means of measuring the degree to which the pilot aims have been met:

- KPI1 90% of MFL teachers in Lead and Hub Schools are confident in their delivery of the MFL pedagogical approach as described in the Bauckham Review of MFL Pedagogy.
- KPI2 A full complement of Lead Schools is sustained throughout the Programme.
- KPI3 90% of MFL teachers in Lead Schools and Hub Schools report that the Pedagogy Resources produced by the Centre support teaching.
- KPI4 15 percentage point increase in the numbers of Y10 pupils starting to study languages GCSE in September 2020 across the Hub Schools.
- KPI5 Specialist teachers delivering online CPD courses to at least 1,350 teachers who complete the full course over the calendar year December 2021 to December 2022.
- KPI6 KS4 resources are complete (i.e., full schemes of work for all three terms of Year 10 and (prior to exam leave) Year 11 study for French, German and Spanish) and publicly available for full adoption by all schools on the NCELP website by December 2022.
- KPI7 Provision of expert input via at least nine lead school specialist teacher days per week for 38 weeks (from December 2021 to December 2022).
- KPI8 90% of the partner school MFL teachers who participate in taught CPD courses report increased understanding of the pedagogical approach.

METHODS FOR MEASUREMENTS AND OUTCOMES

The primary data gathering methods related to the KPI measurement are detailed below. In addition, this report includes information based on narratives provided informally by teachers during mentor sessions and CPD events. For transparency, we flag where our observations are anecdotal, based on general experience during the course of delivery rather than planned data elicitation.

2.1 KPI monitoring and measurement

| | Description | Method and frequency of assessment |
|------|---|--|
| KPI1 | 90% of MFL Teachers in Lead and Hub Schools are confident in their delivery of the MFL pedagogical approach as described in the Bauckham Review of Pedagogy. | Assessed by baseline survey and follow up survey on impact of training on own practice in schools. Monitored on a quarterly basis; assessed annually. |
| KPI2 | A full complement of Lead Schools is sustained throughout the Programme (years 1-3 only). | Assessed by MI data provided by the Supplier. Monitored on a quarterly basis; assessed annually for years 1-3 of the programme. * |
| KPI3 | 90% of MFL teachers in Lead Schools and Hub Schools report that the Pedagogy Resources produced by the Centre support teaching. | Assessed by surveys administered by the Centre or the Authority's external evaluator. Monitored up to twice a year; assessed by the end of year 3 (2021). |
| KPI4 | 15 percentage point increase in the numbers of Y10 pupils starting to study languages GCSE in September 2020 across the Hub Schools. | The Centre will establish the method of collecting evidence from Hub Schools to provide data on numbers of pupils choosing to take languages GCSEs. Monitored on a quarterly basis; assessed by the end of year 2. |
| KPI5 | Specialist teachers delivering online CPD courses to at least 1,350 teachers who complete the full course over the calendar year December 2021 to December 2022. | Assessed by MI data provided by the Supplier. Monitored on a quarterly basis; final assessment March 2023. |
| KPI6 | KS4 resources are complete (full schemes of work for all 3 terms of Year 10 and (prior to exam leave) Year 11 study for French, German and Spanish) and publicly available for full adoption by all schools on the NCELP website by December 2022.. | Implementation plan agreed with DfE is delivered on time and in full. Monitored on a quarterly basis; final assessment March 2023. |
| KPI7 | Provision of expert input via at least nine lead school specialist teacher days per week for 38 weeks (from December 2021 to December 2022). | Assessed by MI data provided by the Supplier. Monitored on a quarterly basis; assessed annually. |
| KPI8 | 90% of the partner school MFL teachers who participate in taught CPD courses report increased understanding of the pedagogical approach. | Assessed by surveys administered by the CE or the Authority's external evaluator. Monitored on a quarterly basis; final assessment March 2023. |

*In year 4, this was not a KPI

NB - KPIs 1-4 effective December 2018 - December 2021, KPIs 5-8 effective from December 2021 - March 2023

2.1.1 Sample of respondents KPI1 and KPI3

Teacher data (KPI1 and 3)

The survey was designed to capture responses for monitoring and measurement of KPI1 (teacher confidence) and KPI3 (resources support teaching). In addition, questions were included to gain feedback which would enable the CPD and support activities to focus on areas of perceived weakness. For confidence, this involved breaking down the self-assessment into Phonics, Grammar, Vocabulary, and Meaningful Practice. For questions about the Pedagogy Resources, teachers were also asked to rate how the materials supported teaching in each of those areas.

Baseline survey sample

A baseline survey was sent to all Lead School Specialist Teachers, who were asked to ensure completion by all MFL teachers within their Lead and Hub schools. The initial survey was anonymous, which prevented analysis of who had completed, but we believe that all 18 Specialist Teachers responded, with the remaining 125 teachers from their lead school MFL departments and the hub schools. The response rate was 69%, with 143 out of 208 teachers responding.

Follow up survey samples

The follow-up surveys were issued to a more targeted audience, based on feedback from the initial survey. The field was narrowed to MFL teachers actively teaching French, Spanish or German in the schools. When a new teacher arrived just before the survey was issued, we agreed that they would not participate, as it made it difficult for the Lead School to identify genuine issues with confidence.

However, all hub replacement schools were issued the survey, once they had been a hub school for at least one term. The table shows the number of respondents for key survey dates.

| Feb 2019 | Sept 2019 | Sept 2020 | Sept 2021 |
|----------|-----------|-----------|-----------|
| 143 | 167 | 161 | 170 |
| 208 | 193 | 163 | 172 |
| 69% | 87% | 99% | 99% |

Method considerations

- Turnover of staff meant that those responding from a given school may not have been those who initially did so. We were notified of 103 staff changes during the period 2019-2021.
- New participating schools meant that the length of involvement differed. The changes in schools are detailed in Appendix 1.

Due to the contract and set up activities, the initial ST training was in Feb 2019, which is assumed to be the start of delivery.

2.1.2 Sample of respondents KPI4

Baseline survey

A data request was issued to the MFL Head of Department (HoD) for all 9 Lead Schools and 36 Hub Schools at the start of the project (December 2018). This survey included a question about the number of pupils starting the GCSE course in September 2018 and the total number of pupils in the year group, to provide a % uptake figure. All schools responded, understanding this to be a mandatory requirement.

Follow up survey

Follow-up data requests were refined to a single question about uptake figures and were issued in September of each school year (2019-21). Although this KPI only applied to the Hub Schools, the same request was sent to the Lead School HoDs, so the STs could support their Hub Schools with the request.

The number of data responses varied, due to changes in participating Hub Schools. The excused schools were a) those with adverse conditions, resulting in a policy change that prevented progress against the measure and b) schools leaving, where the replacement Hub School was in the pilot for fewer than 2 years.

Schools not included (from a total of 45 schools):

- 2 Schools with policy changes in Year 1, who DfE agreed would be excluded: SCWA and St Thomas More
- 5 Schools leaving and replaced by schools joining in 2021: Marine Plymouth (replaced by Brixham), Longridge (replaced by Corpus Christi) and Beckfoot Upper Heaton (University Academy Keighley), Benet Biscop (St Roberts of Newminster) The Barclay (not replaced)

Method considerations

During the pilot period, 8 schools changed from a 3-year to a 2-year KS4. This meant that no pupil GCSE options were offered for the transition year, as indicated in the below table. Therefore, no uptake data is provided for those schools in the relevant school year.

| Options Year | 2019 | 2020 | 2021 |
|--------------------------|------|------|------|
| Y8 options - Hub | 18 | 13 | 13 |
| Y9 options - Hub | 15 | 18 | 23 |
| No options - Hub | 3 | 5 | |
| Total Hub schools opting | 33 | 31 | 36 |

2.1.3 Reporting of increased understanding of pedagogical approach

During the final year of the programme, as CPD was upscaled to a wider audience, all sessions delivered by the Centre gathered attendee feedback to assess whether reported understanding following attendance had increased. See Appendix 5 for more details.

"This is a brilliant new way of teaching languages. We have embraced this with our Year 7 French this year as a trial. Absolutely loving teaching it. Students seem to recall vocab more easily and the introduction of grammar of no more than 2 strands at once is great to avoid cognitive overload. We have started to adapt this way of teaching for the other year groups to also help them engage more with language learning."

"I started using the NCELP for Y7 and Y8. I think it's brilliant. The time and research taken to prepare the SOW and materials is something that I wouldn't be able to do. I have learnt so much since using your resources and that's after 20+ years teaching. Thank you so much."

Teacher feedback from the November 2020 Conference

DELIVERY MODEL

This section describes the delivery model and some of the key rationales for the chosen approach - some of which were identified initially and some of which emerged iteratively as our work progressed and we reacted to feedback and responses from the network and wider community. We provide a narrative evaluation of the success of some aspects of the delivery model, to describe why it evolved in light of early feedback from teachers.

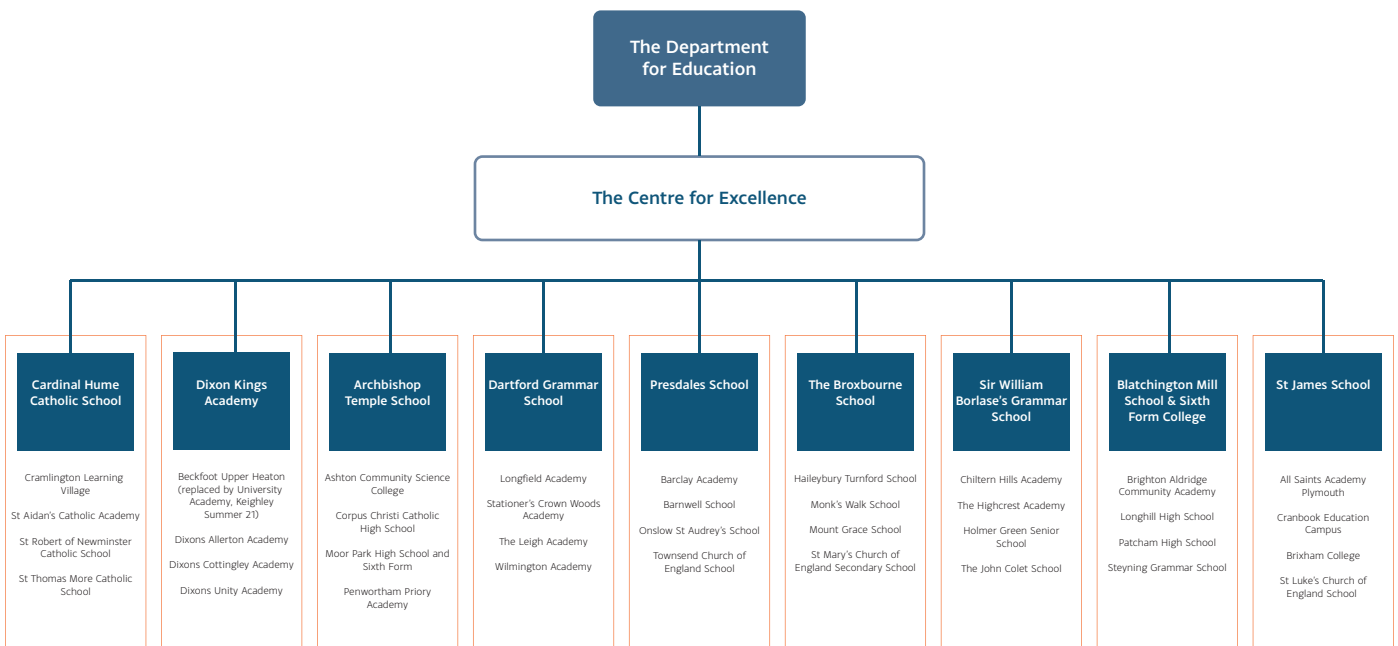
3.1 Description of model

The key driving principles that determined core elements of our delivery model in order to introduce and sustain transformational, new ideas included the notions that:

- ▮ Lasting changes to pedagogy are underpinned by fundamental changes in subject specialist knowledge and understanding
- ▮ Bringing about change necessitates sustained, intensive engagement with research-informed ideas and evidence-based practice
- ▮ New ideas must be exemplified in practical tools and resources, to facilitate prompt trial in the classroom
- ▮ There must be easy access to both ideas (CPD materials, OASIS) and curriculum materials (SOW, pedagogy resources) and supporting materials to guide and monitor change (templates for SOW analysis, classroom observation templates)
- ▮ To ensure fidelity to novel pedagogical principles, new knowledge needs to be provided by research and teaching experts to a select group of participants (specialist teachers) who have open attitudes, an appetite for learning, and are working within enabling environments (e.g., support of senior leadership and an existing strength of curricular provision)
- ▮ Sufficient learning time is required for new knowledge to be assimilated, before then being shared by specialist teachers with a further small group of participants, based locally to take advantage of all the benefits of a local hub network - e.g., access to schools for observations/lesson study, previous professional relationships, shared challenges and benefits of the locality.

3.1.1 Hub model

The hub structure and relationship between the stakeholders were defined in accordance with the DfE specified requirements:



3.1.2 People structure

Hub team

Each Lead School nominated 2 Specialist Teachers (STs) who managed the hub and interacted directly with the CE. The STs generally included the MFL Head of Department or an SLT member with MFL oversight.

NCELP team

The Directors recruited experts from three schools and four universities (York, Reading, Newcastle, Oxford) to form the initial core NCELP development and delivery team. These colleagues were all experienced in teaching and/or research and possessed skills and expertise to understand, communicate, and operationalise different aspects of the Pedagogy Review.

The NCELP administration function was created to support the schools and the delivery team and enable conformance with the DfE governance model and reporting requirements, including:

- engagement with schools and establishing contracts and relationships;
- ensuring all lead schools had a full complement of hub schools and all were committed to playing their part in KPI achievement;
- establishing mechanisms for data gathering to monitor and measure KPI compliance;
- establishing administrative functions, policies, processes and procedures, including schools invoicing and payments procedure;
- project and risk management and financial controls;
- Programme governance was established based on the contract requirements, with all progress reporting quarterly to a Board, comprising the following:

Ian Bauckham, Chair

Emma Marsden, Director of NCELP

Rachel Hawkes, Co-Director of NCELP

Ann Mannion (2018-2022), Louise Earnshaw (2022-2023), NCELP Centre Manager
DfE Contract Management team

3.1.3 Support activities provided by NCELP

The NCELP core support activities were primarily focused on the professional development intervention with Specialist Teachers to develop their knowledge of new pedagogical principles. The Lead Schools were then expected to share materials and training with their Hub Schools.

3.1.3.1 CPD (Continuous Professional Development)

An initial 2-day residential event for the STs, in February 2019, included intensive briefings to engender deeper understanding of and engagement with the MFL pedagogy review and related research findings. Sessions included Vocabulary, Phonics, Grammar, use of Target Language, and Curriculum design. There were also sessions on how to work with the Hub Schools, looking at their needs and action planning, so that the STs were equipped to create bespoke CPD and training plans for their Hub Schools. The event seemed to cause a fundamental reconceptualization of the project for some STs as it became clear that they would be asked to reflect on their own schools' pedagogy during the programme. At the end of the residential event, the STs had an action plan and agreed next steps. They had been assigned a mentor and had started to complete the planning templates which would form the backbone of their hub delivery plans and support the STs' reporting to the CE.

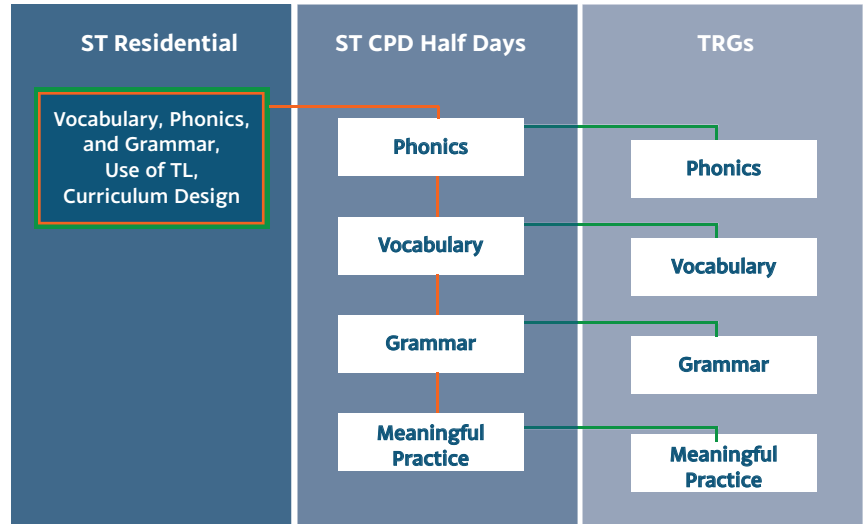
The NCELP experts visited the Lead Schools to provide follow-up CPD half-days to the STs and help them plan their Teacher Research Groups (TRGs), at which training was provided to the Hub schools (see Figure 4 for CPD Model). These ST-led events were initially attended by an NCELP team expert, who assisted with preparation and delivery. As per initial plans, the responsibility for managing and delivering the TRG events transferred to the STs, commensurate with their increasing levels of confidence and expertise.

In some cases, remote support was provided, in the form of video calls, where the STs and the hub teachers were all present in the same location, but the NCELP expert was online observing and only contributing when asked for specific support.

Similar cycles of residential event followed by several half days at the individual Lead Schools were repeated in September 2019 and February 2020. See Appendix 6 for a full list of the ST CPD and the TRGs delivered in the first 2 years of the programme.

NCELP also facilitated CPD events for additional schools in the hub areas. These Hub Days were an opportunity for the Lead Schools to host colleagues and share a condensed version of the CPD, while consolidating the TRG learning exchange by involving their Hub School colleagues.

CPD Cascade Model



3.1.3.2 Planning and bespoke support

A needs analysis survey was undertaken at the start of the project and the results provided to Lead Schools, to support and inform planning of bespoke school to school support.

The STs were supported in several ways, during the first 2 year-term of the programme, to ensure that their needs were met and that the Centre could monitor any issues as they arose:

Management calls (STs)

- The Centre Manager had monthly calls with the STs from each of the Lead Schools. These calls had a clear, documented agenda and actions and the STs were encouraged to air any difficulties in a timely manner.
- We were able to identify ST concerns and potential issues with their Hub Schools in an informal way that enabled STs to be candid, e.g. the teachers reported that some were struggling with revisiting early TRG content with new teachers, where there was staff turnover. This prompted the development of recorded TRG presentations with NCELP specialist narration (Screencasts).
- Where common themes were identified a coordinated response was actioned. Through this feedback loop, we learnt from several STs that their teachers needed more content to enable them to plan and implement at a lesson level. This contributed to the understanding that a fully resourced and exemplified programme was indispensable to be able to effect a change in their teaching.

Mentoring calls (STs)

- Initially, the experts visited the Lead Schools in person to deliver the CPD half days and to assist the STs in their TRGs. As this reduced, regular mentoring calls were established to encourage dialogue about progress implementing the pedagogy and any challenges with Hub Schools' development.
- These became the backbone of ST support, when remote working was introduced in earnest (April 2020).

Admin support (STs)

- The Centre Administrator invested time in building strong relationships with all the schools and nurtured strong communication channels to enable support requirements were understood.

Admin support other

- The Centre Administrator team became involved in managing some of the lead to hub interactions, especially where there were project administration and finance difficulties. For example, this informed changes to the finance process, where a number of Lead Schools were struggling to manage their cover claims.

3.1.3.3 Resource development

The initial stated aim was that the Resources, combined with the CPD, would result in the MFL pedagogy as outlined in the Pedagogy Review being adopted by Hub Schools. The scope of the Resources was to cover the whole of Key Stage 3 and GCSE specifications and include provision of specific lesson resources.

Specifically, the NCELP tasks in relation to resources were to:

- Promote and share “Pedagogy Resources” based on the recommendations of the “Pedagogy Review of MFL Pedagogy”
- Create a “Resource Portal” to share these resources
- Provide quality assurance of the Resources

The roles of NCELP, Lead Schools and Hub Schools were initially expected to be:

- The Centre will produce Pedagogy Resources that will support teaching in Lead Schools and Hub Schools.
- The Centre will help Specialist Teachers prepare resources for training Hub School teachers.
- The Centre will monitor the quality and consistency of resources delivered by the Specialist Teachers.
- The Hub Schools will contribute to the development of resources to deliver the pedagogical approach.
- The Centre will ensure that Hub Schools are supported in the effective use of resources that support their teaching.

During the first year of the programme, NCELP developed a Scheme of Work for Year 7 and Year 8 and some example resources, templates and guidance for the teachers. These were the subject of CPD and mentor sessions. As work with schools developed, it became clear that integrating core principles with existing published schemes was not straightforward. Feedback from schools highlighted the acute need for full sets of lesson-by-lesson resources to support them.

Given the importance of these materials in securing the teachers' confidence, development of comprehensive lesson resources was prioritised. The resulting classroom ready materials were warmly received by the teachers, who found this approach supportive of their learning and teaching.



Collections available on the NCELP Resource Portal (March 2023)

To the best of our knowledge, this represents the first time a fully realised sequence of lessons, which are informed by state-of-the-art, context-relevant evidence in MFL teaching, has been made available.

Quality assurance

The team built robust quality assurance processes at the start of the resource development programme. Each resource was worked on by several team members. Each lesson includes some focus on the sounds of the language (and their relations with spelling), vocabulary, grammar (and its relation to function and meaning), and practice in varied contexts - all carefully using the vocabulary and grammar that has been covered so far and introducing new content explicitly and gradually. There were regular consistency checks to ensure alignment with the curriculum planning and research principles, as well as fidelity to the Pedagogy. The Chair of the NCELP Governance Panel also undertook periodic QA of the resources.

3.1.3.4 Gaming Grammar

The Programme has rolled out the Gaming Grammar tool to schools and developed additional games for use by pupils. Gaming Grammar is a digital game designed to support foreign language grammar teaching and learning. The game teaches grammar through listening and reading practice called form-meaning mapping, a research-based teaching approach that makes grammar essential for understanding meaning, in line with the MFL Pedagogy Review recommendations.

The mini games enable repeated practice in context of specific grammar features to align with the scheme of work. Therefore, teachers can use these to supplement classroom learning and more formal homework assignments.

The Gaming Grammar games were first available to play online in November 2019. Since then, 569 schools have registered to use the platform with 8,277 registered users. A total of 41,952 games have been played by early March 2023.



3.1.3.5 Resource Portal and website

The Resource Portal is a searchable online library of the fully editable NCELP Resources. It includes over **1,500 resources** (amounting to approximately **2,700** files) including lessons, homework materials, associated audio files, assessments, and other teaching and CPD resources. Since its inception there have been over **643,000 downloads** of NCELP resources and materials. The portal has proven to be an integral tool in enabling teachers, educators and students access a range of high quality tools to support teaching and learning. Whilst the pandemic raised the profile and quality of education-based portals and websites, further investment into the portal would have been advantageous. Improvements to the user interface would be recommended, if the project were to scale up.

NCELP has had a dedicated website and a regular bulletin, to reach teachers outside the NCELP hub network. The website has had approximately **500,000** page views and 115,000 users. The bulletin circulation list has over **1,700** subscribers.

“After attending the online session last week, at last, I felt excited to be a languages teacher as I have been getting increasingly disillusioned over the last few years – and thinking about leaving the profession. I felt there was some really serious thinking behind the NCELP schemes of work and resources. I have raised with my department here the exciting glimmer of hope you offer the languages world in teaching.”

Kate Stent, Taunton School

“I just want to say how impressed my team has been with the NCELP schemes of work and resources. We have absolutely loved rolling the lessons out with our KS3 year groups and the feedback and response from the students have been overwhelmingly positive. A huge thank you to the hard work of your team.”

Jacqueline Lambert, Dereham Neatherd High School

3.2 Evaluation of the aspects of the delivery model

The project governance model included ongoing review of the effectiveness of the delivery model, with identified improvements being made, where appropriate.

The suite of CPD support and resources

One of the learnings from the early stages of the pilot was that, while relevant, high-quality evidence informed professional development for teachers is critical, without the support of a fully developed exemplar curriculum plan worked down to lesson level with fully aligned resource packages to complement them (that are fully editable so teachers can adapt them to context), it is unlikely that real and sustainable change can be achieved.

Specifically, we determined that you need all of the following elements to be in place to enable sustainable change:

- Clear insights from research
- High level goals for curriculum and teaching
- Specific and rapidly deliverable classroom planning, techniques, and resources
- Support for teachers as they put these into practice.

This realisation meant that the delivery model had to be adapted and NCELP team efforts refocused on creating the additional detailed resources to allow the teachers to fully utilise the pedagogy in their practice.

Tests

As we developed and strengthened relationships with schools and as we developed the fully planned and resourced schemes it became clear that assessment was also critical. Because the curriculum is the progression model, then assessment had to align with the planned curriculum and so needed to be designed alongside the curriculum itself. Again, this is a hugely important learning for future programmes: design in assessment alongside the curriculum from the front end at the point of project scoping to keep that critical alignment.

We have now created 165 individual test-related documents.

Quality assurance

Based on feedback from some of our native speaker teachers, we added a further layer of checks by a 'pedagogy-aware' native speaker teacher (someone who teaches in one of our schools and is also a native speaker).

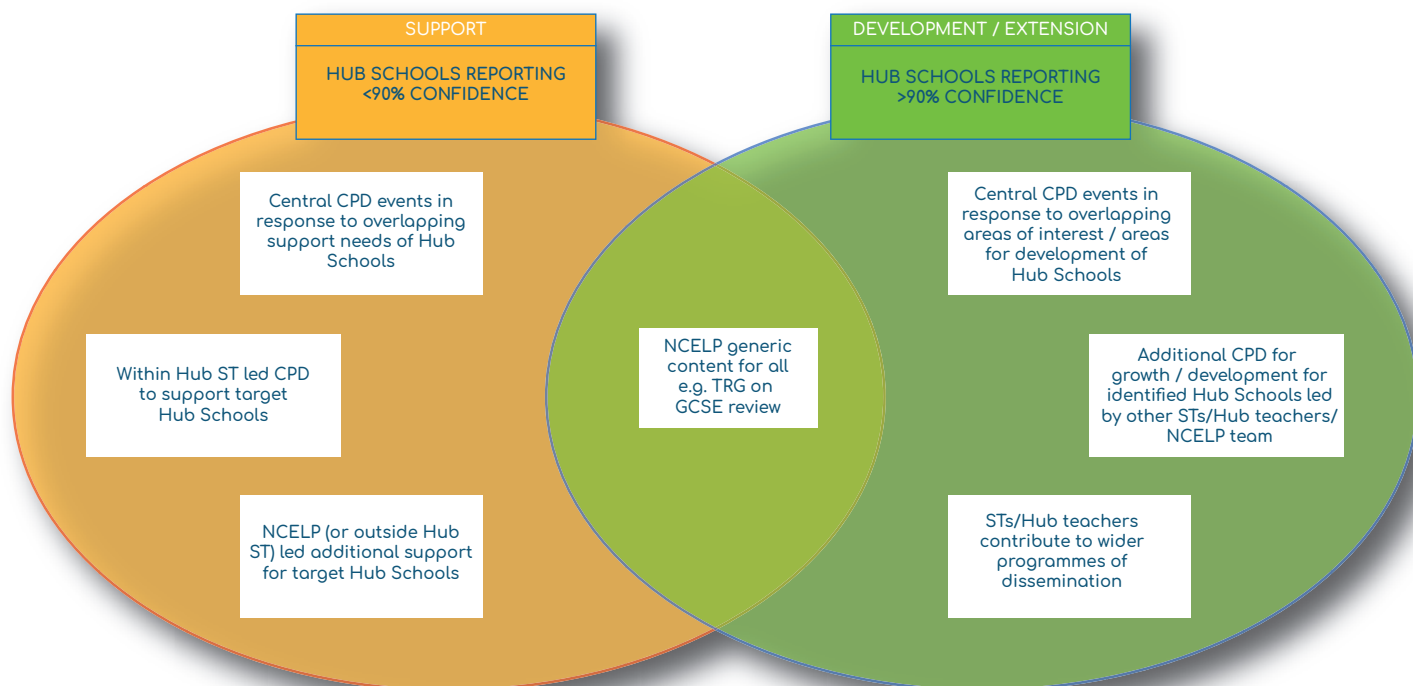
Real time interactive CPD sessions

Where there was turnover of staff at a school, it became apparent that it was difficult for the STs to provide supplementary sessions for the new teachers, while continuing to provide CPD to continuing colleagues. NCELP colleagues created voiceover recordings for the presentation packs for the core topic TRGs of Phonics, Grammar, Vocabulary and Meaningful Practice. In addition to their use for new teachers, which was an ongoing requirement throughout the programme, they have been used as revision for teachers returning after a break and where hub schools have been replaced.

Year 3 CPD changes

By the end of year 2 of the pilot, there was clear divergence between the schools and teachers who struggled with some aspects and those who had fully taken up the changes and were implementing them routinely in their practice. It was evident that a more bespoke approach was required for Year 3, where the mentors and STs created individual development plans for each Hub School, to reflect their needs. This is summarised in the diagram below:

Support and Development Pathways - Plan for 2021



3.3 Amendments required due to pandemic

3.3.1 What changed and why

The initial planned response was based on the introduction of social distancing measures in April 2020. At that point, we were working to an optimistic time-frame for the measures remaining in place until June 2020, with a potential return to 'normal' in the Autumn term. This meant that there was a need for changes to be made and effort diverted to effect these changes, but it was not clear at this point how much activity was warranted.

The immediate changes to NCELP's activities centred on the following assumptions:

- NCELP would not be meeting with schools face-to-face until September 2020.
- NCELP Specialist Teachers would not be meeting hub colleagues for the same period.
- Face-to-face teaching was suspended and methods for remote teaching were being developed. This affected the potential usefulness of previously provided resources, but also meant that we needed to help the teachers fill this urgent gap.

3.3.2 What became more/less important

Against this backdrop, in Summer 2020 the priorities changed to:

- Helping teachers use the resources with students in an online classroom or self-study setting.
- Supporting project schools with this sudden change by minimising time required on non-core functions, including administration and reporting.
- Working to sustain the momentum of the pilot relationships, by keeping contact with the teachers in a way that made them feel supported and not pressurised.
- Ensuring teachers could access and disseminate the CPD and resources without the need for face-to-face interaction.

| Affected activity | Alternative activity |
|---------------------------|---|
| Face-to-face CPD delivery | Remote CPD delivery using video and telephone. Slide packs and other materials were amended, as required, to support this. The CPD element is typically shorter than face-to-face delivery, but this allowed time for follow up in other areas. |
| Face-to-face CPD delivery | Remote TRG delivery using video and telephone. Narrated slide packs created (screencasts with NCELP specialist voiceover) to help teachers who needed to access the materials without support. Guidance provided to Lead Schools on how to approach remote sessions, sending out the materials in advance and supplementing self-study with a mix of group and individual calls or video chats. This exposed benefits from the asynchronous delivery, which gave more flexibility around where and when the materials could be accessed. As a result, some Lead Schools reported higher numbers of teachers actively engaging with the content. The opportunity for teachers to pre-study the session materials before a call with the STs meant that different learning preferences and individual circumstances were accommodated. The presentations and videos allowed easy revisiting, which reinforced the messages. |
| Face-to-face Hub Days | Virtual Hub Days. We created webinars, screencasts and self-serve guidance to enable the intended invitees to access the event content. This was also an opportunity to reach a wider audience through the virtual forum. |
| Surveys | None – initially deferred until September 2020, but then subject to review, to ensure no unnecessary pressure was placed on teachers. |

What we continued with adaptation:

| Activity | Comment | Change |
|-----------------------------|---|--|
| Resource development | The resources were already digital & distributed via the portal. | Some resources were reviewed to further facilitate remote use. For example, we created an additional self-study version of all Y7 speaking tasks (i.e., with the “speaking partner”’s input provided in an audio-recording), so that pupils could still complete meaningful speaking tasks on their own at home. |
| Resource Portal and website | These were the tools used to facilitate sharing work with schools and external agencies | COVID-19 Banners and additional instructions provided to ensure that teachers and users were able to self serve. |

Additional activities:

Reference Guides - In April 2020, a 50-page language guide was released to accompany the NCELP Y7 Spanish Scheme of Work, with guides for German and French following shortly after. It provided succinct grammar explanations, vocabulary lists, and a phonics guide to support students' independent learning for the whole of Y7. These guides not only were an invaluable addition for students but also helped NCELP teachers and the wider community to understand more about the Scheme of Work.



NCELP | Language Guides



Student focused resource information - A resources log to enable students to self navigate the resources for each lesson of the SOW.

CPD self-serve for teachers - Self access CPD sessions were created to allow teachers to understand more about the pedagogy, they also provided refresher support for existing teachers as well as those who were first time users.

Scheme of Work wider availability - Terms 1 and 2 of the SoW were published ahead of schedule to the Portal for non-project schools to support teachers and to help them to plan for 2020-21.

Oak National Academy lessons - In June 2020, NCELP agreed to prepare and record lessons for the Oak programme.

3.3.3 Oak National Academy

As part of the national response to Covid, NCELP was asked to participate in the Oak National Academy initiative, which sought to provide online lessons which could be accessed directly by pupils or be allocated as cover by teachers in the classroom. The ambition was for Oak to have all lessons available for use from September 2020, which meant that some changes were required to NCELP resource production schedule and teacher time was required to record the lessons. The scale of NCELP activities on Oak comprised:

- Accelerated completion of Year 7 and Year 8 lesson resources by August 2020, including review of lessons to ensure they were appropriate for online delivery, and student self-service.
- NCELP teachers enlisted to record Year 7 and Year 8 lessons for all 3 NCELP languages.

| NCELP Oak Lessons | 38-week year | Lessons per week | Lessons per year |
|-------------------|--------------|------------------|------------------|
| Year | Language | | |
| 7 | French | 2 | 76 |
| 7 | Spanish | 2 | 76 |
| 7 | German | 2 | 76 |
| 8 | French | 2 | 76 |
| 8 | German | 2 | 76 |
| 8 | Spanish | 2 | 76 |
| | Total | | 456 |

- Year 9-11 lesson resources had not yet been planned for production by NCELP, so these were not in scope. However, the resources used and the team involved were overseen by NCELP's Co-Director, who carried forward some of NCELP's key principles.

Teachers were very willing and enthusiastic, with 14 STs and 11 Hub School teachers involved. The Oak team was helpful and committed and worked with our teachers to provide support and overcome any obstacles to the ambitious delivery plans. Lesson production took up to a day per lesson, so NCELP contracted time was freed up to help teachers accommodate this activity.

Oak National Academy initiative was a positive contribution resulting from the difficulties presented. It was also a pivotal moment in the project. It consolidated teacher development, giving both Lead and Hub Teachers ownership of and responsibility for providing high-quality lesson recordings with national reach. The results enabled us to exemplify, for the first time, a fully realised, sequenced curriculum of lessons based on context-relevant evidence for MFL teaching to all in low-exposure settings, which was used for the teaching of classes and served as a powerful model for the consolidation of teacher professional development. Through Oak's online platform, the reach of NCELP's work was enhanced to 1000s more pupils and teachers, as it provided another point of access to the resources, which continues to be used.



Oak statistics on % of total usage

NCELP lessons for Year 7 and Year 8 had been completed by 178,115 students by September 2021. Oak's 20/21 annual report shows that over 130 million lessons were accessed from the start of the pandemic. The breakdown of usage by subject detailed here.

| By subject in KS3 & KS4 | | | |
|---|-------|---------------------|-------|
| Science | 37.7% | Religious Education | 37.7% |
| English | 14.1% | Music | 3.4% |
| Geography | 10.8% | French* | 2.4% |
| Maths | 9.1% | Citizenship | 2.1% |
| History | 6.7% | Art & Design | 1.7% |
| Computing | 5.0% | Spanish* | 1.7% |
| | | German* | 0.5% |
| | | Design & Technology | 0.4% |
| | | Physical Education | 0.3% |
| | | RSHE and PSHE | 0.3% |
| | | Latin | 0.1% |
| | | Drama | 0.1% |
| *Combining languages, as with the sciences, the total here is: 4.6% | | | |

3.3.4 What was maintained once schools reopened

By September 2020, the prevailing rules were subject to short notice change, and so changes to the provision were cautious. The assumptions were that:

-  Pupils had returned to the classroom, but teacher and pupil absence levels were high, due to the need for self-isolation if one case occurred in a class.
-  Inter-school visits were not permitted, so NCELP Specialist Teachers and hub colleagues were still interacting remotely.

By January 2021, pupils were again home-based, which meant that the need for tools for remote learning was again brought to the fore. The Oak lessons for NCELP Year 7 Term 1 were released in time for the Autumn Term, with further lessons released throughout Winter 2020-21. This was a major contribution to the schools, where pupils had access to tech to enable online lessons. Observations from teachers were that:

| Teaching challenge | Mitigation |
|--|--|
| Some students were missing a lot of time, due to self-isolation rules, and classes involved home-based and classroom pupils together, which needed to be considered in the use of materials. | Oak helped for pupils who needed to undertake some self-study. |
| There were supply teacher challenges, due to lack of available people. | Oak was helpful where non-specialist teacher cover was used. |
| Teaching of technically difficult concepts was harder to convey, as pupil understanding was inhibited by the Covid timetable and reduced lessons. | Classroom time could be supplemented by use of Oak lessons. |
| Even the stronger Lead Schools found they were not finishing lessons in the allocated week, partly due to the lock-down gap in lessons and knowledge fade. | NCELP mentors provided reassurance that there was some capacity in the Scheme of Work schedules for catch-up over the course of KS3. |

| CPD challenge | Mitigation |
|---|--|
| Remote CPD delivery made it hard to give people what they needed, where the group were faced with different challenges. | Move to individual school TRGs (not whole hub) to discuss individual school needs. |
| Some challenge supporting schools, where they had not been able to meet face-to-face for 6 months. | Using Oak lessons to help with CPD – showing teachers how to deliver the lessons. |

While schools reopened from Easter 2021, the need for limiting non-essential interactions remained. Further, with the decision that the GCSE exams would not take place, teacher time and focus was on undertaking teacher assessments and supporting their pupils through the process, and it was important to show sensitivity to this situation. Having found the remote CPD to be effective, and in light of the social distancing guidance, all CPD and

RG activity continued to be delivered using online tools during Summer Term 2021. This comprised NCELP resources, combined with video and phone calls and some self-study. A final face-to-face TRG was held in Autumn 2021, as a platform for reflections on progress and planning future work.

Whilst teachers were once again able to teach lessons in school, the OAK resources remained available (and all of the NCELP year 7 and 8 resources remain so at the time of writing) to support learning, and particularly in cases of staff or pupil absence.

3.4 Upscaling of CPD

Year 4 of the programme involved specifically scaling up the MFL teacher CPD to enable teachers to prepare for the introduction of the revised GCSE in French, German, and Spanish.

| | |
|------------------|--|
| <p>Session 1</p> | <p>CURRICULUM DESIGN</p> <p>How to plan a scheme of work for KS3 and KS4</p> <p>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.</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 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.</p> |
| <p>Session 2</p> | <p>PHONICS</p> <p>Teaching the sounds of the language at KS3 and KS4</p> <p>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?</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 pedagogical knowledge, but also with ideas and resources, for phonics teaching in Modern Languages at Key Stage 3 and 4.</p> |

| | |
|-----------------------------------|--|
| <p>Session 3</p> | <p>VOCABULARY</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> <p>Why is vocabulary learning so important?</p> <p>What does it mean to know a word?</p> <p>Which words and how many words should students learn and how do they relate to themes and contexts?</p> <p>How can students best learn and retain words?</p> |
| <p>Session 4</p> | <p>GRAMMAR</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> |
| <p>Session 5</p> | <p>CULTURE AND CULTURAL CAPITAL & INTRODUCTION TO ASSESSMENT</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 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.</p> <p>The session finishes 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 that builds on this introduction.</p> |
| <p>Session 6 (self study)</p> | <p>ASSESSMENT</p> <p>Principles of assessment design</p> <p>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.</p> |

Development of the self-study course

The asynchronous version of the CPD course was developed for participants who wished to work flexibly through the modules at a personalised pace and was open to all those involved in Modern Foreign Language education. This offer enabled participants to access the full suite of course materials and through a shared communication platform, participants had recourse to Course Leaders as well as fellow participants.

Diversifying the CPD offer

The development and implementation of a wide and varied programme of supplementary CPD to respond to the appetite and diversifying needs of the MFL teacher community was also developed. This took a variety of forms and included both universal and bespoke provision. The sum of formal NCELP CPD activity in year 4 reached 1,825 teachers in total. Evaluations from both strands continued to be highly positive with 95% reporting increased understanding of NCELP approaches.

In response to the strong demand for bespoke CPD from Local Authorities, Multi Academy Trusts, Teaching Alliances and other external stakeholders, the NCELP team delivered to over 782 teachers through external CPD events. This bespoke CPD included presentations, talks, workshops and inputs aligned to the KPI measures. Course Leaders expanded on their local advocacy, augmenting their local MFL networks, including specific CPD activities ranging from short inputs of an hour to full day and twilight multi-part programmes for local groups of schools, MATs, TSHs, LA subject and leadership networks.

As well as maximising opportunities for resource sharing within the CPD sessions, to further exemplify theory into practice, Course Leaders held a series of Open Door events which were particularly well received. These opportunities allowed teachers to visit the MFL departments in the schools where the Course Leaders teach. The format of the visits included observations in the classroom and question-and-answer opportunities with the Centre's Course Leaders and their colleagues.

In summing up, in addition to substantive the five-part NCELP CPD course, the following CPD inputs were offered:

- Development and implementation of a new 4 part CPD series Towards the new GCSE: a six hour course designed to help prepare teachers for the requirements of the new GCSEs in French, German and Spanish.
- Development and implementation of a blended course: self-study on the asynchronous course, scaffolded by online Teach-Meets per module.
- Development and implementation of a supplementary CPD programme for NCELP SOW users:
- Modules in the form of Teach-Meets to address adaptive teaching:
 - Differentiation within the NCELP SOW to support lower proficiency learners
 - Differentiation within the NCELP SOW for stretch and challenge for higher proficiency Themed Teach-Meets to focus on the strands of Phonics, Vocabulary and Grammar plus principles of overarching Curriculum Design.
- Teach-Meet on teaching and learning activities to embed phonics knowledge beyond the initial introductory teaching phase.
- Teach-Meet on Assessment design.
- Development and implementation of a 2-part CPD series for Teacher Educators and their Networks looking at i) NCELP alignment with the Early Career Framework & Core Content Framework and ii) teaching KS3 with the new GCSE in view.
- Two weeks of Open-Door events held at Course Leaders' schools, one in the autumn term and one in the spring term: an opportunity to see Language-Driven Pedagogy in action and talk to practitioners with expertise in implementing NCELP approaches in the classroom.
- Collaborative work with local strategic partners (Teaching School Hubs, Teaching Alliances and Local Authorities) within the Yorkshire region to serve the CPD needs of schools local to the University of York and grow a regional network of practitioners with strength in Language Driven Pedagogy.
- Expansion of the bespoke CPD programme, resulting from the wide and varied networking and marketing efforts with stakeholders in the MFL community.

KEY FINDINGS

4.1 Impacts and outcomes

4.1.1 Original aims

The effectiveness of the pilot delivery model over the three-year period (December 2018-2021) was measured by the four KPIs, together with ongoing teacher verbal and written feedback and data on schools' reported adoption (or adaptation) of the pedagogical principles (and associated Pedagogy Resources) as outlined in the Pedagogy Review.

In the first three years of the programme, the four KPIs measured were: teacher confidence in their ability to teach based on the principles outlined in the Pedagogy Review (KPI 1); Lead Schools' engagement with the Programme (KPI2); teachers' evaluation of the usefulness of the resources developed (KPI3); and the extent of any increased uptake of languages at GCSE during the pilot term (KPI4).

The teacher response to the CPD and the "Pedagogy Resources" provided was highly positive and the data on the related KPIs (KPI1 and 3) are in Section 5.1.1.1. The hub and school picture of how this translated into adoption of the MFL Pedagogy by the schools is expanded on in Section 5.2.

In addition, all 9 Lead Schools initially recruited were retained until December 2021, at which point the pilot delivery model was reviewed. See Section 5.2 for summaries of the Lead School feedback on the hubs.

The remaining KPI focussed on providing support to schools to improve languages teaching at Key Stages 3 and 4, so that in the pilot schools, more pupils take up languages GCSEs. It proved challenging to affect a 15 percentage point increase in the numbers of Y10 pupils starting to study languages GCSE in September 2020 across all of the Hub schools, particularly in the pandemic response environment. The outcome and reasons for the measure not being fully achieved are detailed in Section 5.1.1.3 (KPI4).

In the final year of the programme, the four KPIs measure were; Specialist teachers delivering online CPD courses to at least 1,350 teachers who complete the full course over the calendar year December 2021 to March 2023; KS4 resources are complete (full schemes of work for all three terms of Year 10 and (prior to exam leave) Year 11 study for French, German and Spanish) and publicly available for full adoption by all schools on the NCELP website by December 2022; Provision of expert input via at least nine lead school specialist teacher days per week for 38 weeks (from December 2021 to December 2022); 90% of the partner school MFL teachers who participate in taught CPD courses report increased understanding of the pedagogical approach.

In total, CPD was delivered to 2,684 individual teachers in the final 15 months of the programme. This equated to 954 'teacher units', when calculating a rate of one hour of CPD input being equivalent to 1/12.5, with the denominator (12.5 hours) being attendance at a five session * 2.5 hours CPD full course which totals 12.5 hours of input. The calculated total of 954 'teacher units' falls short of the KPI, which was about attendance at the full 5 * 2.5 hour course plus pre and post activities, rather than smaller courses, which are often more attractive and feasible for teachers. It should be noted that, despite the initial expectation that it was feasible for teachers to commit to the full 12.5 hours + of input time expected, it became evident that it was not always practical for them to do so. In response to this, the Centre quickly mobilised to differentiate the offer making it easier to access for the teaching community.

By December 2022, KS4 SOW resources were complete: full schemes of work for all three terms of Year 10 and Year 11 (prior to exam leave) for French, German and Spanish, detailing language content (phonics, vocabulary, grammar), revisiting schedule, and thematic contexts. They are publicly available on the NCELP Resource Portal for full adoption or adaptation by all schools.

In addition to this, during the period December 2022 - March 2023 exemplar KS4 grammar material were created with four new sets of listening and reading input practice activities, followed by structured speaking and writing tasks for each of French, German, and Spanish. Using the NCELP exemplar GCSE vocabulary list and the Multiling-Profiler, a number of themed KS4 reading texts and 4 listening passages per language, and associated comprehension tasks were produced; some exemplar GCSE-like tasks for the classroom, including read aloud, transcription, picture tasks and free writing) were created (as part of Y10 Term 1 teaching materials). The resources align fully with the Subject Content (note that the AOs' specifications had not been accredited by this time - and NCELP provided ongoing support for the development of the word lists and for the assessment of speaking). In addition, a research-informed Guidance document for teaching and giving feedback on "free writing" at KS4 was produced and made available.

Input was maintained throughout this phase with expert input via at least nine lead school specialist teacher days per week.

In total, 97% of those teachers who attended the CPD reported an increased understanding of the pedagogical approach.

4.1.1.1 Teacher survey results

The first KPI was that 90% of the MFL teachers in the Hub network should report confidence in using the pedagogy.

The below table shows the data from surveys conducted throughout the programme. Note that the frequency of these surveys was affected by the Covid pandemic response measures and, in agreement with the DfE, requests of the teachers were kept to a minimum.

The data compare the confidence ratings at pedagogy strand (CPD theme) level. % confident is out of teachers responding, with the % rate of responses received stated at the top of the column. Schools who joined in 2020-2021 are excluded as there is no appropriate baseline and they only had a year in the programme.

Teacher Confidence Survey Data

| Confidence | Sept 19 | Sept 20 | June 21 | Sept 21 |
|--|--------------------|--------------------|----------------------|----------------------|
| | n=167/193 = 87% | n=161/163 = 99% | n=186/192 = 96.9% | n=170/172 = 98.8% |
| Overall, how confident are you in your current ability to deliver the recommendations of the review? | 87% | 92.6% | 89.9% | 91.8% |
| Phonics | 94.8% | 95.1% | 92.5% | 94.1% |
| Vocabulary | 94.2% | 95.1% | 94.6% | 95.9% |
| Grammar | 93.5% | 93.9% | 93.5% | 96.5% |
| Meaningful Practice & Skills Recognition | 87.0% | 82.2% | 74.7% | 82.4% |
| Assessment | 67.1% | 64.4% | 75.8% | 81.9% |

4.1.1.2 Resources support teaching

The teachers were also asked to report on how supportive they found the resources provided and therefore how effective they were for teaching purposes (KPI 3).

Resources Support Teaching Survey Data

| % selecting 'Helpful' or 'Very helpful' | June 19 | Sept 19 | Sept 19 | Sept 19 |
|---|---------|---------|----------------------|----------------------|
| | | | n=186/192 = 96.9% | n=170/172 = 98.8% |
| Overall | 93.3% | 91.6% | 89.8% | 92.9% |
| Phonics | 97.1% | 94.6% | 94.1% | 94.1% |
| Vocabulary | 88.5% | 86.8% | 82.8% | 82.9% |
| Grammar | 88.5% | 86.8% | 89.2% | 88.8% |
| Meaningful Practice | 79.8% | 79.6% | 71.5% | 74.7% |

The responses inevitably fluctuated, depending on the most recent materials provided, how easy/difficult they were to understand and deliver in the classroom. The breakdown also shows that the Vocabulary and Meaningful Practice areas proved more challenging than the other areas. With respect to Vocabulary, for example, the frequency principle is in tension with current textbook topics, which include many low frequency words, and yet topics are the prevalent curriculum organisational feature that most teachers are most familiar with.

Nonetheless, the response meets the KPI, even adjusting for non-responders (Assuming the 2 remaining responses were negative, the results would be Confidence 90.7% and Resources 91.9%). The feedback has been overall exceptionally positive given the length of time available and the extent of the changes needed following a legacy of three decades of different pedagogical principles (See Appendix 2 Teacher comments on Resources November 2020).

4.1.1.3 KPI4 uptake at GCSE Sept-Dec 2021 survey data

The results of KPI4 (Increased uptake at GCSE) are summarised in the below table, with data based on 29 out of the 36 schools.

GCSE Uptake Figures

| | | |
|-----------|--------------------------|--------|
| Sept - 18 | Pupils in year | 4,210 |
| | Pupils taking MFL | 1,531 |
| | Uptake % | 36.37% |
| Sept - 20 | Pupils in year | 4,435 |
| | Pupils taking MFL | 1,975 |
| | Uptake % | 45.13% |
| | % point increase 2018-20 | 8.2% |
| Sept - 21 | Pupils in year | 4,209 |
| | Pupils taking MFL | 1,525 |
| | Uptake % | 36.23% |
| | % point increase 2018-21 | -0.10% |

Schools not included:

- Lead Schools, which were not in scope of this KPI
- 2 Schools with policy changes in Year 1, who DfE agreed would be excluded: SCWA and St Thomas More
- 5 Schools leaving and replaced by schools joining in 2021: Marine Plymouth (replaced by Brixham), Longridge (replaced by Corpus Christi) and Beckfoot Upper Heaton (University Academy Keighley), The Barclay (not replaced)

Reasons for not meeting the GCSE uptake KPI

It was identified in early programme discussions that any increase or decrease to pupil numbers taking GCSE in French, German or Spanish would not be solely attributable to the pilot activities. This was because the pedagogy changes had to start with year 7 pupils in order to adhere to the core principle of a carefully sequenced curriculum so as to build and consolidate knowledge incrementally. Therefore, the impact of these changes would take a number of years to deliver results that would be observable in terms of uptake of GCSEs. It was also observed that individual school policies and circumstances exerted a very powerful influence over GCSE uptake, and this would largely conceal the impact of pedagogy changes. This would especially be the case until all year 9 pupils, at the point of making their GCSE choices, had experienced three years of reliable delivery of the Pedagogy Resources. The KPI of increasing pupils' uptake of MFL at GCSE was not met by the end of year 3 of the Pilot. Notably, gains made in Year 1 of the pilot were likely subsequently undermined by the impact of the pandemic measures on schools' options processes. Comments from schools regarding their low uptake are captured here:

| School | No. pupils starting to study language GCSE in Sept 21 | No. pupils in year group in Sept 2021 | Sept 21 v Sept 18 % increase / decrease | Comments |
|-----------------------------|---|---------------------------------------|---|---|
| Moor Park High School | 23 | 113 | -1% | Covid/ online learning has impacted on our uptake this year as our attendance online for y9 (now y10) was far lower than any other year group. |
| John Colet School | 43 | 177 | -19% | Lockdown did us no favours - we anticipate a better uptake this year! Breakdown: French 19 students; Spanish 24 students |
| The Leigh | 57 | 240 | -22% | Unfortunately, as a result of the pandemic, students were only offered 3 instead of 4 GCSE option choices in some academies, The Leigh being one of them. This is the main reason for the reduction in numbers |
| All Saints Academy Plymouth | 9 | 106 | -42% | I am devastated that this is the only number of students who are taking a GCSE. The school had made the decision that only A population students could take a language. They reduced staffing so only one language could be studied and only one teacher to teach it. The class were originally going to have to take a language at GCSE but this decision was overturned at the last moment and it was made an elective against subjects such as hair and beauty, motor vehicle and childcare. |

While some schools had already initiated options changes prior to programme commencement, there have also been adverse influences in some cases:

- Change in SLT, with a move away from previous pro-MFL decisions (E.g. Stationers Crown Woods and St Thomas More)
- Staff departures preventing the school from delivering on prior commitments to MFL courses (Longfield)
- Ofsted ratings driving school focus to literacy, numeracy or other non-MFL subjects (St Luke's, Marine Academy, All Saints)
- 8 schools moving to a 3-year KS3 during the programme, and a resultant reduction in the number of years in which option data was available.

| Options year | 2019 | 2020 | 2021 |
|---------------------------|------|------|------|
| Year 8 options - Hub | 18 | 13 | 13 |
| Year 9 options - Hubs | 15 | 18 | 23 |
| No options - Hub | 3 | 5 | |
| Total Hubs schools opting | 33 | 31 | 36 |

Schools skipping a year of providing options data 2019: Ashton Community Science College, St Benet Biscop, Patcham. 2020 Longfield, Stationers Crown Woods, The Leigh, Wilmington, Haileybury Turnford.

Hub Schools dropping out of the programme. Benet Biscop, Marine Academy, Beckfoot Upper Heaton and The Barclay left the programme before term. The Barclay left in Summer 2021, but the others have been replaced. They are excluded from the statistics, however, as they only had one year on the pilot.

Covid 1: Remote teaching and reduced interaction with pupils meant less opportunity to influence options.

Covid 2: Pupil and parent confidence in success was affected by the reliance on online and remote teaching.

In our view, a sustainable (albeit gradual) increase in uptake would be helped by one or more of the following:

- Changes in the GCSE Subject Content to make it align with the MFL Pedagogy Review and with Ofsted's (2021) Review of Research. The changes are likely to make the subject more achievable by more pupils, resulting in greater self-efficacy and motivation. This is because the content is clearly defined and learning goals are more identifiable and will be more objectively measured.
- Senior Leaders in schools sending a consistent and clear message to parents and pupils to emphasise the value of MFLs, including providing option blocks designed to encourage uptake.
- Sustained application of the NCELP SOW and resources over four-five years in schools, from year 7 through to year 11.

Note: Full suites of resources and tests were made available by NCELP for pupils year 7 by 2019, and for year 8 in 2020. Covid has made it more difficult for teachers to adapt to change and less likely to alter their practices at a time of upheaval and stress.

- Publishers creating teaching resources that are better aligned to research evidence, including a focus on high frequency words, a core verb lexicon, input-based grammar, phonics, and careful revisiting of sequenced material.
- In our year 4, we worked with awarding organisations to help them create word lists, materials, and assessments to align with the Pedagogy Review and the Ofsted Review of Research. We ran workshops on oral assessment, such as role plays, read-aloud + conversation, and picture narrations, providing exemplar activities.

4.1.2 Wider benefits

Lexical Profiler (The MultilingProfiler)

To help our resource creators, teachers, publishers, and awarding organisations pay due attention to the vocabulary that they use in their reading and listening texts, it was necessary to develop a user-friendly tool to analyse frequency. Such tools were only available in English (due to the global research effort centring on English; there was one such tool in French but it is not user-friendly and has other flaws). NCELP developed a profiler in French, German, and Spanish.

The tool tells users which words in a given text (or transcript) have been covered in lessons. The tool allows you to select a specific point in time (e.g., year 7, term 2, week 3) and then it tells you which words of the text are 'known' (i.e., have been taught in the NCELP SOW and resources) and which are 'unknown'. It also allows you to see which words are 'in the 2,000 most frequent words' (Based on Routledge Frequency Dictionaries) and which are 'outside'.

| MultilingProfiler | No. |
|---------------------------|--------|
| Profiles created | 98,225 |
| Unique users | 2,570 |
| Average profiles per user | 38.23 |

MultilingProfiler User Statistics to March 2023



The tool is free to use for non commercial purposes (e.g., individual teaching and research). Licences are currently held by publishers, educators, and exam boards (including Pearson, AQA, and WJEC). NCELP has continued to work with these organisations, lemmatising their draft lists for example, allowing them to develop exams. To the best of our knowledge, it is the only tool in the world to profile texts, in three languages, against three different types of word lists: a frequency-based list; a bespoke NCELP SOW list with the vocabulary encountered each week, increasing in grammatical complexity as the weeks progress; a custom list.

NCELP's role in the proposals for changes to the GCSE Subject Content

NCELP colleagues contributed evidence to the panel, Ofqual, and the Awarding Organisations. For example:

- NCELP's work on defining a curriculum content and the need to revisit words and grammar at regular intervals has demonstrated how many words it might be realistic to learn in the given time (maximum 1,700).
- NCELP's work on creating word lists informed by frequency has shown that it is possible to create interesting material appropriate for the age group with an approximate balance of 85 high frequency to 15% less frequent words, combined with judicious use of glossing and cognates.
- Analyses of the content of current GCSE examinations and word lists showed how far away they are from aligning with the MFL Pedagogy Review's emphasis on a defined set of vocabulary that is heavily driven by frequency in the language.
- Analyses of the grammar content showed that content was exceptionally broad and challenging to test and measure. We also showed that the GCSE subject content contained no real grounds for testing sound-spelling relations knowledge. This is because the skills to be tested were discrete, in contrast to the recommendations of the pedagogy review (and the Ofsted review of research) that mixed skills can be tested such as speaking and reading or listening and writing.
- NCELP's design of tests (including innovative, automatically scored online versions) has shown that it is possible to create a range of different assessment techniques for assessing vocabulary, grammar and phonics knowledge, that are operable in classrooms and by awarding bodies.

- NCELP's recorded and freely available CPD on the proposed changes provided evidence-informed rationales for the changes for teachers, teacher educators, and others.

Whilst necessary and impactful, this work inevitably diverted some attention from the initial aims of NCELP, in agreement with the DfE.

4.2 Description of events and experiences in the nine Hubs

In addition to the KPI measures of teachers' response to the pilot, (See 6.1.1 The Original Aims) we can also draw on additional measures and qualitative information by reviewing each of the Hubs in turn to present some of the rich detail of each Hub's experience.

As useful headlines, the following table summarises the additional measures which help to contextualise the following accounts of each Hub's unique characteristics and descriptions of their engagement in the project.

| | Lead School Adopt | Hub Schools Adopt | STs constant for 3 years | School Change | % engagement in TRGs | | | No. non Hub attendees at Hub Day 3 | Lead school confidence | Overall Hub confidence | Resource support teaching | Oak involved (no. of schools) |
|-------|-------------------|-------------------|--------------------------|----------------|----------------------|-----|-----|---|------------------------|------------------------|---------------------------|-------------------------------|
| | | | | | Y1 | Y2 | Y3* | | | | | |
| Hub A | | 4 | | | 66% | 53% | 60% | 16 | 100% | 100% | 100% | 5 |
| Hub B | | 1 | 1 change in Y3 | | 61% | 43% | 46% | 29 | 100% | 94% | 94% | 1 |
| Hub C | x | 0 | 1 change in Y3 | 1 change in Y3 | 58% | 42% | 55% | 0 | 100% | 81% | 93% | 0 |
| Hub D | | 4 | | | 54% | 55% | 21% | 55 | 100% | 96% | 96% | 2 |
| Hub E | | 4 | 5 changes | 1 change in Y3 | 64% | 40% | 37% | not held due to Covid related staff absence | 67% | 87% | 100% | 1 |
| Hub F | | 1 | 1 change Y2 onwards | 1 school left | 64% | 67% | 55% | 28 jointly held with Hub G | 91% | 95% | 95% | 2 |
| Hub G | x | 3 | | | 55% | 49% | 46% | 28 jointly held with Hub F | 88% | 95% | 95% | 2 |
| Hub H | | 2 | | 1 change in Y3 | 68% | 52% | 61% | 13 | 100% | 100% | 100% | 2 |
| Hub I | | 2 | | 1 change in Y3 | 27% | 16% | 21% | 9 | 100% | 81% | 75% | 0 |

Oak involvement

The Oak involved schools column shows the number of schools who were involved in the recording of videoed lessons for The Oak National Academy, as part of the response to the COVID-19 pandemic. These figures include the Lead School plus Hub schools. 7 out of 9 Lead Schools chose to work with Oak on this initiative, and 5 out of the 7 had at least one Hub school involved. Teacher commitment to this arm of the project at such challenging times in schools is worth acknowledging here, plus the degree of confidence needed with NCELP approaches, given this was key to being able to record successful lessons.

**NCELP &
OAK NATIONAL
ACADEMY**

Spanish

Describing locations
Estar: to be, being [location]
I am & s/he is

Author name: Señora Hobson

Resources by NCELP/University of York. Content has had superficial amending changes from NCELP/University of York.



NCELP | National Centre for Excellence
for Language Pedagogy
Understanding, improving and promoting language learning

SoW adoption

In addition to the questionnaires on teacher confidence and resources, we asked the Specialist Teachers to give details on whether they and their Hub colleagues were adopting the NCELP Schemes of Work. As mentioned earlier, these were developed in addition to the programme of evidence-based professional development so that teachers would have all the necessary tools (worked down to lesson level) for real and sustainable change to be achieved. In terms of the Lead Schools, 7 out of 9 Lead Schools adopted the schemes of work. Lead Schools were selected on the basis of their existing strength in MFL and in the case of Hub G Lead School and Hub C Lead School, it was harder to get them to see the benefits of a fully evidence-based approach. Hub C Lead School felt their existing schemes of work were the contributory factor to their excellent GCSE outcomes and were ultimately not prepared to adopt the NCELP schemes for this reason. The Hub G Lead School cited not wanting to lose the topic-based approach as their reason for not adopting because they feel this is what leads to enjoyment of language learning.

Across the Hub schools more widely, where schools did not adopt the schemes of work, they chose to adapt their pedagogy, to a greater or lesser extent. Some examples of this are as follows: they have included a systematic phonics strand, added input-based grammar activities, or included more key, high frequency vocabulary such as core verbs. Given that full fidelity is most likely to secure change, when accompanied by intensive training to ensure teachers understand the evidence base for the approach they are adopting, determining teachers' capacity and appetite for change before the outset would have been beneficial. Those who had been struggling to a greater extent with languages and had a more obvious problem to solve were keener to engage. One really strong example of this is HS3 in Hub H. They were a 'Requires Improvement' school when they joined the project, with a relatively new Head who was keen to drive school improvement and an enthusiastic Head of Department known to the STs through local networks. They fully adopted the NCELP SoW and wider curriculum recommendations from the MFL Pedagogy Review from the outset. In their recent inspection, positive changes to the MFL curriculum were identified in the inspection report.

Leaders have ensured that the curriculum is broad and ambitious in key stage 3 and 4. This has had a positive impact on the proportion of pupils studying the full suite of English Baccalaureate (EBacc) subjects over time. For example, improvements to the Spanish curriculum mean that more pupils are following a languages GCSE programme than was the case previously. (Inspection report: Hub H HS3 September 2021 HMI p.2)

Individual Hub Experiences

HUB A

Method for selecting hub schools: The local authority nominated 4 schools, based on the Hub A Lead School request for a selection with disadvantaged students.

School breakdown of Hub confidence

| | Sum of overall confidence y/n | Count of responses | Individual school confidence | Hub confidence |
|-------------------|-------------------------------|--------------------|------------------------------|----------------|
| HUB A | 18 | 18 | | 100% |
| HUB A Lead School | 7 | 7 | 100% | |
| HS1 | 2 | 2 | 100% | |
| HS2 | 2 | 2 | 100% | |
| HS3 | 3 | 3 | 100% | |
| HS4 | 4 | 4 | 100% | |

The STs at Hub A Lead School led the project convincingly within their Hub. Through their expert leadership of the project, coupled with their expertise in CPD delivery, all four schools adopted the schemes of work and reported 100% confidence in both KPIs relating to confidence and resources. (Both STs were SLEs, and one a highly experienced Head of Dept, who was awarded the 'Lifetime Achievement Award' in the 2021 German Teacher of the Year Awards). Another measure, which evidenced high confidence amongst the Hub teachers, is that 8 out of the 25 NCELP teachers involved in the Oak project were from this Hub, the highest of any of the Hubs. It is notable that Hub A is one of four where the schools remained constant for the duration of the project. All four Hub schools adopted early, with the result that the NCELP SOW are now fully embedded across KS3. TRG attendance also evidenced strong commitment to the project, in Y3 the average was 60% (the % attendance from all eligible teachers with the Hub). The high TRG attendance maintained the development of understanding of evidence-based pedagogy, helping departments to secure sustained changes to their pedagogy.

The senior leadership team at Hub A Lead School were highly supportive and enthusiastic about the project throughout. For Y4, they supported one ST's secondment to the NCELP team as 'Associate CPD practitioner' for 2 days a week, in addition to their 1 day as ST. This ST is particularly well connected with SLT links in the Hub schools and regularly dialogues with them, strengthening the standing of NCELP in the Hub schools.

Nevertheless, the Hub encountered challenges, including staff turnover, sickness and Hub teachers' lack of available time. The STs overcame these setbacks through perseverance; they were tenacious in investing time following up where events could not be attended or colleagues found aspects of the pedagogy initially difficult to take on board. The Hub became well-established; beyond the formal end to the project, with termly meets and reciprocal school visits.

Individual Hub Experiences

HUB B

Method for selecting hub schools: Chose their schools from their MAT (Multi-Academy Trust)

School breakdown of Hub confidence

| | Sum of overall confidence y/n | Count of responses | Individual school confidence | Hub confidence |
|-------------------|-------------------------------|--------------------|------------------------------|----------------|
| HUB B | 17 | 18 | | 94% |
| HUB B Lead School | 7 | 7 | 100% | |
| HS1 | 1 | 1 | 100% | |
| HS2 | 3 | 3 | 100% | |
| HS3 | 3 | 3 | 100% | |
| HS4 | 4 | 4 | 75% | |

As with the previous Hub, this lead school retained its four Hub schools for the duration of the pilot. As the table shows, three of the four Hub schools reported 100% confidence with the pedagogy. In the fourth school, one teacher reported not confident. This school underwent staff changes and reported insufficient curriculum time for MFL, which limited their adoption of the NCELP SOW. This may account for the one teacher's lack of confidence. However, the department made secure progress in the adoption of approaches to teaching phonics and grammar and continue to use NCELP resources for these two strands.

Hub schools 1 and 2 also struggled with staff turnover, including changes of Heads of Department. For Hub school 1 this challenged their capacity for adoption, but they incorporated NCELP's explicit phonics and grammar teaching approaches. Hub school 2 had been making similar adaptations.

Hub school 3 fully adopted the NCELP SOW. Teachers in this school were confident that the KS3 cohort were far more proficient with phonics, vocabulary and grammar than before the project. On visiting the school, the ST observed excellent practice with the second-year cohort of NCELP students, the phonics and grammar strands being particularly effective. The fact that the school is not allowed to use Quizlet (with knowledge organisers mandated instead), did not optimise the pre-learning of vocabulary.

The Lead School itself had not been without challenges. The Trust followed the IBMYP (International Baccalaureate Middle Years Programme) and the STs needed to work with colleagues in their own departments to help them understand how NCELP assessments fit within the MYP. They undertook their own successful adaptations of assessments.

Individual Hub Experiences

HUB C

Method for selecting hub schools: Chose most of their schools from their Hub Schools (3/4) from their own MAT (Multi-Academy Trust).

School breakdown of Hub confidence

| | Sum of overall confidence y/n | Count of responses | Individual school confidence | Hub confidence |
|-------------------|-------------------------------|--------------------|------------------------------|----------------|
| HUB C | 13 | 16 | | 81% |
| HUB C Lead School | 6 | 6 | 100% | |
| HS1 | 4 | 4 | 100% | |
| HS2 | 2 | 3 | 67% | |
| HS3 | 1 | 3 | 33% | |

The Lead School STs and the MAT's senior leadership team saw the pilot as an opportunity to improve quality and consistency of language provision across the MAT, selecting three of the four Hub Schools from it.

These three Hub Schools followed the model of the Lead School, which owed its initial selection for the project to its recent strong GCSE results and relatively high GCSE uptake. The Lead School had recently implemented its own languages curriculum development, including the adoption of explicit phonics teaching, and the purchase of a new textbook (Viva). At the start of the project, the school was still enjoying the upturn in achievement that staff attributed to those changes, and STs and SLT eagerly anticipated rolling these out to the MAT Hub Schools. Within this context, it was challenging to expect the requisite openness to change from the Lead School.

All of the MAT schools (the Lead School and the three Hub Schools in the table above) loosely followed a scheme of work based on the Viva textbook, adapted to incorporate key elements of the pedagogy. They strengthened the approach to phonics teaching, in line with NCELP's evidence-informed practises, and gave consideration to vocabulary frequency, in particular to the development of a verb lexicon. They were positive about continuing with this approach, although confidence in their ability to deliver the Pedagogy Review recommendations varies considerably across the four schools and is overall below the KPI requirement. TRG engagement was healthy within the Hub, at 55% (all eligible teachers) for Year 3 of the project. It is perhaps the case that, by not fully adopting, teachers lacked the lesson level tools to establish their confidence in all aspects of the pedagogy. Another factor may have been staff turnover; there were three Heads of Department changes across the Hub during the three-year pilot. On the positive side, the SLT maintained support for the Programme, throughout.

There was one Hub School outside the MAT. This school initially adopted the NCELP SOW, even though the Lead School was not doing so. However, as a school with a single-teacher department, the only Hub School teaching French (all other schools teach Spanish only), the only Hub School outside the MAT, and within a Hub which was adapting rather than adopting, the sole MFL teacher was unable to sustain the

Individual Hub Experiences

HUB D

Method for selecting hub schools: The Headteacher invited all the local schools to take part. 5 schools responded. The selection criteria meant one school was not eligible due to their already relatively positive uptake and GCSE results.

School breakdown of Hub confidence*

| | Sum of overall confidence y/n | Count of responses | Individual school confidence | Hub confidence |
|-------------------|-------------------------------|--------------------|------------------------------|----------------|
| HUB D | 24 | 25 | | 96% |
| HUB D Lead School | 10 | 10 | 100% | |
| HS1 | 3 | 3 | 100% | |
| HS2 | 5 | 6 | 83% | |
| HS3 | 6 | 6 | 100% | |

*HS4 not included as their teaching team changed in Sept 2021 and so did not undertake the survey. The June 2021 data had them at 2/2 reporting confidence, i.e. 100%

The Lead School and all four Hub schools were early adopters of the schemes of work, beginning with Year 7 and in September 2022 commenced their fourth year of using the schemes across the whole of KS3.

The Lead School KS3 MFL curriculum allocation is three 45-minute lessons per week. NCELP SOW assume two 50-60 minute lessons per week. This meant that, from the outset, the STs engaged in some adaption of the resources to suit their context. This, together with the STs' previous experience in change leadership and management (as SLE and in-school coach respectively), gave them confidence to provide high quality support to their Hub Schools.

The Hub quickly established itself as an effective network. All Hub schools worked collaboratively to secure successful implementation of NCELP approaches, and they had considerable success in local level problem-solving, e.g., differentiating grammar explanations to support lower proficiency learners, adapting assessment materials to match individual schools' reporting cycles, solving issues with pre-learning of vocabulary. STs' regular phone calls and visits to the Hub Schools were instrumental. For example, additional support visits and observations took place in Hub School 4 during the final phase of the project (Sept-Dec 2021) as key MFL teachers moved schools resulting in a new MFL team from Sept 2021.

Despite an average Year 3 TRG attendance of 21%, confidence in terms of the pedagogical approaches amongst all Hub teachers was 96%. This suggests that a strong cascade model was in place at the Hub schools and by adopting, all but one teacher built up their confidence through regular use of NCELP lesson and assessment materials. The high level of bespoke support provided to individual schools by the two STs may also have contributed to the reported high confidence.

Hub D made the most of its ambassadorial opportunities, hosting a well attended Y3 Hub day with 55 attendees, which speaks to their strong marketing of the event and desire to celebrate their success with the project and convince others of its merits. The Lead School hosted several additional school visits from local schools outside the project, which were keen to know more about their practice. All Hub schools were very positive about maintaining links beyond the formal end of the project and continue to meet termly.

Individual Hub Experiences

HUB E

Method for selecting hub schools: Chose their schools from their MAT (Multi-Academy Trust) based on the following considerations:

- the entry rate at GCSE; choosing to concentrate working with schools with low entry rates outcomes;
- choosing to work with schools who had poor outcomes in MFL
- geography; looked to schools who were within an hour or so commute to facilitate visits
- established links; looked to schools where they had pre-existing links or could quickly establish relationships to get the project moving quickly.
- levels of disadvantage; looked at the % of pupil premium students, choosing to work with schools where the % was high

School breakdown of Hub confidence

| | Sum of overall confidence y/n | Count of responses | Individual school confidence | Hub confidence |
|-------------------|-------------------------------|--------------------|------------------------------|----------------|
| HUB E | 13 | 15 | | 87% |
| HUB E Lead School | 4 | 6 | 67% | |
| HS1 | 1 | 1 | 100% | |
| HS2 | 4 | 4 | 100% | |
| HS3 | 1 | 1 | 100% | |
| HS4 | 3 | 1 | 100% | |

Hub E had significant changes to its STs over the three years and had five different teachers in the role. Nevertheless, commitment to the project remained consistently high overall, a factor in which is the strongly supportive SLT link (also an MFL teacher within the department).

The four Hub Schools all adopted the NCELP SOW. Two schools found that early adoption helped them withstand challenging circumstances. Hub School 1's department of one teacher was merged into a larger faculty, but the stress was eased by the use of the detailed, fully-resourced SOW. Hub School 4 had considerable staffing difficulties and here the provision of easy-to-follow curriculum plans and lesson resources have secured some consistency of language teaching provision.

All teachers in all Hub Schools report as confident in terms of the new pedagogy. As teachers developed their expertise, TRGs became highly collaborative, with Hub colleagues often taking the lead on various aspects and sharing their best practice. This probably contributed to sustaining the momentum of the project throughout the changes of ST personnel within the Lead school.

Individual Hub Experiences

HUB F

Method for selecting hub schools: The Local Authority identified local schools in need of MFL support, qualifying schools were invited by the Headteacher.

School breakdown of Hub confidence

| | Sum of overall confidence y/n | Count of responses | Individual school confidence | Hub confidence |
|-------------------|-------------------------------|--------------------|------------------------------|----------------|
| HUB F | 18 | 19 | | 95% |
| HUB F Lead School | 10 | 11 | 91% | |
| HS1 | 4 | 4 | 100% | |
| HS2 | 3 | 3 | 100% | |
| HS3 | 1 | 1 | 33% | |

The Lead School and Hub School 2 adopted early and are in 2023 are in their fifth year of using the NCELP SOW across KS3.

Hub School 1 adapted and made strides with systematic phonics teaching. They introduced phonics displays and end-of-unit phonics learning checklists. More importantly, they implemented phonics assessments. In addition, they use some input-based grammar activities and set mixed word-class vocabulary learning.

Hub School 3 also focused on developing the phonics strand, and adapting with Y7 and Y8. Staffing difficulties resulted in loss of continuity, with one member of staff on long term absence.

The Lead School, which has a large department of 11 staff, reported 10/11 confident with the pedagogy, the only teacher in the network not to report 100% confidence. This did not affect the overall Hub school confidence.

All schools were keen to maintain links beyond the formal end of the project. STs reassured teachers of continuing of support going forward, as and when required. This Hub continued to enjoy healthy attendance at TRGs in Y3 and reached a wider audience with 28 teachers at its Hub Day in July 2021.

Individual Hub Experiences

HUB G

Method for selecting hub schools: Existing contacts at the school; Poor performing or small MFL departments; low uptake at GCSE; location i.e. easily commutable for the lead staff.

School breakdown of Hub confidence

| | Sum of overall confidence y/n | Count of responses | Individual school confidence | Hub confidence |
|-------------------|-------------------------------|--------------------|------------------------------|----------------|
| HUB G | 18 | 19 | | 95% |
| HUB G Lead School | 7 | 8 | 88% | |
| HS1 | 2 | 2 | 100% | |
| HS2 | 4 | 4 | 100% | |
| HS3 | 1 | 1 | 100% | |
| HS4 | 4 | 4 | 100% | |

All four Hub G schools reported 100% confidence in NCELP approaches and three of the four Hub schools adopted the schemes of work, despite the Lead School adapting rather than adopting.

Being extremely strong advocates of many aspects of the pedagogy, particularly the phonics and grammar strands, and despite initially intending to adopt, the STs were ultimately reluctant to relinquish topics as the guiding principle of curriculum design. This compromises the commitment to prioritising high-frequency vocabulary, but more importantly makes systematic revisiting more difficult to achieve, as revising specialised topic-specific vocabulary with the requisite regularity would incur overly frequent topic repetition. Notwithstanding this tension regarding vocabulary, the STs remained enthusiastic about their learning from the project and continue to be ambassadorial about the phonics and grammar principles.

The Hub network was well-led and effective. Throughout Y3 they enjoyed healthy attendance numbers at their TRGs and saw 28 colleagues attend their Hub Day at the end of July which was held jointly with Hub F. As with Hub F, one Lead School teacher (from a department of eight staff) reported not confident, though this did not affect Hub school confidence. Two adopting schools (HSs 1 and 4) who are in close proximity to each other continue to meet and work together on Spanish in particular, which is not offered by the Lead School.

Individual Hub Experiences

HUB H

Method for selecting hub schools: the Headteacher approached 4 schools from the local Teaching School Alliance who shared the goal of 'improving MFL pedagogy'. 3 out of the 4 met the subsequent criteria, one was replaced where uptake was relatively too high.

School breakdown of Hub confidence

| | Sum of overall confidence y/n | Count of responses | Individual school confidence | Hub confidence |
|-------------------|-------------------------------|--------------------|------------------------------|----------------|
| HUB H | 14 | 14 | | 100% |
| HUB H Lead School | 4 | 4 | 100% | |
| HS1 | 3 | 3 | 100% | |
| HS2 | 3 | 3 | 100% | |
| HS3 | 1 | 1 | 100% | |
| HS4 | 3 | 3 | 100% | |

Hub H's Lead School head teacher was a strong advocate for languages. Supporting the initial lead school application, they then played an active role in recruiting local schools to the project, which shared an appetite for pedagogy improvement.

The STs, one an SLE and both with CPD expertise, led the project with dynamism, making every effort to secure healthy attendance at their TRGs as indicated by the Y3 average TRG attendance at 61% and 94% attendance at the final TRG. Given a Hub average of 40-60% this is an indication of overall Hub cohesion and their keenness to celebrate the successes of the past three years.

All teachers in Hub H reported 100% confidence. The Lead School and two Hub schools adopted, with the other two schools adopting from January 2022.

"It was really useful to hear from schools who have adopted/ adapted the NCELP schemes of work already. It seems to be easily adaptable and I am convinced of the benefits following first hand testimonies from other teachers. I appreciated teachers sharing resources and examples of pupils' work."

Feedback from Hub Day, 2021

Individual Hub Experiences

HUB I

Method for selecting hub schools: chosen based on existing relationships/contacts with SLT; chosen before guidelines created – one school had to be swapped out due to uptake being higher than 50%.

School breakdown of Hub confidence

| | Sum of overall confidence y/n | Count of responses | Individual school confidence | Hub confidence |
|-------------------|-------------------------------|--------------------|------------------------------|----------------|
| HUB I | 21 | 26 | | 81% |
| HUB I Lead School | 4 | 4 | 100% | |
| HS1 | 8 | 8 | 100% | |
| HS2 | 2 | 2 | 100% | |
| HS3 | 5 | 6 | 83% | |
| HS4 | 2 | 6 | 33% | |

Lead School STs were initially sceptical, (one in particular). They took some time to work through the natural resistance to changing their already successful practice, and to set aside long-held beliefs. However, they persevered in implementing the new pedagogy in their own schemes of work and are now among its strongest advocates.

Overall, the experience of this Hub was the most mixed. HS1 reports 100% confidence and full adoption of the SOW. However, their attendance at TRGs was very patchy, and they were not represented at the July Hub Day.

Hub Schools 2 and 3 are adapting. HS2 has focused on phonics and grammar. Their phonics provision is clearly sequenced in the SOW, though grammar less so. The vocabulary strand has not been addressed, perhaps partly because the department, in the absence of leadership from a HoD, has needed to rely on textbooks. HS3 ultimately decided not to adopt fully, as they couldn't get agreement from all staff.

Hub School 4 joined the project in year 3, which goes some way to account for their low confidence scores. The STs worked very intensively with this school, providing bespoke CPD catch-up sessions for phonics, vocabulary and grammar. Reciprocal visits took place, and SOW were adopted from January 2022.

KEY LESSONS LEARNED

The following lessons have been drawn from the pilot experience, falling into three broad categories:

- Lessons about effecting transformational change in teaching and curriculum design
- Lessons about efficiently extending reach of impact
- Operational lessons

5.1 Lessons about effecting transformational change in teaching and curriculum design

■ The recommendations of the Pedagogy Review require fundamental shifts in thinking about underpinning principles of curriculum design, pedagogy, and testing. The extent of the change needed was not fully appreciated at the outset of the pilot. These shifts will continue to require extensive, sustained, and wide-reaching support among the FL education community at large for: creating resources and assessments; improving understanding of research; becoming fluent and confident with new pedagogical techniques; and offering all FL educators these opportunities, regardless of geographical location or stage of career.

■ The teachers needed a clear rationale for change. For example, it was well received that the CPD included links to relevant evidence from high quality, international, peer-reviewed research. In future, it would probably help speed up full engagement with the pedagogy if quantitative evidence from a full randomised control trial of the holistic pedagogical approach developed (and associated assessments of learning) were available.

■ Teachers tended to seek clear goals for how pedagogy should change and needed fully worked examples of schemes of work and linked resources.

■ Teachers needed to see how learning could be reported to senior management/parents. Once schemes of work and resources had been developed, it then became possible to create tests for use in schools – but it was clear that the curriculum content and pedagogy had to be established initially.

■ On the whole, the teachers in the network needed to be provided with all of the following components, to establish their own conviction, and convince us, that they had fully understood and adopted most aspects of the new pedagogy:

- CPD presenting relevant learning theory, findings from research, and their implications for curriculum design/teaching/testing
- Classroom strategies for designing curricula and implementing the pedagogy.
- Fully worked up schemes of work with a complete suite of off-the-shelf linked resources.
- Strong support and feedback from a mentor (ST or NCELP expert) to help teachers who were implementing the pedagogy and materials for the first time.

That is, CPD alone (e.g., at the start of the pilot), or resources alone (for those new to the network) often seemed to be insufficient to ensure full engagement or sustainable change.

■ The amount of engagement seemed to correlate with the extent of adoption/ change made. The Hub School teachers who actively participated (attended sessions and tried to adopt the new Scheme of Work) in the pilot for almost two years did not need further intensive support. On the whole, those teachers had taken the pedagogy and resources into their classrooms and indicated that they will continue to do so. Network teachers' self-reported confidence in delivering the pedagogy was generally very positive, and in those cases where staff turnover or school infrastructure or policy have not supported the changes, continuation of the hub model would not overcome these difficulties.

5.2 Lessons about efficiently extending reach of impact

■ A model with course leaders (STs) who have been trained through a hub model, with central coordination of the CPD content and oversight over delivery and feedback, should allow a larger number of schools and educators to be reached for a given level of investment, relative to continuing a small hub network mode for a further year. We learned this:

- through the hub model enabling us to first establish new knowledge and adoption of the pedagogy among a core team of specialist teachers;
- through the hub model enabling us to develop and pilot-run the CPD course content, thus providing a blue-print for structure, materials and delivery;
- realising subsequently that, for a final year of funding, we could achieve greater reach beyond the hubs, whilst also ensuring fidelity to the research-informed interventions, by using the core team of trained STs, and;
- adapting CPD in response to the pandemic to online delivery in 2020-21, with access to course leaders for individuals' questions, enabled us to see that online CPD could be effective and reach could potentially be extended in a cost and time efficient manner.

In sum, for what was potentially a final year of funding for NCELP, it became clear that opening up access to the knowledge learnt and resources developed, to those beyond the initial hub network, could potentially reach a larger audience than continuing with a predefined hub model in which intensive support was available for a smaller number of hub teachers, many of whom had already undertaken training and after two years had fully engaged with the pedagogy.

■ A suite of online tools can be very effective and ensure access beyond the initial hub network. Many of these were not originally conceived in the initial stages, but they became critical to conceptualising, communicating, and operationalising the pedagogy. Digital resources that were received positively include: the resources portal; audio/video recordings of CPD; videoed lessons (OAK) for use in classes; one-page accessible summaries of peer-reviewed research; online digital learning tools (Gaming Grammar), the lexical profiler (for creating tests and pedagogically-aligned texts). These tools are all underpinned by research and have all reached a much larger audience, including those who would not be available for scheduled course sessions.

Facilitating MFL teacher access to the CPD was a primary goal. The initial CPD programme of five 2.5 hour online sessions attracted high levels of interest but it became clear, in the high pressure post-Covid era in schools, that it was not always feasible for many teachers to commit this amount of time to training.

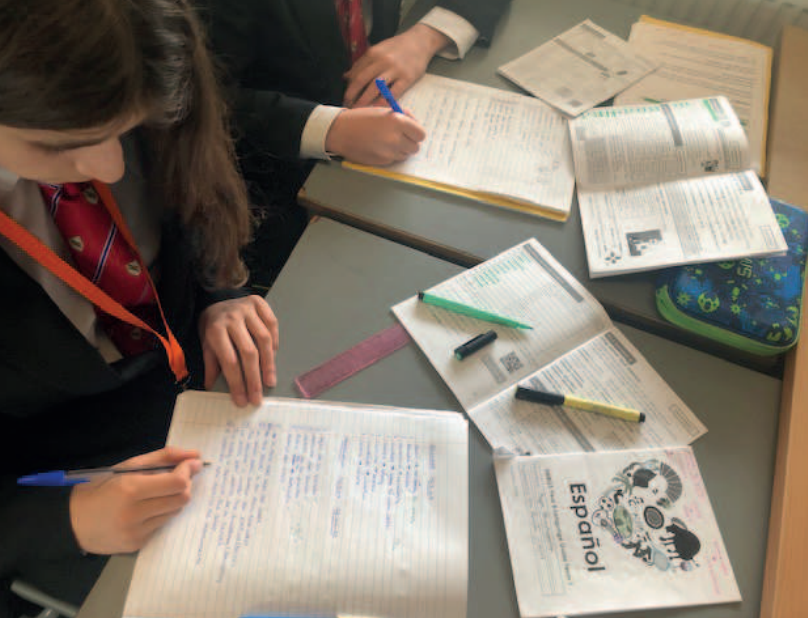
As a result, the expansion of the Centre's CPD offering was critical to its success. High levels of attendance at the shorter GCSE Briefings, for example, provided the impetus for the development of a range of sessions which not only met the access needs of the teaching community but satisfied the core purpose of developing teachers' understanding of context-relevant research-informed pedagogy and its impact.

"I am in awe of the research, meticulous planning and resource making of the NCELP team and the commitment of the course leaders. In what has become a very challenging teaching context, it really is motivating to be able to share our passion for MFL teaching."

Hedina Benzina, MFL Teacher

"This was such a useful session, building upon my previous synchronous instructor-led CPD NCELP course from last year. The spotlight on phonics can never be underestimated and NCELP have saved teachers hours of work by providing readily adaptable resources to meet a wide range and variety of different teaching contexts for French, German and Spanish."

James Rivett, Whitley Bay High School



5.3 Operational lessons

- The criteria used for selection of Lead Schools and the Hub schools was based, for good reason at the time (to support social equality agendas and to facilitate a timely start to the Centre leading the programme), on current teacher knowledge and confidence and on statistics regarding GCSE uptake, achievement and SES. As the nature and magnitude of the changes needed in teacher thinking about curriculum design and pedagogy became apparent, we realised that selection for school participation in this pilot may have been more usefully based on teacher aptitude for learning, interest and engagement with research, understanding of the MFL Pedagogy Review, and openness to change. This could, in our view, have facilitated a clearer initial mutual understanding of the detail of the Pedagogy Review and the goals of the project, which could have led to faster understanding of the underpinning research and adoption of the pedagogy and resources. The STs who have continued into year 4 with us are probably those who both showed the strongest capacity for change and also whose school contexts allowed and supported that change.
- Short-term contracts (of one or two years) strained the capacity to inspire confidence in the wider language education community in the sustainability of effective change, and they created administrative burden for the Centre.
- The financial claims model was onerous for the schools and the Centre. The Lead Schools were paid by NCELP, and they in turn paid their Hub Schools. However, in order to fulfil audit requirements with backing documentation for payments to the Lead Schools, including ensuring that the Hub schools had submitted some form of cover evidence. Many of the Hub Schools were not submitting documentation, and therefore the Lead School claims were lower than the corresponding activity merited. After over a year of chasing, providing sample templates and even sending out pre-populated documents for schools to submit, there were still long delays with cover and expense claims. A simplified process was established, with a lower evidence bar, but we still did not always achieve the goal of matching the payments to the school activity. Removing the claims element would be one approach to this or accepting the problem but funding more finance administration by the Centre, or disseminating the responsibility to the Lead Schools.
- Where there were staff changes in Hub or Lead Schools, providing audio-recorded materials, combined with some remote ST coaching, helped engage the new staff with the pedagogy and materials.
- The intensive hub support which, although necessary and highly beneficial in the first three years, posed an administrative burden, e.g., supporting the schools in monitoring attendance and making claims, that would have been costly for the impact it could provide in a fourth year.

RECOMMENDATIONS & CONSIDERATIONS FOR FUTURE LANGUAGE EDUCATION: A discussion

6.1 Stage 2 Hub Model for FL Education in Secondary Schools

An adapted version of a Hub model for, specifically, CPD to effect transformational change, could feasibly benefit MFL education if certain changes are incorporated into the model. We see the following as a "Stage 2 Hub Model", that can only be established once a pedagogy, resources, CPD content, and small group of experts have been established, with some evidence of interest beyond the initial defined Hub – as has been done in the MFL Pilot. The adaptations to move from a Stage 1 to a Stage 2 Hub model could usefully include the following characteristics:

Expertise

The STs from the pilot phase along with NCELP's own experts should be used in extending the CPD programme to a Stage 2 model.

School selection

The selection of the Lead Schools should also use criteria based on teachers' aptitude and willingness for learning and openness to change. In turn, these same criteria could then be adapted and used to select their own local Hub schools, combined with need based on both GCSE uptake and GCSE performance.

Management and finance

Any future Centre should be facilitated to manage the finances for any linked Hubs on a more flexible and needs-sensitive basis (rather than fixed funds allocated a priori to Hub schools). Funds held by the Centre could be allocated, by the Centre, to schools on a 6 or 12-monthly basis, to provide cover as requested by teachers to attend a specific, pre-determined programme of CPD and receive predefined bespoke support from mentors. The funds - assigned to and distributed by the Centre - could be spent flexibly across i) the pre-selected 'closed' Hub network (up to a fixed annual maximum), and, ii) schools beyond the Hub network. This would grant the necessary flexibility to open training to schools outside the network, (to allow us to deliver CPD to large Trusts and Academy chains who request CPD from NCELP), whilst also maintaining the principle that a set of core Hubs receive support, as they met certain criteria, and become the next phase of experts who can disseminate further. This hybrid approach would help to maintain fidelity to the core principles and resources, extend the core expertise to new Hubs to sustain quality dissemination, and broaden reach (via a lighter touch, introductory approach) to many more teachers in a more efficient way than could be achieved via a stage 1 Hub model.

The claims process for any future hub programme should either have:

schedule of payments to schools which they receive without claims being submitted, in accordance with a contract payment schedule

OR

b) the schools choose to claim or not, based on a DfE assigned budget. Some schools will want and need supply cover, but others will be able to undertake activities without incurring cover or other costs

OR

c) provide blanket free CPD but without any supply cover payment offered

A dedicated Centre Finance Administrator would be required if payments were to be offered and administered through the Centre, as the institution (UoY or equivalent) would have to set up contracts and payment methods with each school.

Measurement and evaluation

In addition to reported teacher confidence and perceptions of usefulness, fund the collection of data on specific targets expressed in terms of defined teacher behaviour change (e.g., adoption of a planned sequence of curriculum delivery), gains in teacher knowledge in subject pedagogy specific areas (e.g., the role of frequency, input-based grammar, practice schedules), and pupil uptake and learning gains.

6.2 Primary MFL CPD

- There is no fully detailed national content for languages at primary. Transition to secondary is currently generally not well managed or resourced, even among our Hub network experts (this has also been found multiple times by research in Europe).
- Based on the pilot findings, a substantial programme of CPD for primary school teachers is required.
- As noted above, CPD alone is insufficient to instigate and establish large scale and substantial change in pedagogy and curriculum design. We found that secondary teachers (the vast majority of whom are subject specialists) needed detailed schemes of work and lesson level resources to support their teaching. This is even more the case for a national primary MFL programme, which will likely be often delivered by non-specialists, who are often accustomed to delivering holistic packages that are provided for them.
- The lack of specialist language knowledge in the primary sector is likely to reduce the resistance to 'change'. Nevertheless, the size of the teaching cohort is very large, so a reduced CPD package (relative to NCELP's secondary work) may be offset by the need for faster and wider reach, with extremely detailed levels of guidance about delivery in classrooms.
- Transition would be manifestly facilitated by a fully detailed national content for primary languages. However, this would mean that the current NCELP KS3 resources would not fully serve pupils who had followed such a primary curriculum. The current NCELP KS3 resources would need adapting, to provide an additional track for those who had followed a national four-year primary programme. The current resources are fully appropriate for those who begin a new language at secondary school, notwithstanding the aforementioned expectation that teachers will continue to adapt them for optimal use in their own contexts.



APPENDIX 1: Lead Schools and their Hubs

NCELP Lead Schools and their Hubs



School changes during pilot term

| School Name (baseline data) | Changes before ST planning meeting (Feb 2019) | Changes in Year 2-3 | When |
|-------------------------------------|---|---------------------|---------|
| The Broxbourne School | | | |
| Haileybury Turnford School | | | |
| Monk's Walk School | | | |
| Mount Grace School | | | |
| Chancellors | St Mary's CofE Secondary School | | |
| Sir William Borlase's | | | |
| Chiltern Hills Academy | | | |
| Highcrest Academy | | | |
| Holmer Green Senior School | | | |
| The John Colet School | | | |
| Blatchington Mill School | | | |
| Brighton Aldridge Community Academy | | | |
| Longhill High School | | Corpus Christi | Sept 20 |
| Patcham High School | | | |
| Steyning Grammar School | | | |
| St James School | | | |
| All Saints Academy, Plymouth | | | |
| Marine Academy Plymouth | | Brixham | Sept 20 |
| St Luke's Science & Sports College | | | |

School changes during pilot term (cont)

| School Name (baseline data) | Changes before ST planning meeting (Feb 2019) | Changes in Year 2-3 | When |
|---|---|-----------------------------|---------|
| Cardinal Hume Catholic School | | | |
| Cramlington Learning Village | | | |
| St Aidan's Catholic Academy | | | |
| St Roberts of Newminster | St Benet Biscop Catholic Academy | St Roberts of Newminster | Sept 20 |
| Lord Lawson | St Thomas More School | | |
| Dixons Kings Academy | | | |
| Dixons City Academy | Beckfoot Upper Heaton | University Academy Keighley | May 21 |
| Dixons Allerton Academy | | | |
| Dixons Cottingley Academy | | | |
| Dixons Unity Academy | | | |
| Archbishop Temple School | | | |
| Ashton Community Science College | Beckfoot Upper Heaton | | |
| Longbridge High School | | Corpus Christi | Sept 20 |
| Hutton | Moore Park High School & VI Form | | |
| Penwortham Priory School | | | |
| Dartford Grammar School | | | |
| Dartford Science & Technology College | Longfield Academy | | |
| Stationer's Crown Woods Academy | | | |
| The Leigh Academy | | | |
| Wilmington Academy | | | |
| Presdales School | | | |
| Barclay Academy (formerly The Barclay School) | | Left before end confidence | June 21 |
| Barnwell School | | | |
| Onslow St Audreys | | | |
| Townsend School | | | |

APPENDIX 2: Teacher Comments on Resources (November 2020) & Conference Feedback

Extracts from anonymous comments given in our "Resource Usage" survey, administered between 5 Nov-22 November, within and beyond the NCELP network [Note: this survey was in addition to the monitoring for DfE KPIs].

Positive

I particularly love the emphasis on phonics, esp. in French. It can be hard to come up with these and yours are perfect. They also make excellent discussion points for trainees when considering how to construct schemes of work. Many thanks.

I started using the NCELP for Y7 and Y8. I think it's brilliant. The time and research taken to prepare the SOW and materials is something that I wouldn't be able to do. I have learnt so much since using your resources and that's after 20+ years teaching. Thank you so much.

I am very much enjoying the way phonics are being used in a fun way and that students are learning high frequency words strategically as well as revisiting them. I like the explicit grammar explanations and the way the grammar is then being practised ... The pronoun images are fab and I like the reoccurrence of characters. What I would say is that the slides are a little too packed and the colour scheme for German a little sad. Icons for the different skills would be lovely instead of the headings ... Nearly forgot the cultural input. Excellent!!

KS3 rationales backed up by resources have been particularly useful for teaching about introducing phonics explicitly and grammar in small structured ways.

KS2 resources, rationales and a SCHEME OF WORK are desperately needed for non-specialist class teachers in primary school and would make my job as a teacher educator so much easier

This is a brilliant new way of teaching languages. We have embraced this with our Year 7 French this year as a trial. Absolutely loving teaching it. Students seem to recall vocab more easily and the introduction of grammar of no more than 2 strands at once is great to avoid cognitive overload. We have started to adapt this way of teaching for the other year groups to also help them engage more with language learning.

Points to consider:

The resource portal is not user-friendly enough.

We are using the resources 100 percent for the first time in year 7 this year. There are lots of good things, (especially pronunciation and grammar focus) but we are finding resources quite teacher led and a little samey. We are supplementing with resources that allow for extended production for our most able students.

It would be great to have examples of how we can support/scaffold for our weaker students as so far, the lessons have been suitable for most students, and also easy to challenge our more able students. However, our weakest students are less engaged in these series of lessons than they would be in our year 7 lessons prior to NCELP, and I feel they are getting left behind in terms of progress as well as their interest in the subject

The resources could be more suitable for lower ability and are very teacher led.

More awareness needs to be raised of what you have on offer for schools. I did not know NCELP existed until I went to the MFL PiXL Conference last year and then was reminded about you again as a result of our partnership with Dulwich SCITT.

Conference Feedback

Feedback from conference attendees (Introduction to NCELP – November 2020)

Really well organised, engaging and easy to follow with a lot of effort put in from teachers. Great to see their enthusiasm about participating in the project and how well their students are doing!

Excellent conference and engaging materials.

As a trainee MFL teacher I thoroughly enjoyed the conference and really appreciated the time and effort which everyone involved had invested in the day. Really inspiring so thank you!

I liked the balance of resources and research. I felt well informed by the end. Thank you.

Having had some CPD previously on the NCELP schemes of work at ALL Yorkshire/Humber events, I really appreciated seeing the application of the resources by teachers. I would very much like to see NCELP being a nation-wide approach being taken into Key Stage 4. Thank you so much for an excellent conference!

I thought the presentations and resources were extremely useful, and will definitely be looking into the NCELP schemes of work and methodologies, in the first instance to sit alongside my own schemes, but possibly to replace them if results indicate that they improve progress even further in the long term.

Really informative day, especially the session on assessment.

Thank you for your time and for all the materials you provided. The Conference was really good. Also, all the questions were answered during the event, which was highly appreciated. Thanks again and my best wishes to your team.

The session was helpful and made me realise that with NCELP teaching MFL shouldn't be stressful or boring but engaging and fun.

Lots of really good guidance and advice. Excellent quality of remote conference - slick and smooth transitions, good quality pictures and audio. Sensible system for Q&A. Excellent speakers.

A lot was packed in - quite hard work keeping up at times (especially as I wanted to make some notes!).

Really good to have the whole thing shared so I can look back at it

Good links to sources and resources.

Working at a school where we have a new scheme of work recently embedded, it was good to hear that so much of what we are doing is "correct", and ways we need to tweak it. We are not going to be wholesale changing our scheme but supplementing with your resources will be great.

I have found navigation round the website a little difficult, especially finding vocab resources.

I thought the presenters were really good - they spoke with knowledge and experience of what NCELP is doing. Real teachers with real experience - this is so valuable.

I am an NQT and the NCELP presentations have given me a much clearer understanding of MFL pedagogy and also helped to build my confidence. I am currently doing supply but plan to include the pedagogy ideas and NCELP resources when I find a permanent job. Thank you!

I work in a primary school and I was familiar with Rachel Hawkes resources. They are amazing. Thank you very much!

APPENDIX 3: End Year 2 Dec 2021 Hub Adopt/Adapt position

| | | | | |
|--|-------------------------------------|----------------------------|---------------------------------|---------------------------|
| Cardinal Hume Catholic School | Cramlington Learning Village | St Aidans Catholic Academy | St Roberts of Newminster | St Thomas More School |
| Adopt (with tweaks) | Had adopted Fr (Sept 20) | Adapt | Adopt from January 22 | Adapt |
| Dixons Kings Academy | University Academy Keighley | Dixons Allerton Academy | Dixons Cottingley Academy | Dixons Unity Academy |
| Adapt | Adapt | Adapt | Adapt | Adapt |
| Archbishop Temple School | Ashton Community School | Corpus Christi | Moor Park High | Penwortham Priory Academy |
| Adopt | Adopt | Adapt | Adopt | Adapt |
| Dartford Grammar School | Longfield Academy | Stationers Crown Woods | The Leigh Academy | Wilmington Academy |
| Adopt | Adapt | Adapt | Adapt | Adopt |
| Presdales School | Barclay Academy | Barnwell School | Onslow St Audrey | Townsend CofE School |
| Adopt Y7/8 Adopt Y9 Ger Adapt Y9+ Fr,Sp | | Adapt | Adopt (except (Y9 low ability)) | Adapt |
| The Broxbourne School | Haileybury Turnford School | Monks Walk School | Mount Grace School | St Mary's CofE School |
| Adapt | Adopt | Adapt | Adopt | Adopt |
| Sir William Borlases | Chiltern Hills Academy | Highcrest Academy | Holmer Green | John Colet School |
| Adopt | Adopt | Adopt | Adopt | Adopt |
| Blatchington Mill | Brighton Aldridge Community Academy | Longhill High School | Patcham High School | Steyning Grammar School |
| Adopt | Adopt | Adopt | Adopt | Adopt |
| St James School | All Saints Academy | Cranbrook Education Campus | Cranbrook Education Campus | St Luke's C of E School |
| Adopt | Adopt | Adopt | Adopt | Adopt |

Adopt = following NCELP SoW and using NCELP resources

Adapt = using some NCELP resources, but not following NCELP SoW

Adapting Schools still use phonics, as a minimum, so there is an impact on the pedagogy deployed

APPENDIX 4: CPD Course 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.

APPENDIX 5: CPD Attendance (Yr 4)

CPD Course Attendance - December 2021 to March 2023

| CPD Course | Registrations | Registrations | % reporting increased understanding |
|-----------------------|---------------|---------------|-------------------------------------|
| Spring Term 22 | 140 | 124 | 99% |
| Summer Term 22 | 321 | 224 | 99% |
| Autumn Term 22 | 135 | 72 | 96% |
| Autumn 22 / Spring 23 | 34 | 8 | 100% |
| Blended Course | 36 | 8 | 97% |
| Asynchronous Course | 193 | 79 | 98% |
| Partial Completers | | 110 | 95% |
| Total | 859 | 625 | 98% |

| CPD Session | Attendance | Equivalent CPD FTE | % reporting increased understanding |
|-------------------------|-------------|--------------------|-------------------------------------|
| Spring 22 GCSE Series | 402 | 32 | 95% |
| Summer 22 GCSE Series | 242 | 19 | 93% |
| Autumn 22 GCSE Series | 102 | 8 | 93% |
| Differentiation Builder | 108 | 11 | 95% |
| Teacher Educator | 34 | 3 | 100% |
| Themed Teach Meets | 45 | 5 | 94% |
| Towards the new GCSE | 53 | 25 | 99% |
| Bespoke CPD | 782 | 210 | n/a |
| Open Door | 57 | 16 | n/a |
| Total | 1825 | 329 | 95% |

| | | | |
|----------------------|-------------|------------|------------|
| Overall Total | 2684 | 954 | 97% |
|----------------------|-------------|------------|------------|

APPENDIX 6: CPD Sample Feedback

"First of all, I would like to thank Jane Wood and Gill Piazzzi for their warm welcome and being our hosts for the morning. At the start and end of the morning, both Jane and Gill demonstrated and talked us through segments of their schemes of work, which were extremely well-organised, showing a very clear roadmap of progress. Apart from systematic retrieval and phonics practice in each lesson, and the teaching of grammar features in pairs, there was also a strong focus on culture and use of extended texts. In line with NCELP's principles, as part of their progression model in lessons, there was ample receptive input practice prior to productive use of the language. It was clear that using NCELP schemes of work was very much a departmental approach. All team members had collaborated on adapting and further refining NCELP's lesson resources, (including the very supportive and engaging language guides and work booklets), thus building in further differentiation to suit their own learners' needs, especially their lower proficiency learners. This served to strengthen consistency of approach across the department and ensured that their learners had a parity of lesson experience. As guests, we had the pleasure of observing 4 classes from Y7-8, sets 1 and 5, in both French and Spanish. In each lesson observed, pupils were provided with opportunities to incrementally build on their phonics knowledge, which impacted positively on their willingness and ability to speak the target language. Their pronunciation was indeed impressive, including that of lower proficiency learners, who not only clearly enjoyed showing off their phonics knowledge (SSCs, SFCs) and pronunciation, but also their good recall of previously learnt vocabulary and grammar. It was impressive to observe learners' confidence in applying their grammatical knowledge to build sentences independently in interaction tasks and using 'metalanguage' to explain such grammatical concepts as the difference between 'ser' and 'estar', plural forms of 'tener' and even, in set 5, revising the full verb paradigm of 'comer' in different contexts, for a forthcoming assessment. Other examples of grammatical terminology included pupils explaining and using infinitives, verb conjugations, adjectival agreements, intensifiers, BAGS & position of adjectives. The higher proficiency learners responded to questions in the target language (e.g. Que significa...en ingles? with rubrics also in the target language. In each lesson observed, both lower and higher proficiency learners appeared fully engaged, demonstrating not only resilience and perseverance but also high levels of confidence and enthusiasm, clearly enjoying success and a sense of fun and achievement. As is typical of most language learners, they enjoyed playing games such as 'beat the teacher', taking their points scored very seriously. This overall sense of achievement seemed to further strengthen their motivation and enjoyment, especially when completing tasks that required high levels of concentration and good recall of vocabulary and sometimes quite complex grammatical knowledge. This would certainly stand them in good stead for their imminent planned assessment, for which they had been revising. Thank you for the opportunity to observe first-hand how NCELP SoWs and principles are being delivered in the KS3 classroom."

Lynne Kay, Newcastle University

"I wanted to let you know that we do not regret at all having fully adopted your methodology and informally becoming an NCELP school.

Students are engaged and they can see their progress taking place in an effective sequence. You have produced resources and a rationale that allow students to move towards language manipulation.

I have been in this Hackney school for 20 years and we have used all kind of approaches. Some of them really good and some on the other extreme. However, NCELP is making a major difference because students who historically rarely engaged or gained proper access to language learning are now more motivated and there is a noticeable difference in their performance.

We believe there are no magical formulas, but NCELP deserves our full praise."

Angel Mina, Head of MFL, Stoke Newington School

"I have found this course extremely informative. The research documents were well chosen and I would not have come across them in my own reading. My particular interests have been on the vocabulary and grammar learning modules and I will take away a lot of information to cascade across the department."

CPD Attendee, January 2023

"Thank you NCELP. Merci! Danke! ¡Gracias! This course has answered many questions and I wish I had known all this years ago! The NCELP approach is so different to they way I have been planning and teaching for many years. I was very concerned about the old style curriculum with its reliance on topics with their potential for disadvantaging those with less relevant experience to draw on. I also felt that most pupils had a veneer of fluency but in reality had little ability to build their own sentences and pronounce new words confidently. The course has helped me to understand how to avoid these pitfalls and I am very optimistic about the future of language learning!"

Alice Harrison, Head of Languages, Reddish Vale High School

"I have really enjoyed engaging with this excellent course provided by NCELP. I congratulate NCELP members on their meticulous research into language pedagogy and their ability to synthesise this information and communicate it clearly and effectively to MFL teachers. I have found the modules to be thought-provoking and chime with what I learnt during my PGCE many years ago. It has revitalised my wish to continue to be a reflective practitioner. The NCELP materials have been beautifully designed and well put-together and stand up to robust scrutiny. We have started to use the phonics materials in our school and hope to use the principles if not more of the NCELP materials in the classroom."

CPD Feedback, September 2022

"I found out about NCELP resources while doing supply work in a secondary school. I was impressed with some of the materials used and the methodology was different. I signed up for the course in order to find out if I could get new ideas that I could use in the classroom. The module, I found very useful was the phonics. It should be incorporated into the curriculum and in my case I think it will increase my students' confidence especially for the speaking activities."

Asynchronous Course Participant, Jan 23

"I signed up for the course as I wanted to develop my knowledge around this way of teaching and also in order to help my students to prepare for their GCSEs in the future. As a result of the course, I have trialed some of the material with my classes which has been successful. Now that I have completed the course, I will start to train the other members of my team and I wanted a holistic view rather than just feeding back to them after every unit. I have found the course to be very useful."

Asynchronous Course Participant, Nov 22

"I work closely with a previous NCELP Specialist Teacher who is doing great work in reforming our school's MFL curriculum along NCELP principles. It is really exciting. I can see the progress students are making over time so clearly and it is because of the consistency of the methodology and approach on vocabulary, phonics and grammar. In what is now our second year of working this way I can point to how the materials, with that emphasis on repetition and then retrieval, have really supported to move knowledge into longer-term memory."

David Spence, Orchard School Bristol

"This was one of the most thought-provoking and useful CPD sessions I've attended in a long time! It was a joy to have a session be so focussed on MFL pedagogy, with free resources and assessments, based on the latest research, and all feeding into the forthcoming GCSE syllabus. Clearly explained and modelled, there was lots to take away and discuss with my leadership team – we will be adapting and implementing many of the ideas, our schemes of work and assessments as a consequence. Thank you so much to all involved in the research, the creation of the materials and delivery of the CPD!"

Lucy Meyer, Bexley Grammar School

"From my initial encounter with the work of NCELP in October 2019, I felt this approach addressed a number of issues facing so many MFL teachers I knew and worked with, including myself. A lack of definition in the content of the curriculum and the resulting episodic learning was leading, time and time again, to inconsistent outcomes, disillusionment and demoralisation for teachers and students alike. Within the NCELP schemes of work, the rigour of the language mapping and the sequencing for effective retrieval and long-term learning goes far beyond any preceding schemes. Knowing that this level of thinking sits behind the curriculum design, as well as it being informed by existing and emerging research, has allowed us to deliver the NCELP curriculum with confidence. Activities are designed to ensure linguistic processing at every stage, with lots of opportunity for deliberate practice. All resources are free and fully adaptable, allowing teachers to personalise and tailor to their own classes. Having received bespoke training from Rachel Hawkes, our trust staff had time to digest and think deeply about the rationale and research which informs the NCELP approach, and this was hugely beneficial in moving us forward. The impact of this approach has been truly multifaceted, as teachers re-evaluate their practice, engage with referenced research and develop and evolve the learning in their classrooms. Students respond overwhelmingly positively, showing confidence in phonics, independently manipulating grammatical structures, and articulating clearly why and how language fits together. High frequency vocabulary allows students to communicate a range of everyday scenarios and they can do so with a clear sense of ownership and success. We have been happy to welcome external MFL staff to come and see this learning in action and, as a result, have seen colleagues inspired to try this approach in their own classrooms."

Jenni Bindon, Westcountry Schools Trust

"After attending the online session last week, at last, I felt excited to be a languages teacher as I have been getting increasingly disillusioned over the last few years – and thinking about leaving the profession. I felt there was some really serious thinking behind the NCELP schemes of work and resources. I have raised with my department here the exciting glimmer of hope you offer the languages world in teaching."

Kate Stent, Spring term CPD attendee

"We have just had Ofsted and they LOVED the NCELP approach, the Ofsted inspector said it was a brave and innovative curriculum, she was raving about it to the Head. Thank you so much for passing on your enthusiasm to me, it's a great way to teach. We are delighted with our feedback."

J M, Spring term CPD Attendee



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