

SOW TRG: Content & schedule

TRG session

STs to fine tune their session timings to include:

PART 1 (overall time 1.5 - 2 hours): SOW scoping and awareness-raising.

The aims are to:

- a) increase understanding of the NCELP SOW,
- b) understand the process of **adaption** to incorporate PVG principles within own and hub schools' SOW,
- c) consider compatibility between NCELP principles, planning and resources and the new Ofsted inspection framework.

SCHEDULE

Approximate timing: 0 – 30 minutes

1] Introduction to the NCELP SOW

(using PPT slides)

2] Time to re-read the **SOW rationale document**

3] Time to look at the NCELP SOW (which hubs have been sent, but which they may not have had much time to look at in detail) in the relevant language (i.e. those teaching French to look at the French SOW, etc.)

Approximate timing: 30 – 60 minutes

Consider alignment between Ofsted's new inspection framework, the National Curriculum PoS and NCELP SOW and materials.

4] Time to read the **new Ofsted framework & NCELP document** and the **NC PoS & NCELP document**

Then, host a discussion on “How this might impact MFL planning in your school and in your Hub schools?”

Questions to prompt the discussion could include:

- What kinds of specific evidence would you be able to show an inspector for specific parts of the framework as listed in the Handout?
- What are some of the challenges that are still ahead in terms of feeling comfortable with the new framework?

Approximate timing: 60 minutes – 2 hrs

5] Time to discuss own SOW development in light of all this (and record answers in an electronic version of the SOW analysis document) and consider what could be done to further align this/these with NCELP principles.

The following questions

Phonics

- Which sound-symbol correspondences are taught, and when?
- Why are those taught?
- Are they regularly revisited?

Vocabulary

- Are the sets of vocabulary to be taught explicitly listed somewhere?
- Are the vocabulary items to be taught highly frequent? How do you know what their frequency is?
- Do the vocabulary sets comprise words from different word classes?
- Are the vocabulary items to be taught planned to be revisited regularly? How regularly? After first being introduced to an item to be learned, are they practised again within about a week; within about a month; within about a term; within a year?
- Are the high frequency verbs taught and regularly revisited? When?

Grammar

- Which grammar features are taught?
- When are they taught and why then – what is the rationale for the sequence you have chosen?
- How often is grammar re-visited and when?
- Is there plenty of opportunity to practise grammar in the input (listening and reading) and in meaningful production activities?
- **Robust and reliable knowledge?**
- How do you know that your students have reliable knowledge of the phonics, vocabulary and grammar that have been taught and practised?
- Do you know whether this knowledge is available for

- o both comprehension and production?
- o In both the oral and written modalities?

Part 2: Introduction to the NCELP resource creation project (approx. 1 hour)

The aims are to:

- a) scope out the materials needed for the weeks that have been assigned,
- b) think about the kinds of activities that would help,
- c) assign potential tasks to your hub schools, considering the timeline.

Approximate timing: 60 minutes

1] Look at examples of portal resources in preferred language in conjunction with the corresponding SOW week.

2] Look at the SOW for the two allocated weeks (probably in two groups, depending on the language) and brainstorm the sorts of activities that would go into the two lessons – record any thoughts and ideas, (potentially allocate parts of lessons to different hub teachers, as appropriate).

3] NCELP events and activities September 2019 – February 2020 document

Look ahead to scope the opportunities to collaborate and take forward SOW development work and resource creation project.

In the TRG SOW 6 Collection:

1. This session document ([print this](#))

2 SOW Rationale ([print this](#))

3 SOW (French, German, Spanish) **NB: NOT IN THE COLLECTION BUT SENT BY EMAIL TO HUB SCHOOLS**

4 SOW PowerPoint slides

5 SOW PowerPoint pdf handouts 1 and 2 (2 is the uses of the NCELP vocabulary list one)

6 One week of resources (Week 3 of French, German, Spanish in the folder – more on portal)

7 AQA vocabulary lists (with additional number sorting column)

8 New Ofsted framework and NCELP document ([print this](#))

9 NC PoS and NCELP document ([print this](#))

10 SOW analysis document

11 NCELP events and activities September 2019 – February 2020