Transcript: **TRG 3.4 Differentiation in the NCELP SOW to support lower proficiency learners**

Length of Talk: 15:39 minutes

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Slide 1:

Welcome to Differentiation in the NCELP SoW, looking specifically at supporting lower proficiency learners.

Slide 2:

This session is split into five sections and will run as follows: we start with...

Research refreshers: PVG

Explore good practice for supporting lower proficiency learners as part of high quality teaching

Principles and key features of NCELP SoW: inbuilt design features that support lower proficiency learners per strand

Showcase of differentiation within NCELP resources by: task type, level of support, outcome.

Ideas for further adapting resources, exemplified by teachers from the network of Lead Schools.

Slide 3:

By drawing on research to inform curriculum design, pedagogy, and assessment, NCELP has so far developed very detailed schemes of work and full lesson resources for years 7 and 8 in French, Spanish, and German aiming to establish **reliable**, **core knowledge** in order to promote students' achievement, motivation, and creativity. At the outset I think it is worth really emphasising that,

by using a SoW built around approaches that research shows aid in establishing reliable core knowledge, this will be of real benefit to all students, but particularly to lower proficiency learners who can typically find aspects of language learning very challenging. Let's delve a little deeper into the research, to remind ourselves of what research tells us works.

Slide 4:

Let us consider these questions.

- Why is explicit grammar teaching useful?
- Why teach phonics?
- Why is vocabulary important?

Slide 5:

Moving to this first question – why is grammar teaching useful?

We know that even after 100s of hours of L2 exposure, learners still struggle with certain grammar but that there is lots of evidence that explicit grammar instruction is beneficial.

We also know that explicitly teaching grammar tends to be more effective than waiting for learners to pick up grammatical patterns themselves and that a brief description of the grammar before practice can speed up the rate of learning.

This underlines the importance of explicit grammar instruction, a key facet of the NCELP SoW, in helping all learners on their journey to achieving reliable, core knowledge. And let's remember that lower proficiency learners need grammar as much as any students if they are to be able to create their own sentences. In fact, the way this is done within the NCELP SoW is particularly beneficial for lower proficiency learners.

Slide 6:

In answer to the question, why teach phonics?, we have 13 concrete reasons- these can be found in full in the summary rationale for teaching phonics document on the NCELP portal.

First, it improves students' ability to decode.

The ability to decode is positively associated with motivation.

Phonics teaching supports vocabulary learning, which in turn is key to making progress in language learning.

Decoding enables learners to access new language autonomously; learners can engage with vocabulary learning more successfully in and beyond the classroom, even ahead of the lesson (flipped learning), allowing more lesson time to focus on language practice and use.

Supports not only vocabulary but grammar as well. Teaching phonics teaches phonemes and each phoneme carries meaning; the function of the different sounds really matters. This links not only to vocabulary but also to grammar (je vs j'ai, hablo vs habló).

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Why is vocabulary important? We don't need research to tell us that without vocabulary nothing can be conveyed, and indeed teaching vocabulary is typically a staple of a language teacher's repertoire.

Let's remind ourselves exactly what the research tells us about vocabulary knowledge:

It correlates with performance, in all four skills and appears to be the single most highly contributory factor

In our time-limited classroom setting, strategic choices need making about which words are the most important, the most useful. Most useful = most used = most frequent.
The approach is to select vocabulary largely, though not exclusively, from the 2000 most frequent words in each language.

Prioritising the 2000 most frequent words in each language benefits all learners, but lower proficiency learners in particular, as their efforts can be concentrated on the words which deliver the most impact in terms of comprehension and ability to communicate successfully and independently.

Slide 8:

As we have seen, research tells us that all students' language learning benefits from studying phonics, vocabulary and grammar.
In addition, the NCELP SOW have 'in-built' design features that are particularly supportive of learners with SEND (whilst benefitting all learners) Principally these are the clear sequencing, the explicitness of the knowledge presentation, and the systematic revisiting of all knowledge strands.

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Let's move on now to exploring good practice for supporting lower proficiency learners as part of high quality teaching.

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There are a few terms used to describe the idea of meeting need in the classroom through high quality teaching, as shown here. Whatever term you are familiar with, think about the approaches that most benefit lower proficiency learners as part of this high quality inclusive teaching.

NASEN - National Association for Special Educational Needs - has some useful messages for us in this respect. Read through these over the next three slides.

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In order to understand how NCELP approaches in each of the strands support lower proficiency learners in accordance with the NASEN's articulation of high quality teaching, we are now going to look at inbuilt design features that support lower proficiency learners per strand.

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But just before we delve a bit deeper, let's pause for reflection here to consider what you can think of from the NCELP approach that fulfils on the NASEN principles?

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Let's begin with grammar.

Make the explanation minimal (1 minute), concentrate on a pair of features rather than a whole paradigm.

Use very familiar, pre-taught, known language in all instructions and rubrics (with systematic introduction of new language, this can be in the target language soon enough, but if it has to be English initially, so be it, as the most important thing is for students not to have a barrier to knowing what they have to do).

With less teacher talk there is more time to practise: spend the majority of time practising connecting the form of the words with their meaning.

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We design input activities (reading and listening) for initial practice to reinforce knowledge of the grammatical form and its meaning.

Production activities (speaking and writing) follow the input activities to help learners establish and practise accessing knowledge.

This makes for a variety of tasks during which students practise connecting the form of the words with their meaning, so that it never becomes a mechanical drill that students can do without thinking.

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Guided production practice features in almost every lesson. This then builds up to more freer meaningful practice, once students have secure building blocks.

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Systematic revision and practice of grammar points is built in to the SoW. The 'grammar overview' tab on the SoW is particularly useful for exemplifying this.

Slide 20:

Now onto vocabulary.

Pre-learning of vocabulary is a pre-requisite of the NCELP approach, with audio homeworks and use of Quizlet . Every lesson builds on the vocabulary that students are asked to learn in advance.

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Further in-lesson approaches to vocabulary building:

i. Recognition, then passive recall, then active recall across all modes/modalities (listening, reading, speaking, writing) across both lessons in the one week.

ii. Towards the end of the 2nd lesson in that week, productive recall tasks (but reduce the stress and make them low stakes). Students have to try to recall words themselves to learn them.

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Systematic revision and practice of vocabulary is also built in to the SoW.

We recognise that students will need many encounters with a word to know it, and that this cannot happen in one lesson or pair of lessons. After in-lesson opportunities have been exploited, we bring these same words back at some point within a month, then again within the term, then again within the year.

Slide 23:

Now onto phonics.

The teaching and revisiting of key SSCs is systematically planned into the SoW and included in every lesson in a familiar format.

This knowledge is fragile and particularly prone to decay if not continually reapplied and developed.

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The teaching of SSCs can be accompanied by gesture to help embed this essential knowledge.

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In addition to structural 'in built' design support from the SOW, clearly we also sometimes need to differentiate tasks themselves and within tasks, i.e. the way tasks are completed.

Let's look at a sample of resources showing some examples of differentiation in the resources themselves.

There are three showcases of differentiation in resources; one each for French, German and Spanish.
If you have the time, I would encourage you to look at all three; whilst some strategies appear in all three showcases, there are lots of different strategies modelled across the three languages that can equally be applied to all languages.

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Click on the language to take you to the linked resources.

Slide 27:

Having looked at the showcases, now let's see some further resources that support differentiation for lower proficiency learners developed by Specialist Teachers within our network of Lead Schools.

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Here are a variety of supplementary resources that help support differentiation.

These include:
i. Support in class such as the ***knowledge organisers*** and the ***mini booklets***
ii. Extra in-class ***starter activities*** that can act as essential revisiting opportunities for lower proficiency learners in particular, or examples of ***differentiated vocab tasks*** that benefit lower proficiency learners.

iii. Additional out of class support, such as the ***linked resources on a VLE*** that provide additional games/quizzes using IT tools for students to embed vocabulary.

Click on the links to access the documents.

Special thanks to colleagues at Archbishop Temple School and Cardinal Hume School for sharing these resources with us.

And additional thanks to Specialist Teacher colleagues at Blatchington Mill School whose input helped shape the structure of this session.

Slide 29:

Here is a selection of supplementary resources that accompany the Spanish Y7 SoW (weeks 4-5 & 7)

These resources are uploaded to the school's VLE and offer reinforcement opportunities for vocabulary and grammar points from across these three weeks.

This type of practice over and above Quizlet can be useful for written receptive and productive recall, but do note that some of the games are more useful than others and that students will not necessarily choose to play the games that make them think the hardest!

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Just before we finish, a final consideration on how to make the most effective use of in-class support aids.

The NCELP approach is to compel students to produce new language from memory (albeit in individual word and short sentence form) to create the 'desirable difficulty' that is beneficial for long-term retention of the new language.

However, in a whole class teaching scenario, there will be a range of proficiency levels at any moment, so equipping students with these support resources, and teaching them how to use them well (so as not to reduce the impact on their learning) i.e., turn over to look, then turn back to complete

the task, will reduce anxiety for lower proficiency learners and give them confidence and security.

These ideas are exemplified and discussed in detail within each of the language showcases with concrete examples.

Slide 31:

That brings us to the end of this session on differentiation to support lower proficiency learners. Hopefully you have found the session enjoyable and useful.