

Skill Up !

Skills Development for the New GCSE

All sessions: **7.00 – 9.00 pm**
King Edward VII School
Sheffield, Glossop Road,
The Library in the Old Building



The new Languages GCSEs will be first taught from September 2016, and first examined in 2018. Like all new GCSEs they will be fully linear with assessment at the end of the course.

All four skills will be equally weighted (25%) and taken as final examinations, and at least 10% of marks allocated to knowledge of grammar. There will be a stronger emphasis on culture and identity, and on independence and interaction in all skills.

Overall, the expected standard will be more challenging than with the current GCSE.

Whilst not many of us will lament the demise of Controlled Assessments, the linear nature of the course will demand a new approach to teaching and learning. We will need to revisit how we approach the teaching of all four skills:

- **Listening and Reading**, which in the current examination format, have often been neglected due to the pressure of Controlled Assessments, now carry equal weighting and will become more demanding with the introduction of a wider range of sources for listening and reading, including more authentic material and literary texts as a stimulus for a personal response. We need to train our students to decode the unfamiliar, rather than just to “know lots of words”
- **Speaking** will require a different approach, rote-learning will no longer be sufficient and instead we need to help our students develop the ability to engage in spontaneous talk and teach the inclusion of repair strategies as a skill.
- **Writing** will also make new demands on our students, requiring them to use language learnt over several years and to apply grammatical knowledge, rather than producing text from memorised chunks of language.
- **Memory Skills**: We must help our students retain language in their **long-term memory**, by finding new ways of teaching vocabulary and teach learning skills and memorisation techniques more explicitly if they are to meet the new challenge of final examinations.



This series of events is intended to support teachers with their planning for the New GCSE and provide practical ideas and strategies for each of these issues to help them meet the demands of this new style of assessment.



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Session 1

Wednesday 9th December 2015

Fighting Fit for the New GCSE
An Introduction to the New Assessment Format

Juliet Park

Director of Languages, Yewlands Family of Schools
SLE, Wakefield Academy Trust

With the introduction of terminal exams at GCSE the focus is again on long-term language development and formative assessment to ensure progression. Learners need to know where in the learning process they are. This session will provide an introduction to the New GCSE which will be taken by our current Y9 cohort, assessed for the first time 2018. KS3 learners need to prepare for the cognitive demands of this new examination format. Reading, writing, speaking and listening need equal development, learners need to apply grammar, build vocabulary, develop translation skills and access literary texts effectively. Top tips, practical strategies and free resources at your fingertips!

Juliet Park is an experienced Head of Languages, Director of MFL for the Yewlands Family of Schools, and Specialist Leader in Education for the Wakefield Academies Trust. She is a national trainer and writer of creative resources and Lead Practitioner on Formative Assessment with the SSAT and Dylan Wiliam. She is a lead INSET developer and trainer for AQA and is responsible for the new course on preparing learners for the new GCSE.

Session 2

Monday 14th December 2015

Teaching Listening

Sarah Brough

Education Adviser for Durham Local Authority

This session will focus on teaching listening skills (as opposed to testing listening, which is what most course book listening activities do). Sarah will present a range of strategies for teaching pupils how to develop their 'ear' for foreign languages; suggest some approaches for using listening passages as a means to present new language; and consider how teachers can find and exploit authentic listening material. Participants will have opportunities to share their own ideas and experience and to consider the importance of the changes to the GCSE, such as the requirement to enter students at the same tier in all skills.

Sarah Brough worked as a teacher of French and Spanish in London and Northumberland for 15, as well as teaching English in Spain. She spent 8 years as an education adviser for Durham Local Authority, specialising in MFL and supporting NQTs. She is currently on sabbatical.



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Session 3
Thursday 7th January 2016

Sowing the Seeds for Spontaneous Speaking

Developing real communication the MFL classroom

James Stubbs
Head of MFL, Long Stratton High School, Suffolk

How can we get our pupils of all levels and abilities to become genuinely confident, motivated communicators in a foreign language? How can we help them to grow in their fluency, spontaneity and accuracy so that increasingly they can say what they want to say without writing it down and learning it first? In this session James will demonstrate an approach which shows how the day-to-day situations in our classrooms can be exploited to develop our pupils' grammatical knowledge and communicative skills and how we can build in progression. The session will also look at how all of this applies to the new GCSE, satisfies OFSTED guidance and we will consider some implications for scheme of work design. And to ground it all in reality, you will see some video footage showing how a class has progressed from September to December.

James Stubbs is Head of MFL and teaches Spanish & French in a comprehensive school near Norwich. He frequently delivers INSET on grammar teaching, mixed-ability classes, target language use and integrating learning styles in MFL teaching. His work on classroom interaction was described in the CiLT publication, *Something to Say*, a set text for the Open University MFL PGCE.

Session 4
Thursday 21st January 2016

Reading Skills

Meeting the new GCSE Challenge

Martine Pillette
Independent Languages Consultant, Author and Examiner

New GCSE, new opportunities and challenges in reading comprehension:

- 25% of marks;
- greater focus on target-language cultures;
- greater focus on cross-curriculum themes;
- greater use of authentic materials, including literature;
- less predictable vocabulary;
- some translation into English;
- more challenging exam tasks across the entire ability range.

How can we best meet the challenge?

In this session, Martine will:

- show how to enrich schemes of work with more cultural and cross-curricular features;
- present generic activity styles easy to apply to a variety of themes and languages;
- present realistic and engaging ways of approaching literature;
- suggest useful approaches to translation into English;
- facilitate joined-up thinking with Curriculum 2014 (KS3) and Ofsted expectations.

Martine Pillette is an independent languages consultant, author and international examiner. A former head of languages, she is regularly involved in national and regional initiatives and leads courses on many aspects of MFL pedagogy at KS2-5. She is well known for her clear thinking, her cheerful manner and her realistic and engaging classroom ideas.



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Session 5
Wednesday 27th January 2016
Spontaneous Writing

Juliet Park
Director of Languages, Yewlands Family of Schools
SLE, Wakefield Academy Trust

In the examination format of the new GCSE the bar will be raised considerably, particularly for the assessment of writing skills. Writing from memory and demonstrating an understanding of linguistic structures rather than reproducing chunks of language, memorised through short-term rote learning will put new demands on any language learner, but in particular for our average or less able students.

This session will start with an analysis of the question types in the target language as proposed in the specimen papers. Juliet will then explore strategies we can employ to help them perform successfully in the new types of question format of the writing examination. She will also discuss the potential tricky issue of translation and examine effective and successful ways of teaching grammatical structures.

Teachers will have the opportunity to explore techniques and strategies for developing creativity and accuracy in written work and increasing student's confidence to do well in the new examination.

Juliet Park is an experienced Head of Languages, Director of MFL for the Yewlands Family of Schools, and Specialist Leader in Education for the Wakefield Academies Trust. She is a national trainer and writer of creative resources and Lead Practitioner on Formative Assessment with the SSAT and Dylan Wiliam. She is a lead INSET developer and trainer for AQA and is responsible for the new course on preparing learners for the new GCSE.

Session 6
Thursday 4th February 2016
Memory
Developing Memory Skills in Language Learning

Rachel Hawkes
Associate Deputy Principal and SLE
Comberton Academy Trust, Cambridge

The ability to retain and recall new words (with increasing speed) is central to language learning and, alongside an ability to pronounce the foreign language well and the ability to put together words and structures into new sentences, it is one of the three essential skills we focus on the very beginning. With the move to linear GCSEs the ability to store and retrieve knowledge to and from long term memory has become of paramount importance, not just in MFL but across the curriculum. By including explicit work on memory within our teaching, we can not only enable students to get better at languages, we can also flag up a unique selling point to SLTs, colleagues in other departments and parents!

In this session Rachel will draw on cognitive psychology, considering how we create memories, retrieve stored information and how we know what we know. She will share ideas and strategies which she has used with her own students and in her own school for many years to help learners remember language and retrieve it successfully over time.

Rachel Hawkes works across the four secondary schools in the Comberton Academy Trust. Associate Deputy Principal and SLE for languages, she is Languages Advisor for TES Resources and Past President of ALL. She has a PhD from Cambridge University, focusing on teacher and learner interaction in the secondary languages classroom.