



Going Linear !

Preparing for the New GCSE at KS3 - NOW!

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



GCSE Languages will be reformed for first teaching in September 2016 and first assessment 2018. All new GCSEs will be fully linear with assessment at the end of the course.

There will be:

- Four equally weighted (25%) final exams as a 2 year linear course
- No controlled assessment
- New grading system – 1-9, with 9 being the highest available grade
- All exams will be externally marked; final speaking exam to be conducted by teachers as it used to be in the previous specification
- 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:

- There will have to be a shift from the teacher to the student and from teaching to learning, with students developing and retaining language for themselves, rather than being dragged from one controlled assessment to the next
- Learners must become more independent and self-motivated, and move away from rote-learning to spontaneous expression.
- 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
- There will be a renewed focus on the teaching of grammar, structure and transferability

Whilst the new GCSEs in French, German and Spanish are due to be introduced for first teaching in September 2016, we must start now to prepare our students for the new format and the new challenges. If we want them to be properly prepared for the challenges of the new GCSE we must help them to develop into good language learners - now.





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Session 1

Thursday 8th January 2015

Promoting Independent Learning in MFL **Strategies to help MFL learners become more independent**

Helena Butterfield

Curriculum Leader of MFL at St. Michael's Catholic Academy, Billingham,

This session will focus on activities that we can use with our students to help them become more independent learners. We will look at practical ideas that we can include in our lessons quickly and easily that will help them internalise new language. We will also look at some co-operative learning structures and how we can incorporate these into language teaching.

Helena Butterfield is Curriculum Leader of MFL at St. Michael's Catholic Academy where she teaches French and German. She has nearly 20 years' experience of teaching languages, to learners aged 11 to 16 and has also been involved in teaching younger pupils aged 3-11. Helena is passionate about motivating her pupils through independent learning.

As well as teaching full-time, Helena is an eTwinning Ambassador for the British Council and has been involved in leading webinars on the setting up of and running of successful eTwinning projects. She has led PD training sessions on use of ICT and web-based tools in Language teaching, international collaboration, independent learning and creativity in MFL within the Tees Valley area and nationally.

Session 2

Wednesday 14th January 2015

Using ICT to support Learners on the Journey to Independence

Crispin Chatterton

Boardworks

With the move to linear GCSE courses in MFL, and the consequent requirement to revise and retain a wealth of vocabulary and structures for use in exams across the four skills, successful students will need to develop into sophisticated independent learners. This session will explore the use of ICT and social media to support students in the journey to independence, looking at a range of free and premium websites and packages, and crucially how to use them effectively with our learners. Participants' own ideas and experience will also form an integral part of the session. We will also touch on the risks and rewards of using Social Media in teaching and how to ensure that its use benefits the learning process without becoming a distraction.

Crispin Chatterton is an experienced languages teacher, head of department, year leader and inset leader. He is now a consultant for Boardworks working with schools across the North of England on developing independent learning through ICT.



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Session 3

Thursday 22nd January 2015

From Rote Learning to Free Expression Developing real communication the MFL classroom

Greg Horton

Advanced Skills Teacher / MFL County Adviser

Success in the new GCSE examination will require a new kind of language learner, more confident, independent and grammatically savvy than ever before. This session will give advice and practical strategies for developing spontaneity and free expression in learners of all abilities. The main focus will be on speaking, but the development of writing skills will also be addressed.

Greg Horton is an Advanced Skills Teacher with 24 years of classroom experience. Between 2006-2011 he worked as an SSAT Lead Practitioner and in January 2013 he was appointed Hampshire MFL Inspector/Advisor. He now combines this role with teaching at Wildern School, near Southampton. Greg is a regular presenter at both regional training events and national conferences. His work has gained widespread recognition and been featured on Teachers' TV. In 2011 he was the recipient of a UK German Teacher of the Year Award. Greg is also an experienced GCSE senior examiner and assessment writer for a leading awarding body.

Session 4

Thursday 29th January 2015

Creating Language Learners Classroom strategies to encourage, engage, motivate and inspire

Steven Fawkes

Association for Language Learning

What are the issues and classroom strategies we should explore to encourage, engage, motivate and inspire young people to carry on with their language learning?

Steven Fawkes will explore questions around motivation, personal connection with language learning, access to authentic content, communication and self-expression throughout the secondary sector, based on principles of age-appropriateness, developing interests and personal achievement through creativity. It won't be as serious as it sounds!

Steven Fawkes is a volunteer for the Association for Language Learning, for which he has twice been President and is now a Trustee and Membership Officer. In 2013 he was elected as a Fellow of the Association. This year he is Managing the ALL/FIPF Project on Literature in the KS2 and 3 classroom.

Steven is Chair of the ALL Branch in the North-East of England and is closely involved with the work of several Special Interest Groups within the Association (including the Primary Steering Group). He served for many years as Chair of the UK Judges for the European Language Label and is Secretary to the Language Alliance. Steven previously taught Languages for 16 years in County Durham and worked as Advisory Teacher there in Special and Comprehensive schools. Subsequently at the BBC he worked on developing TV, radio, print and Internet resources for Languages in Schools and later took the overview of Policy in the whole Schools area.

He is author of articles and books for Language learners and teachers, was a Chair of Governors at a Language College and currently works in CPD, and teacher training and education on behalf of various providers.



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Session 5

Wednesday 4th February 2015

Learning Together

Increasing Engagement and Attainment through Cooperative Learning Strategies

Helen Phillips

Head of MFL, Outwood Academy Portland

This session will introduce the idea of using a co-operative learning approach in the MFL classroom. Helen will present a variety of take-home strategies that can be employed tomorrow:

- to increase engagement and confidence at all levels,
- to harness a variety of skills regardless of the content,
- to offer opportunities for increased pupil and teacher target language usage,
- to support for all pupils in a mixed ability environment.
- to make pupils responsible for their own learning and the learning of their peers.

Helen Phillips is Head of MFL at Outwood Academy Portland, and has lead the languages department through the school's journey from special measures to outstanding. Her particular area of interest is raising attainment through curriculum engagement and she has implemented a skills-based curriculum which exploits authentic and cross-curricular resources. She is also a facilitator for the CPD sector of AQA.

Session 6

Thursday 26th February 2015

"Map the Meaning"

Making Grammar Matter to help Progression

The Form-Function Mapping Technique for Key Stages 2, 3 and 4

Emma Marsden / Rowena Hanan

University of York

This workshop will introduce a research-based grammar teaching technique called *form-function mapping*. *Form-function mapping* centres on helping learners to **notice**, **understand** and **use grammar** more effectively from the **input**. Research has demonstrated the effectiveness of this technique for teaching a variety of grammatical features in a range of languages including French, German, and Spanish.

This interactive workshop will:

- introduce attendees to the principles underlying *form-function mapping*
- provide attendees with existing *Map the Meaning* materials in French, German, and Spanish
- give attendees the opportunity to design materials for their local needs, with the support of experts

Dr Emma Marsden was a French teacher and Head of Spanish in an 11-18 school in Derby, has taught French to primary school children, and English to adults and children in France, Spain and Chile. She has published widely on research into grammar and vocabulary learning and teaching, and has recently been investigating motivation and MFL uptake in a project funded by the British Academy. She has delivered numerous workshops and presentations to teachers and trainees, and advised on a number of groups, including the *Committee for Linguistics in Education*, the *A Level Content Advisory Board*, and the *Expert Subject Advisory Group for Languages*.

Rowena Hanan is currently finishing her PhD in Education at the University of York. Her research has investigated the effectiveness of *form-function mapping* for year 5 and 6 pupils learning German. The findings have demonstrated large gains in learners' comprehension and production, in writing and speaking, of case marking in German. Rowena has also taught German at three local primary schools in Yorkshire and has taught English at secondary school level in Austria.