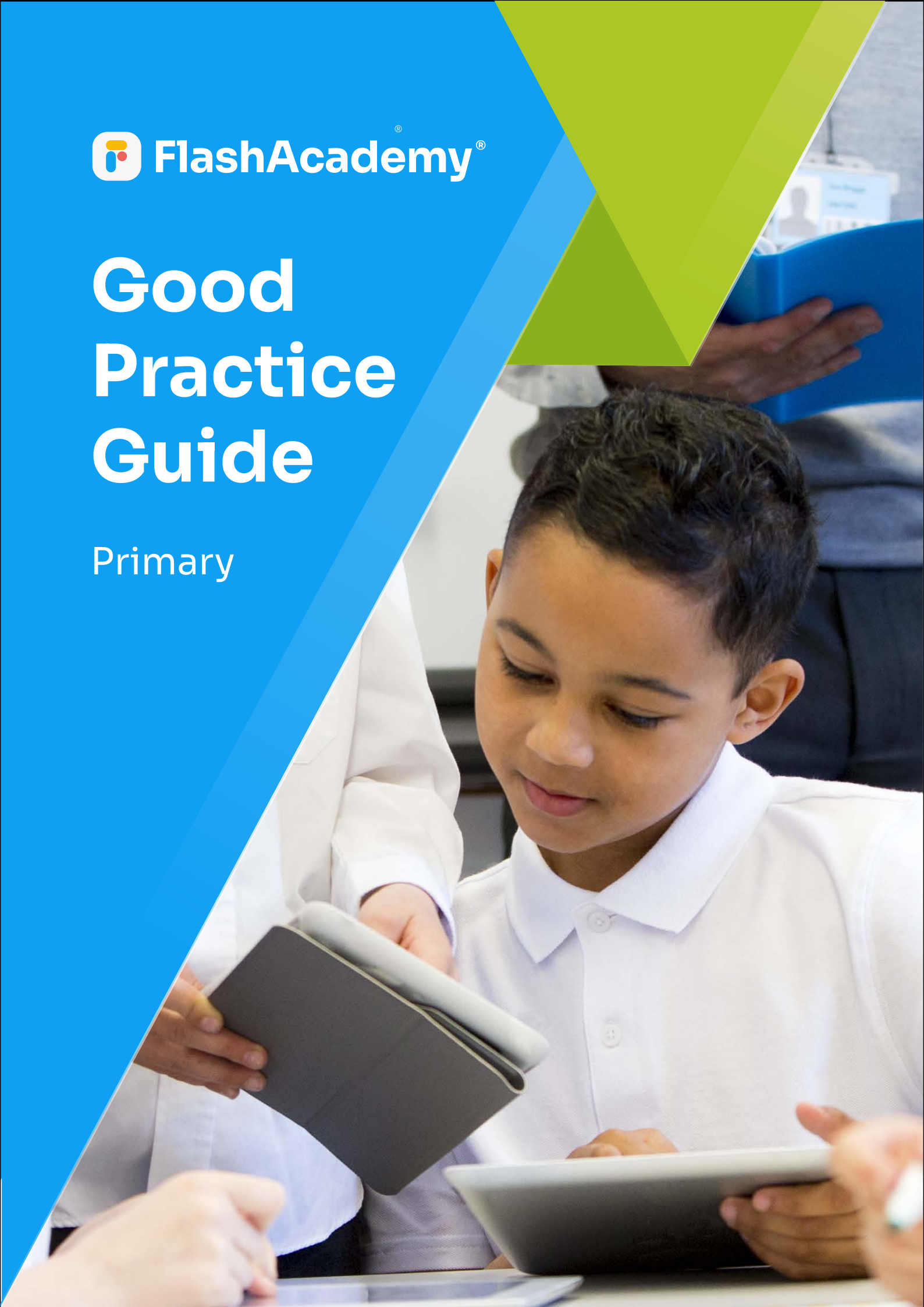




Good Practice Guide

Primary



Good Practice Guide Contents

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One-to-one Interventions

Used in the majority of schools implementing FlashAcademy®, this method includes timetabled sessions with pupils on a one-to-one basis. This is preferred by our schools as it allows for a highly-personalised interaction with students of varying levels and home languages, allowing staff to assess the student's level and closely follow their progress.

How to lead a one-to-one intervention with FlashAcademy®

Introduce Vocabulary: Drilling

Hold up or display one of the flashcards from the lesson you are teaching. You can view the vocabulary introduced in that lesson on the Teacher Dashboard. Elicit name of the object or say it and ask the student to repeat. Repeat with other flashcards, making sure you go back and review earlier ones. Change tone of voice/volume/speed.

Flashcard recognition: What's missing?

Display all flashcards on the board, or on a table. Tell the pupil to close their eyes. Hide or remove one of the flashcards. Tell the pupil to open their eyes and name the missing subject.

FlashAcademy® lesson

Oversee the student completing the relevant FlashAcademy® lesson and correct and guide where necessary.

Vocabulary list

Have the children write down a list of the new vocabulary they have learnt. First, by copying and then read the list to them and ask them to spell it independently.

FlashAcademy® games

Allow the pupil to complete the games associated to the category as a reward and way of reinforcing vocabulary.

Caron Round, SENco - Wyndcliffe Primary School

"We have had students and young people unable to communicate with anyone and upset about coming into school. They are now happy and confident young people within a matter of days with 1:1 initial staff support, followed by independent practice."

"We have identified students that have fine motor difficulties and are looking forward to extending our fine motor and handwriting programmes with the handwriting elements that are now available within the programme tools."

Tayce Mason, Assistant Head and Inclusion Manager – Woodhouse Primary School

“Children that need support with their spoken and written English follow their own path due to their individualised plan. Through the use of FlashAcademy®, we can monitor and assess how they are getting on.”

TIP: Introduce the high-frequency word lessons to newly arrived pupils to develop their survival vocabulary. These will allow students to communicate their basic needs before going on to develop topic-specific vocabulary aligned to the mainstream curriculum.

Support in the classroom

Whilst it is imperative that EAL pupils are integrated into the mainstream classroom, these pupils are not always able to access the content that their peers are learning in lessons. In this case, FlashAcademy® can be an important resource in ensuring productivity in the classroom. Many schools using FlashAcademy® have devices on hand so EAL pupils who are struggling to keep up with demanding lessons have a tool to always be productive. These pupils may be assisted by TAs but many move towards independence once they are familiar with FlashAcademy®. We recommend distributing earphones so the pupil may work through subject-related vocabulary whilst the other pupils are working on something else.

Claire Evans, Deputy Head - Anderton Park Primary School

“With a TA in class, the platform is effective for those pupils who cannot access [a] full lesson but still need to be integrated into the classroom and not spend every session away from their peers.”

“Children feel valued because they have this special time on the app which not all children receive.” “This method offers staff flexibility and encourages the children to take ownership of their time on the iPads.”

Tracy Rushmore, TA - Griffin Park Primary School

“We use FlashAcademy® when our EAL students are unable to access the curriculum. We encourage the children to listen and attempt to join in with discussions and activities that are being taught but when we feel that they are no longer benefitting from this, we revert to FlashAcademy®. They love the phonics lessons and I particularly like how they hear and see the sound being spoken, then incorporated into a word.”

TIP: Use FlashAcademy® to pre-teach technical vocabulary so that your EAL pupils have a head-start and feel prepared when it comes to lessons.

FlashAcademy® Lessons

Many of our schools have an hour a week devoted to FlashAcademy® to consolidate their learning. They incorporate our free resources into their lessons and allow pupils time to work through specific content at their own pace. These lessons may be concluded with FlashAcademy® word games as a reward. Many schools utilise the Live Leaderboard to motivate students to complete lessons and build healthy competition in the classroom.

How to run a FlashAcademy® lesson

Re-introduce Flashcards: Drilling

Hold up or display one of the flashcards from last lesson. Elicit name of the object or say it and ask the students to repeat. Repeat with other flashcards. Then give each group a set of flashcards to put on the table in front of them and ask them to race to find and hold up the correct subject when you name it.

Introduce new topic

Introduce the topic to be covered and open up a conversation with pupils. Be sure to encourage students to talk about their culture/country where necessary.

FlashAcademy® lesson

Oversee the student completing the relevant FlashAcademy® lesson and correct and guide where necessary.

FlashAcademy® resources

Find one of our resources for students to complete. These are available in the Curriculum section of the Dashboard or on <https://flashacademy.com/resources>.

FlashAcademy® games

Project the Live Leaderboard and allow students to play FlashAcademy® word games and compete against one another through live updates.

Claire Evans, Deputy Head - Anderton Park Primary School

“Staff love it as it requires no planning and they can spend time enjoying the lessons with the children. The FA app for MFL does this brilliantly - it has helped us manage workload and make the learning fun for all of us. Something we value a lot!”

TIP: Project our free, interactive grammar videos and discuss as a starter activity.

FlashAcademy® Groups

FlashAcademy® is often used in timetabled interventions with small groups. Pupils have an allocated time each week to work through FlashAcademy® content alongside peers and a member of staff who oversees and assists the session. All students are able to access the same content from their own home languages, so this method allows students to integrate and gain independence simultaneously.

How to use FlashAcademy® in group interventions

Introduce new vocabulary

Print off pictures related to the vocabulary to learn and number them. Stick them around the room and ask the pupils to go to each picture and write down what they think the word is. Go through their answers and open discussions about their ideas, revealing the word you were looking for. To test them, once the pupils know the words, ask them to go and stand by the picture that corresponds to the word you say.

FlashAcademy® resources

Find one of our resources for students to complete. These are available in the Curriculum section of the Dashboard or on <https://flashacademy.com/resources>.

FlashAcademy® lesson

Oversee the students completing the same FlashAcademy® lesson from their different home languages. Correct and guide where necessary.

Personalised vocabulary lists

Have the children write down a list of the new vocabulary they have learnt and the translation in their home language. First ask them to copy the word and then read the word to them and ask them to spell it independently.

FlashAcademy® games

Allow the pupils to complete the games associated to the category as a reward and way of reinforcing vocabulary.

Claire Evans, Deputy Head - Anderton Park Primary School

“Children spend approximately 1 hour a week working independently on FlashAcademy® and at their own pace. We use headphones and a quiet space so children can concentrate on learning. FlashAcademy® is there to allow children to take ownership over their learning at a time when they are experiencing the change of living in a new country, starting a new school, making new friends and learning a new language.”

Patricia Leal, EAL Coordinator - Fosse Primary School

“Our FlashAcademy® timetable allows students to access content who would not be able to access work in lessons. It provides some routine and with a small group in a quiet, calm area, the adult can always support the pupil more effectively.”

Hollie O’Sullivan, Lead Teacher for EAL - Great Barr Academy

“We use FlashAcademy® in our Induction and Pre-Induction programmes for one hour each day in order to review, revise and implement the key vocabulary taught that morning. I find this use of FlashAcademy® most effective as it works alongside our Induction programme. It is fun and interactive for the students as well as reducing workload for the staff. When a student transitions into mainstream, it is a familiar activity that they can take with them and continue their language journey requiring little to no input from the teacher.”

Fiona Beardsley, Deputy Head - Cottesbrooke Infant and Nursery School

“FlashAcademy® is used in our ‘Language Lagoon’. This is a big intervention in our school and is a dedicated classroom for language immersion staffed on a ratio of 1 adult: 7 children. Children were coming into our school, in all age groups with no English at all. We were also experiencing a wide range of languages often with only one child speaking their home language and no adults in school being able to translate. In addition, many parents also have no English. This was challenging for our young children who often felt distressed on arrival and would demonstrate this in their behaviour, either through anger or withdrawing. The children struggled to engage with learning in the classroom. The Language Lagoon works by withdrawing children for a morning or afternoon from their base class. They learn ‘survival’ English as well as basic curriculum-based language. The older children receive pre-teaching in the morning to support them accessing the curriculum in the afternoon. Children are supported in generalising the language they learn in the Lagoon into the wider school environment.”

“The children are happy, engaged and excited to come to school and learn. They move between interventions and their own classrooms with confidence and make friendships which travel with them into other aspects of school life.”

TIP: Project the Live Leaderboard to create healthy competition between pupils.

Extra-curricular

Some schools prefer to utilise FlashAcademy® as an extra-curricular activity for students to engage with during lunchbreaks and before- and after-school clubs. This has proven to be a successful method as it offers pupils a safe and quiet space to learn as well as a place to socialise with peers who are newly arrived or held back by language barriers.

Edge, Teacher - St Augustine's Catholic Primary and Nursery School

“Next term, we will run lunchtime and assembly clubs to target pupils with specific EAL needs who are not accessing the curriculum. We plan to hold some EAL assemblies where each group teaches us a lesson from their home language.”

Galina Lebowska, TA and EAL Coordinator - Aston Manor School

“It is a pleasure to see students who are proud of their achievements and want to beat their peers by playing FlashAcademy® word games.”

TIP: Use our Learner Profiles to learn about the different languages your EAL pupils speak and first language interferences which may present challenges to learning English. These can be found at <https://flashacademy.com/resources>

Home usage

For some schools, it is not possible to incorporate FlashAcademy® into the school day. However, there are ways around this. Many schools encourage students to access the platform at home from a PC, iPad or Android. This method allows parents to have an involvement in their language journey.

Sarah Thompson, Willenhall Academy

“Students are given access to FlashAcademy® to use at home so they are not disrupting their in-school learning and get full peer and teacher interaction.” “We have FlashAcademy® awards every week to give certificates to high achieving pupils.”

Galina Lebowska, TA and EAL Coordinator - Aston Manor School

“We aspire to boost students’ motivation to practise language skills by using FlashAcademy® during their weekends or half-terms.”

“The Dashboard is very easy for teachers to operate. It is easy to set assignments and monitor students’ progress.”

TIP: Request a Parent Letter in the home language to make parents aware of FlashAcademy® and how to install it at home. Parents can also request access and view their child’s progress from the Dashboard

The Object Translator

The object translator is a feature that uses the camera function on devices to allow pupils to identify objects. You simply take a picture of an object and the Object Translator will identify it in English and in the pupils home language or a foreign language. Here are some fun ways to utilise the Object Translator in school:

Discovering the school

Recommended by teachers, the object translator can provide vital knowledge to EAL pupils new to academic life in the UK. Pupils can set the object translator to their home language and then accompany a teacher on a tour of the school, photographing and understanding important objects in their home language and in English. This is especially important for recognising fire alarms and extinguishers and understanding safety procedures.

Building vocabulary

As a weekly challenge, ask pupils to find the most interesting new word by taking photos of unusual objects in the world around them. Turn it into a competition where the most interesting new word wins a prize.

Understanding grammar

The object translator provides a range of different adjectives to describe each object it identifies. Through taking photos of different objects, pupils can discover the order which adjectives appear in English and why 'big, red dog' sounds correct but 'red, big dog' does not. The object translator can also be used to teach pupils about different types of nouns, as pupils find it challenging to bring up abstract nouns such as 'friendship' on the app.

Foreign language learning

Improve conversation in the classroom through a short game which helps pupils to use descriptive vocabulary. Put pupils in pairs, one labelled A and the other B. Pupil A chooses an item from within the classroom and starts describing it in the target language. Once pupil B has decided what the object is, they must photograph the object and ask (in the target language) if the photographed object is the one they were describing. If pupil B is correct, they will start describing another object in the room and pupil A has to guess by taking photos with the object translator.

We recommend...

Discovering the school

- **School essentials category:** this looks to provide students with basic survival school language to engage in day-to-day conversation.
- **Learner Profiles** – these profiles contain background information on different languages EAL pupils speak, highlighting areas where first language interference may present challenges to learning English and result in errors. Each guide includes signposting to useful FlashAcademy in-app lessons.

For reading/ literacy

- **High Frequency Word Lessons:** supports the acquisition of most common words in the English language. These are designed to equip students with the essentials, so they are able to access class texts.
- **Reading comprehensions:** support reading and literacy skills. These can be found in the curriculum categories for all levels.
- **Idiom Lessons:** animated lessons and tips teach pupils the literal and figurative meaning of common English idioms.

For Grammar

- **Grammar lessons:** FlashAcademy® grammar lessons begin by introducing the student to the grammar topic with an animated video. The student is then presented with grammar challenges to exercise this. These lessons allow pupils to put the concept they have learned into practice.
- **Fluency Boost lessons:** These lessons target error correction for some of the most challenging aspects of English grammar and language.

For writing

- **English Language Category:** these focus on writing styles and techniques.
- **Punctuation lessons:** these aim to develop the student's writing skills.
- **Wow Words:** found in the general categories, these lessons aim to bridge the word gap and improve academic reading and writing with animated tier 2 vocabulary linked to curriculum subjects.
- **Phonics lessons:** used to learn and master sounds of the English language.
- **Citizenship category:** this is for intermediate level pupils to learn about life in the UK and develop cultural awareness.

Proficiency Assessment

The FlashAcademy® Proficiency Assessment aims to test the level of newly arrived EAL pupils and review pupil progress. The assessment tests all language skills (reading, writing, listening, and speaking) and provides accurate data including an overall band and level for each individual skill. For more information, contact your Success team member.