FlashAcademy®

Good Practice Guide

Secondary
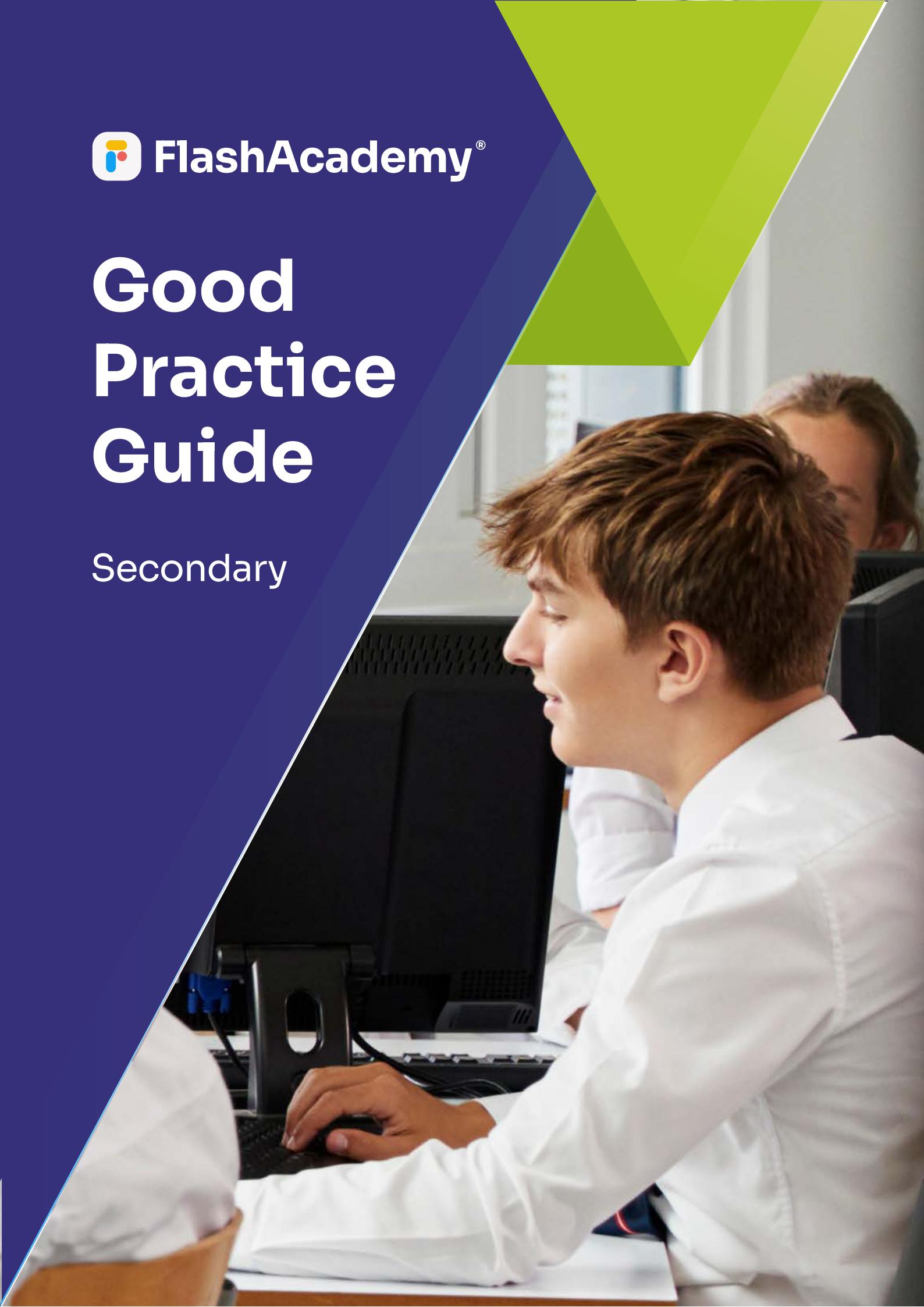
FlashAcademy®

Good Practice Guide Contents

FlashAcademy®

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.

Amy Jordan, EAL Coordinator - Holly Lodge

"We use FlashAcademy® in our Induction and Pre-Induction programme for one hour each day in order to review, revise and implement the key vocabulary taught that morning. We 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."

TIP: Introduce the curriculum categories to develop topic-specific vocabulary aligned to the mainstream curriculum. These categories also have reading comprehensions to put the vocabulary into context.

FlashAcademy®

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.

Amy Jordan, EAL Coordinator - Holly Lodge

"Now that everyone is familiar with FlashAcademy®", we can pick it up to complement any lesson. The live Leaderboard has kept the students focused and competitive."

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.

Katherine Britton, EAL Coordinator - Mildenhall College Academy

"I've had nothing but positive feedback from my students - the higher year group in particular like doing the vocab challenges after revision as a kind of "revising but not stressing" exercise which I thought was a great way of thinking about it!"

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 the 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.

Allison Robinson, EAL Coordinator - St Michael's Church of England Academy
"This is an effective way to set up each pupil, get them used to the platform and encourage independence. It also helps [us] to iron out any problems which may arise. FlashAcademy® is effective as an independent tool to support language development."

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

FlashAcademy®

Extra–curricular

Some schools prefer to utilise FlashAcademy® as an extra-curricular activity for students to engage with during lunchbreaks and form time. 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 may be held back by language barriers.

Hollie O'Sullivan, Lead Teacher for EAL - Great Barr Academy
"FlashAcademy® offers speedy and accurate progress data that can be stuck into exercise books to show progress."

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

FlashAcademy®

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: Encourage the use of FlashAcademy® as a tool for independent study to prepare students for GCSEs.

FlashAcademy®

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.

For newly arrived pupils

- **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.