



SACRED HEART CATHOLIC ACADEMY

EAL TEACHING AND LEARNING PROTOCOLS



PURPOSE To develop English language proficiency so that pupils can fully participate in school life, access the curriculum successfully and achieve their full academic and personal potential, while valuing and celebrating their home language, culture and identity.

1 INITIAL ASSESSMENT AND INDUCTION



WHAT HAPPENS?

- Parental induction meeting with Head of Year.
- Establish home language, educational background, literacy in first language and any additional needs.
- Record information accurately on SIMS.
- TA3 completes Lexonic baseline and NASSEA/Bell Foundation assessment.
- Assess speaking, listening, reading and writing.
- Identify curriculum access needs.
- Place pupils in age-appropriate classes with access to the full curriculum.
- Lower proficiency pupils may access translation technology and additional support.

INTENDED OUTCOMES

- Accurate identification of language needs.
- Appropriate curriculum access from the outset.
- Smooth transition into school life.
- Strong home-school partnership.

MEASURING IMPACT

- Baseline assessment data.
- NASSEA/Bell Foundation proficiency levels.
- Parental feedback.
- Successful classroom integration.

2 CURRICULUM ACCESS AND CLASSROOM PRACTICE



WHAT HAPPENS?

- **Adaptive Teaching**
 - Language and learning demands are carefully planned.
 - Teachers set both content and language objectives.
 - Complex language is scaffolded.
- **Classroom Strategies**
 - Visual aids, dual coding, sentence stems and writing frames are used.
 - Key vocabulary is taught and displayed.
 - Dual-language resources and translated instructions used where appropriate.
 - Videos include subtitles in home languages.
 - Dictionaries, translator pens and digital tools support learning.
- **Interactive Learning**
 - Structured talk opportunities in lessons.
 - Collaborative learning and peer support.
 - Speaking and listening activities build confidence.
- **Language Modelling**
 - Staff model accurate academic English.
 - Repetition, rephrasing and clarification support understanding.

INTENDED OUTCOMES

- Increased access to the curriculum.
- Improved understanding of subject vocabulary.
- Greater participation in learning.
- Accelerated language acquisition.

MEASURING IMPACT

- Lesson observations.
- Book scrutiny.
- Pupil voice.
- Academic attainment data.
- Teacher assessments.

3 TARGETED LANGUAGE DEVELOPMENT SUPPORT



WHAT HAPPENS?

- **Flash Academy Programme**
 - Pupils access Flash Academy to develop English language skills.
 - Individual learning pathways are monitored.
 - Progress reports inform teaching and interventions.
- **Small Group and Individual Support**
 - TA3 delivers targeted language interventions.
 - Lexonic Leap support before wider literacy interventions.
 - Focus on vocabulary, comprehension, speaking and writing.
- **Language Across the Curriculum**
 - Language development is the responsibility of all staff.
 - Language learning is embedded in every subject.
- **First Language Support**
 - Use of first language to secure understanding.
 - Home language development is valued and celebrated.

INTENDED OUTCOMES

- Increased English language proficiency.
- Improved literacy skills.
- Greater confidence in communication.
- Enhanced curriculum access.

MEASURING IMPACT

- Flash Academy progress reports.
- Assessment outcomes.
- Intervention records.
- Teacher observations.
- Academic progress data.

4 INCLUSION, WELLBEING AND BELONGING



WHAT HAPPENS?

- **Inclusive Practice**
 - Limited English proficiency does not indicate limited ability.
 - Classrooms reflect cultural and linguistic diversity.
 - Pupils' backgrounds, languages and experiences are valued.
- **Pastoral Support**
 - Extra support for newly-arrived pupils and those facing transition challenges.
 - Staff monitor wellbeing, attendance and social integration.
- **Celebrating Diversity**
 - Pupils' cultures and languages are represented across school life.
 - Diversity is promoted through curriculum opportunities and school events.

INTENDED OUTCOMES

- Strong sense of belonging.
- Increased confidence and self-esteem.
- Positive social integration.
- Improved attendance and engagement.

MEASURING IMPACT

- Attendance data.
- Behaviour and engagement records.
- Pupil voice activities.
- Staff observations.
- Participation in school activities.

5 ASSESSMENT AND PROGRESS MONITORING



WHAT HAPPENS?

- EAL pupils are assessed regularly using recognised language acquisition frameworks.
- Language proficiency and academic attainment are monitored together.
- Progress information is maintained through the central EAL tracking system.
- Data is reviewed termly to identify pupils needing additional support.
- EAL progress is shared with subject teachers and pastoral teams.

INTENDED OUTCOMES

- Timely identification of barriers to learning.
- Effective intervention and support.
- Accelerated progress in language acquisition and attainment.

MEASURING IMPACT

- Bell Foundation/NASSEA assessments.
- Flash Academy reports.
- Academic attainment data.
- Attendance and engagement data.
- Teacher assessments and observations.

6 PARTNERSHIP WORKING



WHAT HAPPENS?

- **Working with Families**
 - Interpreters and translated materials provided.
 - Families encouraged to engage in school life.
 - Clear communication throughout their child's educational journey.
- **Professional Collaboration**
 - Staff work with SEND and pastoral teams.
 - Close partnership with Sefton Local Authority EAL Team for specialist advice, training and support.
- **Staff Development**
 - Ongoing professional development ensures staff are equipped to support EAL learners effectively.

INTENDED OUTCOMES

- Strong partnerships with families.
- Consistent support across school.
- Improved outcomes for EAL pupils.
- High-quality classroom practice.

MEASURING IMPACT

- Parental engagement records.
- Staff training evaluations.
- EAL pupil attainment and progress data.
- Feedback from external partners.

OUR VALUES



LOVE

We love one another as Jesus loves us.



SERVICE

We serve God and others with kindness and generosity.



AMBITION

We aim high, work hard and never give up.



RESPECT

We value everyone and treat each other with dignity.



SUCCESS CRITERIA

At Sacred Heart Catholic Academy, successful EAL provision is evidenced through:



Improved academic attainment across subjects.



Greater confidence in communication.



Full access to the curriculum.



Full access to the curriculum.



Positive attendance and engagement.



Strong social integration and wellbeing.



Effective partnerships with families and external agencies.



Pupils who feel valued, included and able to thrive in our academy community.