



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. Rooted in the Catholic mission of Sacred Heart Catholic Academy, we are committed to recognising the dignity and unique God-given gifts of every child, fostering a welcoming and inclusive community where all pupils are supported to flourish academically, spiritually, socially and emotionally through our values of Love, Service, Ambition and Respect.

1. Initial Assessment and Induction

Parental Induction Meeting

- Head of Year conducts an induction meeting with parents/carers.
- Establish home language, educational background, literacy in first language and any additional needs.
- Record information accurately on SIMS.

Language Assessment

- TA3 completes a Lexonic baseline assessment and NASSEA/Bell Foundation language proficiency assessment.
- Assess speaking, listening, reading and writing.
- Identify curriculum access needs and support requirements.

Placement

- Pupils are placed in age-appropriate classes with access to the full curriculum.
- Placement should promote challenge, inclusion and high expectations.
- Pupils assessed at lower proficiency levels may be provided with translation technology and additional classroom 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

Adaptive Teaching

- Language and learning demands are carefully planned for.
- Teachers set both content and language objectives.
- Complex language is scaffolded without reducing challenge.

Classroom Strategies

- Visual aids, dual coding, sentence stems and writing frames are routinely used.
- Key vocabulary is explicitly taught and displayed.
- Dual-language resources and translated instructions are used where appropriate.
- Videos include subtitles in pupils' home languages where available.
- Bilingual dictionaries, translator pens and digital translation tools support learning.

Interactive Learning

- Structured talk opportunities are embedded within lessons.
- Pupils work collaboratively with supportive peers.
- Speaking and listening activities develop confidence and fluency.

Language Modelling

- Staff model accurate academic English.
- Teachers use repetition, rephrasing and clarification to support understanding.



Intended Outcomes

- Increased access to the curriculum.
- Improved understanding of subject-specific vocabulary.
- Greater participation in classroom 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 regularly.
- Progress reports inform teaching and intervention planning.

Small Group and Individual Support

- TA3 delivers targeted language intervention programmes.
- Lexonic Leap support is provided where appropriate before wider literacy interventions.
- Additional support focuses on vocabulary, comprehension, speaking and writing.

Language Across the Curriculum

- Responsibility for language development lies with all staff.
- Language learning is embedded across every subject area.



First Language Support

- Pupils are encouraged to use their 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

Inclusive Practice

- Staff recognise that limited English proficiency does not indicate limited ability.
- Classrooms reflect cultural and linguistic diversity.
- Pupils' backgrounds, languages and experiences are valued.

Pastoral Support

- Additional support is provided for newly-arrived pupils and those experiencing transition challenges.
- Staff monitor wellbeing, attendance and social integration.

Celebrating Diversity

- Pupils' cultures and languages are represented throughout school life.
- Diversity is promoted through curriculum opportunities, events and enrichment activities.



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

- EAL pupils are assessed regularly using recognised language acquisition frameworks.
- Language proficiency and academic attainment are monitored alongside each other.
- Progress information is maintained through the central EAL tracking system.
- Data is reviewed termly to identify pupils requiring 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

Working with Families

- Interpreters and translated materials are provided where necessary.
- Families are encouraged to engage fully in school life.
- Clear communication is maintained throughout a pupil's educational journey.

Professional Collaboration

- Staff work alongside SEND teams and pastoral leaders to meet individual needs.
- The academy works closely with the Sefton Local Authority EAL Team to access 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.



Success Criteria

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

- Increased English language proficiency.
- Improved academic attainment across subjects.
- Greater confidence in communication.
- 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 within the academy community.