



# BUDAPEST BRITISH INTERNATIONAL SCHOOL

## Primary English as an Additional Language (EAL) Policy

### Introduction

At BBIS, we are committed to fostering a learning environment that supports all students, including those for whom English is an additional language. Our EAL policy aligns with the principles of the Primary Years Programme (PYP). It aims to ensure that EAL learners can fully engage in the curriculum, develop their language skills, and thrive within our international community.

### Philosophy

Language acquisition is a vital component of a child's overall development. Our approach to EAL recognises the diversity of our student body and values the multilingualism that each child brings to our school. We aim to provide an inclusive environment where EAL learners feel valued, supported, and empowered to succeed academically and socially.

### Objectives

- Support Language Development: To promote the development of English language skills in listening, speaking, reading, and writing.
- Integrate EAL Learners: To ensure EAL learners are fully integrated into the classroom and school community.
- Encourage Cultural Diversity: To celebrate and leverage multilingualism as a resource for the entire school community.
- Provide Professional Development: To equip teachers with the skills and strategies necessary to support EAL students effectively.

### Admission and Assessment

Our admissions policy promotes inclusion in that new students do not require a specific level of English proficiency to be considered for admission to BBIS. However, all new students who have English as an additional language complete the WIDA Screener speaking assessment on a trial day or at an online interview to assess their language skills. This is conducted by a member of the EAL team or in the case of an online assessment, by a member of the Primary Leadership team.

Upon joining the school, students thought to require EAL support complete the full WIDA Screener assessment (speaking, listening, writing and reading) to confirm and provide a baseline for progress monitoring. Students in Years 2-6 who

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receive a score below 4.2 on the WIDA Screener and students in Year 1 who receive below a 5.0 Oral Language Score on the WIDA Model Assessment are required to join the EAL programme. Parents pay an additional contribution for EAL support based on the number of hours received each term. Under certain circumstances, exceptions can be made through consultation with the SENDco and classroom teacher to put the student's best interests first.

Throughout the school year, students are reassessed to monitor their progress and ensure they still require the same level of support. Therefore, at the end of each term (three times a year), students have the opportunity to exit EAL. Our aim is for students to do so as soon as they no longer require additional support to access the curriculum. The primary guideline for exiting EAL is the WIDA assessment score, with students being recommended for exit if they meet the following requirements:

- Year 4-6 - Over 4.2 proficiency score on the WIDA Screener for Grades 3-5
- Year 2-3 - Over 4.2 proficiency score on the WIDA Screener for Grades 1-2.
- Year 1 - 5.0 Oral language score on the WIDA Screener for Kindergarten.

Students exit the EAL programme through a comprehensive decision-making process, involving the class teacher and EAL team and considering formative assessment trackers and NGRT scores (if applicable). The Head of EAL will communicate this decision to the parents.

## Teaching Strategies

- Differentiated Instruction: Teachers will use a variety of teaching strategies, including visual aids, graphic organisers, and hands-on activities, to accommodate different language levels.
- Collaborative Learning: EAL learners will engage in collaborative group work to encourage peer interaction and language practice.
- Language Support: Specific language support sessions will be offered, focusing on academic language and vocabulary relevant to the PYP curriculum.
- Bilingual Resources: Where possible, resources in students' first languages will be provided to aid comprehension and encourage bilingualism.

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## Pull Out Lessons

In pull-out lessons, we aim to support the students in engaging in elements of the PYP curriculum, such as Learning Profile Attributes and ATLs. In addition, a solid foundation in general and academic vocabulary and age-appropriate grammar is provided. We give equal emphasis to the four skills (speaking, reading, listening, and writing) through an integrated approach, employing a range of resources, including realia, textbooks, websites, and audio-visual materials, both authentic and adapted.

## Push In Support

A member of the EAL team provides “push in” support to EAL students at least once per week. This consists of directly helping them access the curriculum through scaffolding and differentiating tasks in collaboration with the class teacher. Lesson plans are shared in advance so the EAL team can prepare for these sessions and collaborative planning time is used for the purpose of co-planning where appropriate.

### EAL students receive the following amount of support:

Year Group	Pull Out Support	Push In support
Year 1	3 times a week 40 minutes - total of 120 minutes/ week	40-50 minutes once a week - total of 40-50 minutes/ week
Year 2-3	3 times a week 40 minutes - total of 120 minutes/ week	40-50 minutes a week - total of 40- 50 minutes/ week
Year 4-6	Twice a week 40 and once a week 50 - total of 130 minutes/week	Once a week for 40-50 minutes - Total of 40-50 minutes/ week

## Curriculum Integration

- Transdisciplinary Learning: EAL learners will engage in the PYP transdisciplinary units, which will allow them to connect language learning with real-world contexts.
- Language Objectives and Academic Vocabulary: Each unit of inquiry will include specific language objectives and academic vocabulary to guide instruction and assessment.

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- Cultural Celebrations: The school will hold cultural events to celebrate the diversity of languages and backgrounds, promoting a sense of belonging.
- Weekly collaborative meeting times allow class teachers and the EAL team to share plans and materials in advance to support students' access to the curriculum better.

## Roles and Responsibilities

- The Head of Primary EAL: The Head of EAL will oversee the implementation of the EAL policy, provide resources for teachers, and facilitate training and support, as well as advocating for English Language Learners throughout the Primary School.
- Teachers: All teachers will receive training on effective strategies for supporting EAL learners in their classrooms and will be responsible for differentiating instruction.
- Parents: Parents are encouraged to support their child's language development and, to that end, we offer a "highly recommended" home-learning platform called Quizlet.
- EAL teachers report to the head of EAL. The Head of EAL reports to the Assistant Head of Primary, who represents the interests of EAL in Primary SLT meetings.

## Professional Development

We will provide ongoing professional development opportunities for staff to enhance their understanding of EAL teaching practices, cultural competence, and the needs of EAL learners. Furthermore, the Head of EAL will design workshops with the aim of helping teachers to effectively support EAL students.

## Evaluation

The effectiveness of the EAL policy will be reviewed annually through feedback from teachers, parents, and students. Adjustments will be made as necessary to ensure that our practices continue to meet the needs of our EAL learners.

## Conclusion

Our EAL policy reflects our commitment to providing an inclusive, supportive, and nurturing environment for all students. By working collaboratively, we aim to empower EAL learners to achieve their full potential and contribute positively to our vibrant school community.

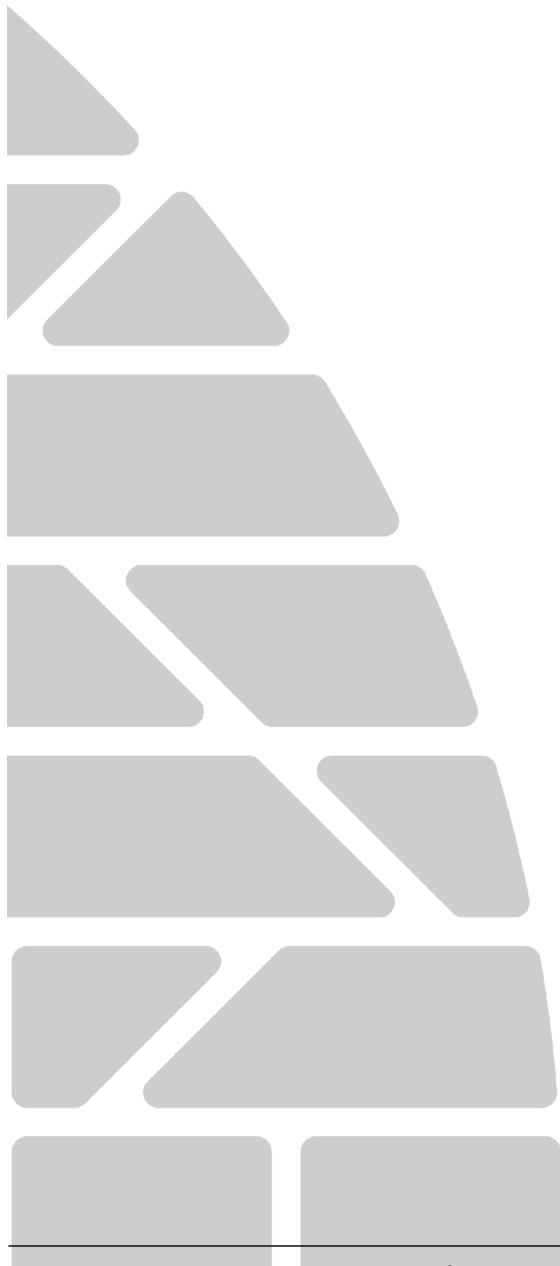
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