



BUDAPEST BRITISH INTERNATIONAL ACADEMY ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Introduction

At BBIA all children are encouraged to aim for the highest possible standards. The school endeavours to offer equality of access to the curriculum to all pupils, including those for whom English is an additional language.

We offer specific support for English as an Additional Language (EAL) pupils as well as also strive to create a positive and welcoming environment. We believe that by offering structured support, children who arrive in the school with little or no experience of English can quickly flourish as confident and successful learners alongside their mother-tongue English peers.

Aims and Objectives of EAL

- To offer children, regardless of their initial English language competency, full access to the academic curriculum.
- To respect and value the individual pupil's first language and culture.
- To actively encourage EAL pupils to integrate and participate in class activities as quickly as possible, whilst at the same time being sensitive to foster self confidence and esteem.
- To develop strong links between the school and home so that parents are able to collaborate and provide possible support with the first language at home.
- To identify quickly if a child receiving EAL support is having difficulties accessing the curriculum for non linguistic reasons and then to offer them the appropriate support needed.
- To monitor regularly children who no longer require specific EAL support to ensure their continuing progression.

Definition of an EAL pupil

An EAL pupil is someone whose main language is not English and therefore he or she may require some level of guidance to flourish in an English-speaking school. Some who have previous experience of English schooling may cope immediately - both academically and socially - and require no support, but more typically they may fit one of the following profiles:

- A complete beginner of English.



- A pupil with some experience of English but who is not yet fluent and has not yet reached social proficiency level.
- A pupil who speaks English fairly fluently but is not as yet achieving his or her full academic potential in an English-speaking environment

We use the term 'Bilingual' for such children noting that this is done within the U.K education system but this does not imply an equal proficiency in two languages. Instead it acknowledges that pupils function in more than one language on a daily basis.

Identification of a pupil requiring EAL support

Initially a potential EAL pupil is likely to be identified by information from their parent either via the application form or verbally. The next means of identification is likely to be the class teacher who will inform the EAL teacher of their observations within the first few days of their time in school. A pupil who is identified as having limited experience of English will be assessed by the EAL teacher (considerations such as age, shyness and possible culture shock will be taken into account before this assessment takes place). The aim is to ascertain the general competency of English in the key areas of: speaking, listening and understanding, reading and writing. This could include a combination of the following assessment methods:

- Standardised tests
- Oral interview
- Short reading/listening comprehension
- Informal discussion based on picture/object prompts
- Short writing exercises in response to a topic or series of questions

After the assessment, the EAL and class teacher will discuss and decide on the best means of providing structured support for the pupil so that they can directly access the curriculum whilst at the same time strengthening English language skills. Possible support strategies for EAL pupils within the school

- Placing of new EAL pupils wherever possible with a child who has the same 'first language'.



- A 'buddy' system to ensure whenever possible that children who have difficulty communicating are not left out at playtimes.
- on their arrival, a tour of the school with the EAL teacher using picture and word aides to help explain the daily routines.
- Pre-tutoring may be provided for some sections of the curriculum, after discussion between the class and EAL teacher.
- Provision of story props/scaffolding/writing frames/DART (Directed Activities Related to Texts) activities for literacy tasks.
- Peer modeling in reading and other activities to provide strong linguistic role models.
- Displays of childrens' work in the school that reflect cultural and linguistic diversity.
- Visual aids/ support for topic work.
- Varied group strategies used in the classroom e.g. mixed, interest and supportive experts.
- Use of various ICT programmes that reinforce language skills and some that also offer first language support.

Implementation of teaching and support strategies

The EAL teacher will provide either in class support or small group withdrawals that offer EAL pupils the chance to work on specific EAL goals.

During the first few months of English language acquisition, short withdrawal periods predominate so that the children feel confident to try out their new skills in a quiet, familiar environment. Here there are not the same time pressures as in the main classroom and therefore extra thinking time and any necessary repetition, are both possible.

Within the main classroom EAL pupils are supported to enable them to access the curriculum. Differentiated work that takes account of their linguistic abilities is provided when required.

Role of the EAL teacher within the school

As well as provide direct support in the classroom setting or one to one/ small group work, the EAL teacher will:

- Provide to their class teacher an initial verbal assessment of the level of English proficiency of new pupils who may require support.



- Work in collaboration with class teachers in planning and target setting for both EAL specific and general curriculum objectives.
- Offer advice to colleagues on possible strategies and additional materials that could be used to support EAL pupils in a whole class situation.
- Monitor pupils progress and to maintain an individual profile on each child receiving EAL support. Recording of assessments is made on a conservative basis.

Assessment and monitoring of EAL pupils

BBIA uses The Common European Framework of Reference for Languages (CEFR), which is an international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language. This makes it easy for anyone involved in language teaching and testing, such as teachers or learners, to see the level of different qualifications.

Once a child has attained the level of A2, which will be measured against specific CEFR testing, they will no longer require additional English, although they will continue to be monitored and any subsequent procedures will be agreed by the class teacher and the EAL teacher.

Budapest, June 2025

Date to be reviewed: June 2027 or as required

