



**INTERNATIONAL
SCHOOL OF
BUDAPEST**

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English as an Additional Language (EAL) Policy

September 2025

Aim of policy:

To define the scope of the English as an Additional Language (EAL) provisions by ISB

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EAL Overview

English as an Additional Language (EAL) is a paid program at ISB which supports students who need extra support to access the curriculum. The EAL department works closely with subject teachers to support EAL pupils with maximum knowledge of and consistency with what is taught in our unique bilingual and international curricula. Both the EAL department and subject teachers monitor the progress of pupils in the EAL program. This enables ISB to concentrate on each student's specific needs, so they may join mainstream classes as soon as possible.

Aims of EAL

ISB's EAL program aims to ensure that EAL pupils:

- Become confident enough to participate in all classes taught in English
- Develop fluency in all areas of English
- Acquire subject-specific vocabulary
- Gain full access to ISB's English curriculum
- Develop an appropriate understanding of written language
- Produce appropriate written language

Functions of EAL

1. To teach English language (grammar, spelling, vocabulary, punctuation, reading and writing strategies, formal and informal conversation, and academic writing).
This is mainly applicable to students who receive 8 hours of EAL support.
2. To pre-teach and re-teach the same material taught in English language at a slower speed, with simpler vocabulary, and with more one-on-one explanation and support.
This is applicable to students who receive 4 and 8 hours of EAL support.

Admissions to ISB

All students are accepted to ISB on the condition they may require four or eight hours of EAL support. These students' English levels are not at grade-level. To optimise their learning experience at ISB, they are required to participate in the EAL program until they reach a similar level of English as their classmates. They are continually taught, monitored, and tested by the EAL department.

Before Admission

All applicants to ISB are subject to admissions testing to see whether children are able to access the curriculum at ISB.

- Primary (grade 1 – 5) – Students applying for places in the Primary section should have an age-appropriate level of spoken and written English. They will be required to sit English language test as well as an in-person interview.
- In grade 5, students who are being considered for EAL will also take the CEPT assessment.
- Secondary (grade 6-9) - Students applying to these year groups will sit the GL Assessments CAT4 tests. CAT4 is used to support understanding students' abilities and likely academic potential. If students have a mean score of over 90 and a verbal score of over 90, they do not have to undergo additional assessments. However, if there are concerns about the level of English, or their scores are lower than 90, students will receive additional assessments, e.g. CEPT. The Cambridge English Placement Tests (CEPT) can be used to place students at all levels of the Common European Framework of Reference from beginner (A1) to advanced level (C1).

The CEPT can be administered as an additional assessment in a 30-minute period during assessment day at ISB.

EAL Exceptions

EAL at ISB begins in grade 2. Students in grade 1 are monitored and assessed by their teachers and the Curriculum Coordinator throughout the year. At the end of grade 1, those teachers make their EAL recommendations to the EAL department.

EAL support is not offered to IGCSE and IB students, as they must have C1 level of English to be accepted into the IB program.

EAL Identification

EAL students are identified in the following ways:

- Teacher concern based on verbal or written work of new students
- Pupil or parental concern after attending classes
- Parent declaration on student application to ISB
- Low score on CEPT; less than 35 (B1 level) for grade 5, less than 40 (B2 level) for secondary school

All concerns from parents, teachers, or students warrant an investigation by the EAL department in order to intervene as soon as possible and provide necessary support. Parents, however, cannot choose when to withdraw their students from EAL if the child is required to participate in EAL.

Types of EAL Provisions

It is important for ISB to meet the needs of EAL students on an individual basis. We customise EAL support for each student as much as scheduling allows. ISB offers the following EAL provisions:

- Pull-out lessons
- Push-in lessons

Pull-out lessons

Pull-out lessons are taught for a maximum of ten students (grade 2 and up), though these lessons usually have between three and six students. Pull-out lessons focus on grammar, vocabulary, speaking, reading and writing.

This is the most intensive and comprehensive EAL provision offered at ISB. Pull-out lessons are extremely effective for students who are either new to English or new to classes taught in English. In primary, these lessons follow the Cambridge curriculum topics studied in that particular year group, just at a different pace and level.

Push-in lessons

Push-in lessons are offered for a maximum of four students per group. In these unique lessons, an experienced EAL teacher joins the EAL students in subject classes while the subject teacher teaches as usual. This is most often done in ELL classes but can be in other lesson such as Science which has difficult vocabulary

The EAL teacher acts as a teaching assistant for only the EAL students in the room. The EAL teacher is responsible for making sure each EAL student can access the material being taught, participate in, and complete assignments in the lessons.

In certain situations, push-in lessons are more beneficial in social studies or science lessons. In those instances, push-in lessons are arranged by the EAL department, the Vice Principal, and the subject teachers.

Other provisions

EAL teachers can access texts, worksheets, projects and assignments by subject teachers in advance so that they may offer suggestions on how these materials can be modified to be accessible

to students whose English may limit their participation and the quality of their work. These materials can be used in both pull-out and push-in lessons. These modifications include but are not limited to simplifying language, providing model answers, adding a glossary of terms necessary to complete the task, modifying handouts and PowerPoint presentations. This is done in collaboration with ELL, social studies, and science teachers.

During both pull-out and push-in lessons, EAL teachers can provide feedback for written assignments and assessments in the form of school-wide correction codes.

Students enrolled in EAL could additionally receive support on quizzes, tests, and exams in class. Assessment assistance is not automatic, but it can be requested by a subject teacher, student, or parent if a student's English level prevents understanding of test questions or answers despite familiarity with the subject matter. An EAL teacher may read test questions aloud, explain vocabulary used in a question or in multiple choice answers, discuss an open-response question with a student before their response, or in rare cases, simplify the language of the questions on a quiz or test.

Students enrolled in EAL may take the Cambridge examination prescribed for students one grade lower, and they have the option of taking an ESL Cambridge examination instead of a mainstream ELL examination, up to the EAL teacher's discretion. All EAL students are granted extra time on tests.

Curriculum

The EAL lessons are based on the materials and EAL exam requirements of the Cambridge exams and their correlating CEFR levels. We also incorporate additional materials and customised materials developed by EAL teachers based on materials taught in ELL and other lessons taught in English.

Grading

ISB fulfils the Hungarian government requirement of logging all lessons in e-Kreta and iSAMS. Parents may check their child's/children's progress in all subjects, including EAL, on iSAMS. Monthly grades, mostly based on participation and effort, are added to iSAMS by all EAL teachers.

In some cases, a student may be temporarily exempted from receiving a grade in EAL. This occurs when the school determines that the student is not yet able to meaningfully participate in or benefit from the curriculum due to their current level of English. This decision is made by the EAL department in consultation with school leadership and is reviewed regularly. Once the student is able to engage more fully with the lessons, regular grading will resume.

Grades given in EAL are based on English as an Additional Language, which means that the students will be receiving subjective grades and will be graded according to their level of English. This differs from the grades that students receive in their ELL classes, in which students are compared to native speakers of English.

Additionally, parents may arrange appointments with EAL teachers or the EAL Coordinator throughout the year to maintain an awareness of pupil progress via e-Kreta or by emailing patricia.ortega@isb.hu or the relevant EAL teacher.

Reducing EAL Support

When a student's progress and performance indicate strides in language acquisition, they will be discussed in a meeting with all their teachers. Students will only be considered for EAL reduction or exiting at the beginning of a semester and at the end of a semester. This is done for several reasons, including scheduling, avoiding disruption of an ELL class, ease of transition for the teacher, classmates, students, and availability of CEPTs throughout the year.

Exiting EAL: Primary

Children may exit EAL if they are able to access the English mainstream curriculum. This is assessed by the EAL department based on:

- The approval of the relevant EAL teacher
- A reading level which is not more than one grade level lower than expected
- The approval of all subject teachers
- The approval of the Vice Principal
- *Grade 5: A CEPT score above 35 points (B1 level)*

It is understood that writing will, in most cases, be below age expectations, but this would not prevent a child returning to mainstream classes, providing they have adequate vocabulary and phonics to communicate in the written form.

Before a child joins regular classes, a meeting will be held with the homeroom teacher. An agreement will be reached before communicating to parents via email or face-to-face meeting.

Exiting EAL: Secondary

Children may exit EAL if they are able to access the English mainstream curriculum. This is assessed by the EAL department based on:

- A CEPT score above 40 points (B2 or higher)
- A successful pass of an oral exam, conducted by the EAL Coordinator, the EAL teacher and/or the ELL teacher
- A reading level which is not more than one grade level lower than expected
- The approval of the relevant EAL teacher
- The approval of all subject teachers
- The approval of the Vice Principal

Students in Secondary may receive either structured EAL support (e.g. 4–8 hours per week through pull-out or push-in lessons) or more flexible support (e.g. booster classes, tutoring, or in-class scaffolding). Regardless of the support model, decisions to exit the EAL program are based on the student's ability to access the curriculum independently in English.

English teachers are continuously consulted, and students' CEFR level test results, written assessments, and other academic evidence are reviewed before a final decision is made. Parents will be notified accordingly.

For more detailed information on Secondary EAL support models, including flexible and structured options, please refer to the *Secondary EAL document*.

Maximum EAL and Optional EAL

ISB does not set a maximum of semesters of required EAL support per child. In most cases, however, a child should be able to catch up to his/her classmates in at least speaking, listening, and reading in four consecutive semesters. In some instances, the subject teachers and the EAL teachers could recommend students to continue receiving EAL support after four semesters. This is sometimes the case when a student still needs a tutor for academic support. ISB acknowledges and supports the option of additional semesters, at regular cost, for any EAL students who choose to remain in the EAL program.

Integration into Mainstream Classes

Students who exit the EAL program successfully are still monitored by the subject teachers and EAL department. If there is any concern, parents are contacted, and a customised plan is devised for each student.

EAL Fee

English as an Additional Language (EAL) is a paid program at ISB. Parents may obtain information about the valid EAL fee by visiting the school's website <https://www.isb.hu/tuition.php>. If the child joins ISB later in the year or if the child's student relationship is terminated for any reason whatsoever, the invoice is adjusted accordingly, and parents are only charged for lessons held.

The EAL fee must be paid in two instalments until 5th October and 5th February to the school's bank account number HU 13 1160 0006 0000 0000 4662 1096 via electronic transfer, and the comment field must feature the child's name and the invoice number shown on the invoice. If the child's student relationship is terminated for any reason whatsoever, the school shall refund the pro-rata EAL fee within 30 days of termination.