

EAL English as an Additional Language Parent Handbook



***Helping English Language
Learners to Succeed***

Taipei European School
British Primary Section

2026-2027



What is English as an Additional Language (EAL) Support at TES?

As a school with a diverse population, a high proportion of our community speaks English as an Additional Language (EAL). To ensure that every student has the opportunity to access our curriculum and reach their potential, some are identified as requiring EAL support.

EAL support at Taipei European School (TES) is underpinned by five fundamental principles:

1. **Multilingualism as an asset** - we plan opportunities for learners to make use of their linguistic expertise;
2. **High expectations with appropriate support** - we plan opportunities for learners to encounter key curriculum learning in multiple ways;
3. **Integrated focus on content and language** - we include the language demands of a subject in all curriculum planning;
4. **Effective and holistic assessment** - we use ongoing assessment to inform lesson planning and support;
5. **Social inclusion** - we build on opportunities for learners to feel part of a learning community (The Bell Foundation, 2023).

Please note that EAL support is not optional. If your child is identified as requiring support, their place in the school is dependent upon them receiving this support.

How does the EAL team support EAL learners?

In the British Primary Section (BPS), the EAL Department uses the EAL Assessment Framework for Schools (2019) written by The Bell Foundation. The framework assesses each student's language proficiency in four areas: Listening, Speaking, Reading and Viewing and Writing.

At the beginning of each academic year, students who are new to TES and students who are on the EAL register are assessed by the EAL team. This takes place over a two-week period and students are assessed through observation in their classroom setting. If the assessment indicates that a student requires additional EAL support, the student may be added to the EAL register after consultation with their class teacher.

Once the assessment is complete, students are placed into one of the three EAL proficiency levels: New to English, Developing Competency and Competent.

Students on the EAL register are continuously assessed throughout the year by their EAL teacher in consultation with their class teacher using the EAL Assessment Framework for Schools.

How does the EAL team support students?

The support provided to students on the EAL register is dependent on their EAL Proficiency Level. As a student makes progress throughout the year, their level and support may change.

Support for students who receive EAL provision is provided through a combination of in-class and withdrawal support.

Withdrawal

Withdrawal support takes place outside the classroom and is delivered by a teacher from the EAL team and planned in collaboration with the classroom teachers to ensure alignment with the school curriculum. The focus of the support is to ensure students are able to access the learning in their classrooms by practising and applying speaking and listening skills, reinforcing language features within writing and working on individual language goals.

In-class

In-class support takes place in the student's classroom. During this time, a teacher will work with the EAL student to ensure they can access the learning. The student will be supported through careful scaffolding of the learning with the use of additional resources and discussion time.

EAL Proficiency Levels

The EAL Proficiency Level of a student is determined by their progress on the EAL Assessment Framework, which is continuously updated throughout the year by an EAL teacher. The framework assesses four areas of learning (Listening, Speaking, Reading and Viewing and Writing) and each area is divided into five bands (Band A to Band E), which have ten descriptors. When a student has achieved a majority of descriptors within an Exit Point band, the EAL teacher and class teacher will discuss whether the student is ready to move to a reduced level of support or no longer receive provision.

Key Stage 1 (Years 1 & 2)

<i>EAL Proficiency Level</i>	<i>Working within</i>	<i>Exit Point</i>	<i>Support Description</i>
New to English (previously known as SIEAL)	Band A	Achieved the majority of Band A	2.5 hours a week of withdrawal support with an EAL teacher during Chinese Language and Culture (CLC) - Additional 1:1 support with an EAL teacher - In-class support from a teacher
Developing Competence (previously known as EAL A)	- Band B (Writing, Reading and Viewing) - Band C (Speaking and Listening)	- Achieved the majority of Band C (Writing, Reading and Viewing) - Achieved the majority of Band D (Speaking and Listening)	2.5 hours a week of withdrawal support with an EAL teacher during Chinese Language and Culture (CLC) - In-class support from a teacher
Competent (previously known as EAL B)	- Band C (Writing, Reading and Viewing) - Band D (Speaking and Listening)		In-class support from a teacher

Key Stage 2 (Years 3 to Year 6)

<i>EAL Proficiency Level</i>	<i>Working within</i>	<i>Exit Point</i>	<i>Support Description</i>
New to English (previously known as SIEAL)	Bands A and B	Achieved the majority of Band B	3.5 hours a week of withdrawal support with an EAL teacher during Chinese Language and Culture (CLC) - Additional 1:1 support with an EAL teacher - In-class support from a teacher
Developing Competence (previously known as EAL A)	Band C	Achieved the majority of Band D	3.5 hours a week of withdrawal support with an EAL teacher during Chinese Language and Culture (CLC)
			In-class support from a teacher
Competent (previously known as EAL B)	Band D		In-class support from a teacher

How does the EAL team report progress to parents?

To provide accurate and timely reports to parents, each student on the EAL register has an EAL Individual Plan of Support (EALIPS). The EALIPS confirms a student's language goals, and their current EAL Proficiency Level. Parents are sent an EALIPS at the beginning, middle and end of the two semesters, and are accessible via the Parent Portal.

Parents can also discuss their child's EAL progress during our three Learning Conferences throughout the year and make appointments to meet with an EAL teacher after school.

If a student's EAL support changes at any point during a semester, parents will be notified by the EAL teacher via email.

How is EAL support paid for?

The EAL support incurs an additional charge per semester following the fee structure below:

<i>EAL Proficiency Level</i>	New to English	Developing Competence	Competent
<i>Fee per semester</i>	NT\$90,000	NT\$75,000	No additional cost.

Each academic year includes two semesters. For the academic year 2026-27, the semester dates are as follows:

- Semester 1: 26th August 2026 - 29th January 2027
- Semester 2: 1st February 2027 - 30th June 2027

Billing is operated by the Taipei European School (TES) Finance Department. Any questions regarding billing can be sent to the Finance Department at schoolfees.notification@tes.tp.edu.tw.

Throughout the year, a student's EAL Proficiency Level may change, which will impact the EAL fee. If it is determined that a student will no longer receive support or if a student moves from New to English to Developing Competence, parents will be credited the balance into their Administrative Operations Services System (AOS) account on a pro-rata basis.

How can you help?

Language development takes place at home as well as at school so it is important that parents support children in their learning. Below are some strategies that can help.

Speaking about the day

Talking to children about their day will give them an opportunity to practice language structures they have learnt whilst at school. Asking specific questions about what they have learnt will encourage them to talk about topics they have covered and use new vocabulary.

Reading together

Reading with children will help them make progress with their fluency and understanding of a text. By reading with an adult, they can discuss themes, vocabulary and ask questions about their wonderings. Each student at Taipei European School (TES) will bring home new reading books each week. These may include phonics books, library books and levelled readers. In addition, the EAL students have access to RAZ-KIDS, an online reading platform where students can listen to stories, record their reading (for their EAL teacher to listen to) and complete short comprehension quizzes.

Speaking in your home language

Speaking and developing a child's first language helps them to deepen connections and increase their cognitive flexibility (Bell Foundation, 2023). Therefore, it is important to continue speaking and practising their first language at home. This can be achieved by sharing topic vocabulary in English and a home language or translating words from a reading book, so they are learning new vocabulary in two ways instead of one. When a child is able to practice their first and other languages simultaneously, proficiency can be increased in both (Sharples, 2021).

How long will my child need EAL support?

Speaking English fluently in social situations does not mean that English learning has finished. Your child's conversational English might be much better than their academic English. The classroom and the EAL teacher's decision to keep your child on or take your child off EAL Support is based on their academic English and their performance in the classroom.

While conversational English can be learned in 1-2 years, research shows that it might take 5-7 years to catch up fully with the academic language needed for success in school. Even after your child is no longer receiving EAL support, they will still be an EAL learner.

