



Curriculum Policy Statement

Our courses and teaching are designed to provide effective training for students who need English for their work, study or travel. As a charitable educational organisation, The English Language Centre exists to give all of our students the best teaching and learning facilities we can. We are committed to providing students with excellent courses in a warm, friendly and professional environment, as well as caring for every aspect of their stay. We understand that everyone is unique with different needs and different goals. From their first contact with us, we aim to provide individual attention in order to help them achieve their goals.

Principles

- 1. 'Curriculum' is understood to mean all of the organised learning opportunities within the school, and includes:
- all timetabled lessons
- the social programme of afternoon/evening activities and weekend excursions
2. The curriculum is supported by
- the appointment of appropriately qualified teachers
- continuing professional development of those teachers
- the provision of suitable learning resources and facilities
- monitoring the progress of students through a range of methods
3. ELC provides programmes of study appropriate to the needs of different students. Currently these include:
- General English courses
- Examination Preparation Courses (eg IELTS, Cambridge FCE/CAE/CPE, TOEIC)
- Courses for overseas teachers of English
- Courses for Executives/business people
- Courses for Teenagers
- Tailor-made courses
4. Each programme of classroom study will:
- follow the principles underlying ELC's mission and values
- be of high quality
- be taught by teachers of a suitable background, experience and qualifications
- have clearly defined hours of tuition
- be planned in advance at least weekly by the main class teacher and shared with the class
- allow for flexibility to meet different learners' needs, goals and learning styles through ongoing review
- focus on enjoyment, challenge and practicality
- include advice and guidance for study after lessons and for future study after the course
5. In order to facilitate effective learning, students are usually grouped according to language level. Assessment of a student's level may happen prior to a course or on the first day of a course. The levels that ELC uses are pegged to the Council of Europe's Common European Framework of Reference: Learning, Teaching, Assessment (CEFR). These levels can be summarised:

Table with 3 columns: Name, CEFR, Level Aims. Rows include Upper-Advanced (C2), Advanced (C1), and Upper-Intermediate (B2) with their respective aims.



Intermediate	B1	<ul style="list-style-type: none"> <li>★ use English to express simple ideas and achieve results</li> <li>★ use range of basic language well in most situations</li> </ul>
Pre-Intermediate	A2	<ul style="list-style-type: none"> <li>★ use English in most familiar situations</li> <li>★ use English in a limited way in more difficult situations</li> </ul>
Elementary	A1/A2	<ul style="list-style-type: none"> <li>★ develop English skills to 'survival' level</li> <li>★ use English only in very familiar situations</li> </ul>
Beginner	A1	<ul style="list-style-type: none"> <li>★ learn basic vocabulary and structures for simple communication</li> </ul>
Complete Beginner	A0	<ul style="list-style-type: none"> <li>★ no knowledge of English</li> </ul>

6. Selection

- the fundamental underlying criteria for accepting and booking a student onto a course is the ability to successfully complete and make a positive contribution to that course
- acceptance onto a course may be determined by a number of factors including language level, needs/goals, employment background (in the case of business and teachers' courses), and previous attendance or contribution to courses

7. Course Programmes

a. General English Courses (including Fifty Plus, Summer Vacation, Summer Plus and Summer course for Teenagers)

- students are normally tested prior to-arrival and placed in a class at their level
- the placement test also includes a needs analysis
- underpinning all general English courses are skills-based syllabuses derived from the *Council of Europe's Framework of Reference for Languages: Learning, Teaching and Assessment* ©CUP 2001.
- the course programme for each class is based on course books at the appropriate level, the syllabus and a weekly negotiated syllabus element based on the syllabus checklist and 'can do' statements provided for all students and the initial and ongoing needs analysis
- student progress is supported and monitored in a variety of ways including regular progress tests, tutorials and regular homework
- a range of afternoon electives is offered on the General English course. The student's choice of elective depends on their needs, wishes, level assessment and academic management guidance.

b. Examination Courses

- students are generally tested prior to the course in order to ensure that they have the level required to have a reasonable chance to pass the exam
- syllabuses for examination courses are set by the examining body
- the course programme for each class is based on course books at the appropriate level, the syllabus and the initial and ongoing needs analysis
- student progress is supported and monitored in a variety of ways including regular progress tests and mock examinations under exam conditions, tutorials and regular homework

c. Courses for overseas teachers

- each course is aimed at a specific target group and has clearly defined objectives
- the course programme for each class is tailored to the individual participants' needs, based on pre-course questionnaires, pre-course tasks and ongoing review
- student progress is monitored in a variety of ways including self-reflection and development of individualised action plans



- d. Courses for executives/business people
- each course is aimed at a specific target group and has clearly defined objectives
  - the course programme for each class is tailored to the individual participants' needs, based on pre-course questionnaires and ongoing review
  - student progress is monitored in a variety of ways including evaluation in terms of their stated needs and goals
- e. 25+ courses
- the course programme for each class is tailored to the individual participants' needs, based on pre-course questionnaires and ongoing review
  - student progress is monitored in a variety of ways including evaluation in terms of their stated needs and goals
- f. Tailormade courses for closed groups and individuals
- each course is aimed at a specific target group and has clearly defined objectives (courses may be General English, Exam preparation, teachers' courses, business courses or a combination)
  - the course programme for each class is negotiated with the client prior to arrival then tailored to the individual participants' needs through ongoing review
  - student progress is monitored in a variety of ways including evaluation in terms of their stated needs and goals
8. Attendance and Punctuality
- all students are expected to attend all of their lessons and arrive on time. In the case of unavoidable absence, a student should advise the school as soon as possible.
  - information about the amount of progress a student can make on a course is based on them attending at least 80% of lessons
9. Certification and Evaluation
- all students receive an end of course certificate which states the course they have followed and the level at which they were studying on completion of their programme.
  - at the end of their course, all students are asked to complete an end of course questionnaire. This questionnaire is read and analysed by different teams in and across the schools, and used to inform continuous development.

#### Links to other Policies and documents:

- ELC Group Mission, Values and Student charter
- ELC Group Staff Recruitment Policy
- ELC Group Staff Training and Development Policy
- ELC Group Quality Assurance Policy

Policy Reviewed: February 2024 by Senior Management Team