



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, LCCI)
 - Courses for overseas teachers of English
 - Courses for Executives/business people
 - Tailor-made courses
4. Each programme of classroom study will:
 - be of high quality
 - be taught by teachers of a suitable background, experience and qualifications
 - have clearly defined hours of tuition
 - allow for different learners' needs, goals and learning styles through ongoing review
 - follow the principles underlying ~~the school's objectives~~ ELC's mission and values
 - 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:



Name	CEFR	Level Aims
Upper-Advanced	C2	* use English very well in demanding situations * performance level may be above average native speaker
Advanced	C1	* use English well in all but the most demanding situations * use and understand complex language
Upper-Intermediate	B2	* use English effectively in all familiar situations * use more complex English and cope with more demanding
Intermediate	B1	* use English to express simple ideas and achieve results * use range of basic language well in most situations
Pre-Intermediate	A2	* use English in most familiar situations * use English in a limited way in more difficult situations
Elementary	A1/A2	* develop English skills to 'survival' level * use English only in very familiar situations
Beginner	A1	* learn basic vocabulary and structures for simple communication

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 and Summer Plus courses)

- students are normally tested on their first morning at school and placed in a class at their level
- the first day 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

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 evaluation through a Study Journal 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. 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

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