

## Teaching, learning and tutorial policy

English in Chester is committed to putting its learners at the centre of its thinking. We take a learner-centred approach to all aspects of school organisation, with managers, teachers and staff working creatively to support high quality collaborative teaching and learning and a school ethos focused on learner needs.

### Teaching and learning

The school is committed to developing the practical competence and confidence of every learner by actively engaging and challenging them and building on their individual needs and priorities.

On all of our courses, therefore, we endeavour to creatively deploy teachers, resources and new technologies to extend learning opportunities, and to accommodate different paces and styles of learning.

All of our advertised courses offer programmes of learning which relate to outline descriptors linked to the Common European Framework of Reference for Languages (see Appendix 1). Each programme has a course rationale which underpins the content and approach for the teaching and learning offered (see Appendix 2). Each level contains a mixture of language structure and skills suited to the needs and demands of the particular learners.

The course programme is planned weekly for each class by the main class teacher and shared with the learners in the class, usually on the class noticeboard, but it also needs to be flexible to accommodate emerging needs and changing priorities. The focus for all of our programmes is on enjoyment, practicality and challenge.

### Initial assessment

All learners are assessed on and/or before entry to the school. The information gathered at initial assessment is shared with the relevant main tutor to enable the tutor to accommodate any particular needs into the programme for the learner or group. The assessment may also be used to help advise the learner as to the suitability of a particular programme (for example, an examination preparation course at a particular level).

All General and 25+ learners have individual learning record files which are maintained and updated by their teachers and the Academic Manager, and include initial assessment, tutorial, ongoing assessment and other relevant information.

### Individualised programmes

The school is committed to offering a curriculum entitlement and choice to learners that delivers breadth of study, personal relevance and flexible learning pathways, thereby enabling learners to acquire the skills to fulfil their own potential and their own identified priorities.

In addition to the initial assessment information which is used to help to plan the main programme for learners, learners on General English courses choose afternoon option classes that reflect the needs identified by both themselves and in their initial assessment. Learners are guided when choosing

options and students can discuss and change their option choices with the Academic Manager as their needs and priorities change. The Academic Manager reviews the options on a regular basis to ensure that there is a good choice available and that as far as possible the needs of learners are met by the classes offered.

On 25+ courses, learners complete a pre-course questionnaire, and are involved on their first day and throughout their programme in planning and modifying their programme in consultation with their teachers.

### **Tutorial, ongoing assessment and progression**

All General English learners complete an initial online tutorial in their first few days in the school which develops an additional learning programme that complements the classroom-based programme. This includes an individualised study programme on the school's VLE, e-Chester, as well as other advice and suggestions to help the learners to make the most of their time in the school, for example by making use of the Self Access Centre or engaging with the wider community of Chester.

All General English learners are offered formal tutorials approximately every 4 weeks (6 weeks in the summer high season), and their progress is assessed formally by a monthly class progress test, in addition to incremental assessment carried out as part and parcel of lessons. The tutorial also gives learners an opportunity to feedback on all aspects of their stay in the school, and this feedback is shared with the appropriate school staff. There are also many informal opportunities for learners and staff to discuss progress and any concerns, and learners are encouraged to approach their tutor or the Academic Manager to raise any issues or to seek advice.

Formal assessment may identify that a learner is ready to move to a higher level class, or that he or she needs to continue to work at their current level. However, if it is apparent that a learner may need or wish to change level at any other time, the teacher and/or Academic Manager will discuss this with the learner and conduct an assessment if appropriate.

All longer term learners also have a formal meeting with the Principal and Academic Manager to discuss their progress, happiness and any concerns. Learners wishing to progress to higher education are offered individual support by the Principal and information via e-Chester and the information area outside room 5.

### **Attendance and punctuality**

All learners on all courses are expected to attend all of their classes on time. If learners know in advance that they will not be able to come to a class, for example because they have an appointment at a university or visa office, they should request an authorised absence from the Academic Manager or Principal.

If a learner is unable to attend classes due to illness, they should contact the school directly as soon as possible to inform us of this.

If a learner is more than 5 minutes late for a class, and is unable to provide a good reason, the teacher will normally require the learner to see the Academic Manager or Course Director.

If a learner is regularly absent or late, they will be subject to the school's disciplinary procedures as outlined in the school's Discipline & Exclusions Policy. Any Tier 4 learner who misses more than 10

“expected contacts” (i.e. non-authorised or non-notified full days) will be reported to the UKBA as required by law.

Students wishing to take holidays must pre-book these. In the case of students sponsored by a company or government, the school must receive confirmation of permission in writing from the sponsor before holiday will be allowed.

### **End of course**

All learners receive an end of course certificate which briefly outlines the course they have followed and the level at which they were studying at the completion of their programme. All General English learners receive an end of course progress review and report completed by their teacher, with advice for further study. At the end of their course, all learners are asked to complete an end of course questionnaire. This questionnaire is read by the different teams in the school, and is analysed to provide data to drive forward school improvement.

All General English and 25+ learners have continued access to e-Chester for 6 months after their course finishes, and are also sent an online six-month post-course questionnaire.

**Reviewed June 2018**