



Millfield English Language Holiday Courses (MELHC) Curriculum Policy

Background

MELHC believes that a curriculum should encourage learners to develop their English skills in preparation for real life situations they will encounter both now and in the future.

The curriculum aims to:

- encourage students to develop the essential skills they need to learn English;
- inspire students with an enthusiasm and commitment to continue learning English beyond their experience at MELHC;
- give students the confidence to achieve success as English users within their individual contexts, both as young people and as adults;
- provide a wide range of learning opportunities through classroom- based lessons, activities, social programme and excursions;
- provide choice to suit individual learning needs and interests;
- offer a programme which respects rights, dignity and individuality.

Curriculum Overview

- a) MELHC's curriculum comprises all the planned activities that are organised in order to promote English language learning. It encompasses general English classes, Cambridge Assessment English exam preparation, Global Young leaders, Trinity GESE and LanguageCert exam preparation, activities, excursions, social events as well as time spent in House all of which enrich the students' learning experiences.
- b) All students have the opportunity to learn, make progress and take formal examinations, if they wish. We also value the breadth of the curriculum that we provide. Students gain experience in different educational settings and are exposed to a variety of different teaching styles and English accents.
- c) The curriculum enables students to further develop appropriate skills in speaking, listening, reading and writing so that they are better able to communicate with other English speakers in real life settings.



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- d) In Street and Glastonbury, the academic curriculum consists of 3 English lessons in the morning 5 days a week (15 hours). For General English, the first 2 hours each day is taught by one teacher and the second by another. A process syllabus is followed, the process syllabus is one that is reached by co-operation between the students and the teacher, focusing more on the inputs; how a language is learned. The syllabus is linked to the CEFR and Trinity College London GESE syllabus to provide a framework for teaching. For Cambridge Assessment English, students follow an exam preparation course at either B1, B2 or C1 levels. Students in Global Young Leaders follow a programme allowing them to learn about themselves, their place in the world and leadership by looking at a specific topic each week. There are lectures, debates, discussions and project work. For all students there is an afternoon excursion once a week to provide a link between classroom learning and the wider community. There is a structured afternoon and evening programme allowing students the opportunity to further develop and practise their English skills.
- e) In Street, in addition to the morning academic curriculum, there are extra English options in afternoons. Each of these provide additional opportunities for students to develop their language and academic study skills, or prepare for other external examinations (Trinity GESE or LanguageCert)
- f) In Glastonbury, while there is no extra English option in the afternoon, students do have the opportunity to prepare for external examinations (Trinity GESE or Trinity Stars) during Club time.
- g) In Bruton the academic curriculum is more flexible and offers a creative and diverse mix of learning opportunities to enable students to tailor their studies to suit their own needs and interests. The programme is split into two sections (English Focussed and Activity Focussed) and students can choose which learning opportunities are of most interest to them. At least 15 hours of English Focussed sessions must be completed each week.

Inclusion, differentiation and support

- a) The curriculum is designed to be accessed by all students who attend MELHC courses.
- b) If students have any special needs, MELHC will do all it can to meet individual needs and we follow SEN best practice. Students are tested on arrival and placed in English classes which reflect their age and level (using the CEFR as a guide).



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- c) Where the need is identified, extra support is offered either by the help of an English Mentor or by small group, or exceptionally one to one lessons.

Planning and Monitoring

- a) Curricular planning and development takes various forms: following feedback from students, parents, Group Leaders or Agents; working party reviews to look at specific aspects of the curriculum; discussion at team meetings. Recommendations for changes are forwarded to the Director of Holiday Courses and Events.
- b) Curriculum planning for summer courses includes consideration of all campuses. This ensures consistency and continuity while reflecting the different delivery styles.
- c) The academic management team monitor the way English is taught in classes and ensure that appropriate teaching strategies are used and teaching and learning resources are managed effectively.
- d) Senior teaching staff help teachers to choose the most suitable ways for delivery of the curriculum and are responsible for ensuring that schemes of work are produced which reflect the needs of the students in classes. Schemes of work follow the Process Syllabus and are linked to the CEFR framework and Trinity GESE levels.
- e) Staffing needs are reviewed annually by the Director of Holiday Courses and Events when the previous year's courses are considered and projections made for the following ones.

Specific details of the programmes available in Street, Glastonbury and Bruton are available. Parents, Agents and students are informed of these in the brochure and on the website:

www.englishholidaycourses.com

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