

Millfield English Language Holiday Courses (MELHC)

Teaching and Learning Policy

LEARNING

Teachers aim that all students, no matter what their abilities, gender, ethnic origin or personal background, **enjoy learning** and aspire to acquire a level of English which is in line with their ability. We strive for pupils to have **enquiring minds**, take **pride** in their achievements and have the **self-belief** to be **active** in the learning process so that they **gain the English skills** needed for **on-going learning** and **success**, including improved communication and in public examinations if they wish.

It is important that students work well in **groups** as well as on their own. We encourage pupils to set and achieve realistic but **challenging goals** for their time at MELHC. We assist them to **evaluate their progress** and **manage their time** well. We aim for pupils to develop a range of **skills** and be able to apply **logical, critical** and **creative** thought processes in carrying out activities both in English lessons and in all opportunities they have at MELHC.

TEACHING

I. Teaching Standards, Classroom Delivery and Environment

Teachers should recognise that they are role models and set high standards for themselves in all aspects of their conduct. The approach of all teachers should be in line with MELHC's Mission Statement. It is expected that teachers have good language awareness, are open to current EFL thinking and are willing to share good practice with their colleagues. Teachers should be prepared to assist with the language demands of other activities to help students gain maximum benefit from their experience at MELHC. Opportunities to link classroom learning with real life contexts should be identified and explored wherever possible and this should underpin the Global Young Leaders' programme.

Teachers at MELHC should strive to foster enthusiasm for learning amongst their students. Lessons should be well-planned and tailored to students' age and abilities, mindful of the need for enjoyment. Effective differentiation in teaching should underpin the teacher's approach so that all pupils can access new language and show what they 'know, understand and can do'. Lessons should provide for a range of learning preferences and use a range of resources – including the use of ICT where appropriate – to ensure that all pupils are challenged and stimulated. Teachers are expected to respond to each student's learning needs. Specific needs may include having a high level of oral fluency for their age, having Additional Educational Needs (AEN) or being in a multi-national, English speaking environment for the first time.



MILLFIELD

ENTERPRISES

Teachers should strive to provide a purposeful but stimulating physical and emotional environment in their classrooms and demand high levels of learning and behaviour from their students.

II. Motivation and classroom relationships

Building self-confidence is an important part of MELHC as this encourages students to be happy and self-motivated. Teachers should foster a **mutually respectful relationship** in the classroom, looking for opportunities to reward pupils with **praise** and awards (stars, completing achievement cards and nomination for T-shirts) whenever possible – as well as establishing shared **high standards** of behaviour and learning, and engaging with each student **as an individual**. MELHC's **small classes** are designed to enable a strong interpersonal approach.

III. Monitoring and Reporting

Teachers should informally assess pupils' work in their Course and Vocabulary Organiser (**CVO**) frequently, with a view to monitoring their progress and using the information from assessment to inform lesson planning.

Feedback should be given at frequent and regular intervals in lessons to encourage students to **reflect on their own progress**. Teachers should help learners identify the progress they have made and how further improvement could be made so that students can set their own learning goals. Formal academic **feedback to parents** takes place via an MELHC Academic Report at the end of the course. However, communication between MELHC and parents, group leaders or agents may occur throughout the course if required.

IV. Independent Learning

Teachers should strive to encourage pupils to develop the **confidence to take control of** and **responsibility for their own learning** in preparation for further study including university and later life. This is a **supportive process** that builds over time and so is not something which can be fully developed in one short course. We aim for opportunities for independent learning to come from a variety of activities. In the classroom, this may entail question and answer sessions, encouraging **collaboration** in pairs and in groups, **reviewing** and **correcting** work, applying what they know to **unfamiliar situations**, **target setting** in lessons and giving students **choice** in learning activities. Outside lessons, independent learning continues within activities and excursions. Suggestions for continued independent learning after MELHC are also offered.

V. Social and Cultural

Students' social and cultural awareness should be developed as and when suitable themes arise within lessons and underpin topics within Global Young Leaders. Teachers should actively promote

the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Where opportunities arise, teachers will:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of others at MELHC and to society more widely;
- encourage tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people (paying particular regard to the protected characteristics set out in the 2010 Act (a) – age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation);

VI Political Bias

Teachers must not promote (by accident or design) partisan political views while teaching at MELHC.

All teachers will take such steps as are reasonably practicable to ensure that, where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views. In Global Young Leaders, students should be given the opportunity to discuss and debate their opinions, it is the teachers' role to ensure that views are respected and no political bias is shown.

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