



SEDBERGH INTERNATIONAL SUMMER SCHOOL

Curriculum Policy	
Version	2022
Effective from	April 2022
Extent of policy	Sedbergh International Summer School
Policy owner	Nicky Millington
Review by	March 2023
Frequency	Annual
Circulation	Teaching staff; Parents (by request)
Publication	Teaching staff induction

Introduction

The curriculum aims are underpinned by the wider summer school objective of identifying and developing the potential of its pupils in several areas: academic (relating to the English language skills of the pupil), artistic, cultural, sporting, personal, social, and moral, and to prepare them for the opportunities, responsibilities, and experiences of life (some of this is detailed in the staff handbook). Within this, the summer school seeks to uphold British and moral, social, and cultural development values.

Explicitly, the academic aims are:

1. To provide a welcoming, friendly, and supportive environment which recognises the worth of each individual within the collective atmosphere of the summer school.
2. To provide a fulfilling working environment for both its teaching and activity staff.
3. To liaise closely with the parents of its pupils and allow them to share in the life of the Summer School and the House via email and our social media network.

It also aims to support all pupils in their learning and development by:

- providing a communicative, interesting, and relevant range of English lessons.
- creating an interactive classroom that inspires pupils to continue learning English and develop their own creativity and independence.
- providing subject matter appropriate to the ages and aptitudes of the pupils.
- developing pupils in each of the four main skills: speaking, listening, reading, and writing.
- providing a range of extra-curricular activities.

- giving appropriate guidance for exams undertaken (IELTS)
- preparing pupils for the next stages in their English education and for adult life, as far as reasonably expected in as little as two weeks.

English Curriculum

Each teacher is given a Teacher's Handbook and has access to the summer school curriculum. This is a collection of materials, resources, lesson plans, games, suggestions, and ideas, grouped around weekly themes and linked where possible to weekly excursions. Teachers are encouraged to adapt and supplement the curriculum where necessary or to suit the pupils' varying needs.

Extra-curricular programme

The course schedule outlines the weekly afternoon and evening activities, which aim to provide a range of interesting recreational activities, which allow pupils to practice their English outside the classroom, make friends, practice working in a team, learn and develop new skills and unwind after their lessons.

Organisation of Education

Pupils are divided into age groups of juniors (aged 8-12) and seniors (aged 13-17). Prior to the start of the course, all pupils are expected to complete an online placement test that focuses on their systemic knowledge of vocabulary and grammatical structures and provides an indicative idea of their level of English. This is then confirmed on arrival by a short, spoken placement test, after which pupils are grouped by level and communicative abilities. These tests are administered by staff (teachers or activity staff), led by the DOS, and group placement decisions are made by the DOS, with assistance from the ADOS and Teaching staff.

For junior pupils, there are 15 formal academic teaching periods each week. Three one-hour lessons take place each morning (Monday to Saturday, not including Thursdays) with breaks in between, providing a total of 15 hours of English provision each week. On Wednesdays, in addition to English lessons, pupils will participate in 'Community Engagement', which involves short local excursions and project activities in the local community.

For senior pupils, there are 10 formal academic teaching periods each week (two each day Monday – Saturday, not including Thursdays). The first lesson lasts one hour and forty-five minutes, and the second lesson lasts one hour and a half, providing a total of 16 hours of English provision each week. On Wednesdays, in addition to English lessons, pupils will participate in 'Community Engagement', which involves short local excursions and project activities in the local community.

Pupils attend all lessons in their assigned group and will stay with their group and teacher for excursions and, at times, some activities. 'Pupil of the Week' awards are employed as a way of encouraging pupils and rewarding good effort, both in the classroom and in house.

An IELTS course was held for the first time in 2019. This two-week course runs alongside the General English course and also consists of 10 sessions per week. Pupils attending the IELTS course will join the other pupils for afternoon and evening activities and any excursion which does not fall on the examination day. All administration for the official examination will be overseen by the Summer School and transport and food will be provided on the examination day.

Comments from teachers and house parents on a pupil's performance and attitude, as well as their English level in each key area (listening, reading, writing, and speaking), is communicated to parents at the end of the course using an 'End of Course' report.

All resources for English lessons (pens, paper, notebooks, etc) are provided for pupils throughout the course.

Learning Support

The summer school strives to ensure that all pupils are provided for and have an opportunity to learn and make progress. Any special educational need that is announced to the summer school before a pupil's arrival is assessed as to whether the summer school is able to provide adequate support. Where a pupil arrives with a previously unknown special educational need, the summer school will endeavour to provide adequate support, however in extreme cases where no support is available the pupil may be asked to depart the course. There is no specialised Learning Support Department within the summer school.

Where appropriate, and in agreement with parents, alternative lessons can be arranged (for example, a pupil has a very low or high level, or parents would like to prepare them for a specific exam before their return home). This is discussed before the course, agreed with, and provided by the DOS, and is subject to having adequate staff numbers.