



SEDBERGH INTERNATIONAL SUMMER SCHOOL

Curriculum Policy	
Version	2024
Effective from	June 2024
Extent of policy	Sedburgh International Summer School
Policy owner	Gemma Newton
Review by	March 2025
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

The course curriculum follows a multi-faceted approach to language learning and is based on the most recent research into young learner second language education. At its core it is highly communicative, with our pupils interacting with each other and the rest of the Sedbergh team in English as much as possible. In addition, each week is centred around a particular project or task that pupils have to work together to complete, with the aim of developing their life skills such as presenting, negotiating, debating, and conducting research. These projects are linked where possible to the weekly city excursion.

As we are accredited by the British Council, and aspire to follow CEFR guidelines, our syllabus aims to develop our pupils in the four core skills (reading, listening, speaking and writing) as well as in their grammatical and lexical abilities. We follow closely the CEFR descriptors, which describe in a comprehensive way the language learners have to learn in order to use English for communication and what knowledge and skills they have to develop so as to be able to act effectively. In addition, the grammar that pupil's study whilst at Sedbergh has been selected to be immediately applicable to the projects they are undertaking, thus providing a real-life communicative purpose to their learning.

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 a two-staged online placement test; the first stage focuses on pupils' systemic knowledge of vocabulary and grammatical structures and provides an indicative idea of their level of English. The second stage is a short oral test, in which the questions are curated based on the results of stage one. When combined, these two stages enable pupils to be more accurately grouped by level and communicative competency. The stage one tests are marked automatically at the time of completion, and stage two tests are marked by both academic management and teaching staff. Group placement decisions are then made by the DOS, with assistance from the ADOS and teaching staff.

For Junior and Senior pupils, there are 12 formal academic teaching periods each week. Two lessons of one hour 15 minutes each take place each morning (Monday to Friday, not including Wednesdays) with breaks in between. There is also a 45-minute lesson after lunch

on these days. On Saturdays, pupils will participate in three hours of 'Community Engagement' during English lessons, which involves short local excursions and project activities in the local community. This provides a total of 16 hours of English provision each week. Please see the table below for the typical timetable:

Time	Monday, Tuesday, Wednesday and Friday	Saturday
09:00-10:15am	English Lesson	Community Engagement
10:15-10:45am	Break	
10:45-12:00pm	English Lesson	
12:00-13:00pm	Lunch	Lunch
13:00-13:45pm	Activity Lesson	

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

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.

LIRA Course

LIRA is a bespoke, transformative, 2-week development programme for 15-17 year olds, running from 09th – 22nd July, combining personal coaching, experiential learning and fun excursions to support pupils as they examine the attributes and develop the necessary skills to become effective leaders of the future. Designed as a progressive curriculum that continuously stretches the pupils as they develop their self-awareness, self-confidence, initiative and resilience whilst improving their critical thinking, communication and teamworking skills, pupils are provided with a safe and supportive environment in which they can nurture these attributes. The programme is taught through a combination of one-to-one coaching, group sessions, practical workshops and excursions, supported by a range of outdoor activities which provide pupils with the opportunity to practice the different behaviours learned throughout the programme.

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.