



### Statement of Institutional and Educational Ethos

This statement of institutional and educational ethos includes:

- The fundamental principles that underpin what the school believes about language learning and how it takes place effectively within a learning environment, whether face to face or virtual.
- The methods used to put these into practice: teaching methodologies and approaches, testing, assessment and recording/reporting policy, homework policy, and how students are informed of these methods.
- What is to be taught: the syllabus, needs analyses and support materials.

### Philosophy and Overview

Our company vision is 'to provide customers with stepping stones to their future by delivering outstanding and transformational learning experiences'. We fundamentally believe that language learning goes beyond the classroom and we are dedicated to students' immersion in the culture and environment behind the language, as well as teaching the language components themselves. We also passionately believe in the importance of 21<sup>st</sup> Century Skills in the language classroom, and set out to make our students true global citizens and ready for future employment or academic study.

We aim to achieve this by embodying our belief that "*Great Things Start Here*". That throughout their BSC experience, students will not only improve their English, but will embark on a journey of self-discovery and improvement, equipping them with the tools they will need to succeed in their academic, work and personal lives.

Our approach is based on the following values:

- **Aim Higher**  
As a company we will always strive for excellence. We intend to enthuse our students to do likewise by providing them with the highest quality language education. As well as focusing on language components, we seek to develop their critical thinking and self-study skills to prepare them for life outside the language classroom.
- **Collaborate**  
We strongly believe in collaborative learning and forming partnerships with global, national and local organisations that contribute to our students' language learning experience. In school, from planning the weekly lesson content to the digital outcomes of team project work, collaboration and support are always at the centre. We understand that students learn more effectively when they feel comfortable, cared for and challenged and try to create a place of study that is friendly and open, with a sense of community whether face to face or online.
- **Communicate**  
We provide our students with a range of activities to help them enjoy practising their English and challenge themselves to take the language further and become more fluent. We believe language learning at the school takes place most effectively when English is used as the medium of instruction and relevant situations relating to real world experiences are introduced. By teaching grammar, lexis and theme within this context, students are more easily able to acquire and develop linguistic competence and to communicate effectively in any context.
- **Customer Focus**  
People are looking for genuine, real experiences so they can immerse themselves in the culture and history of the UK. Our schools and their environs give our students a true taste of the place they're learning in. Our flexible timetables and course content (in-school and online) are designed for the modern-day student; evidence of how the customer is at the centre of all we do.
- **Employee Focus**  
By ensuring that we invest in our school and teaching teams, we can be sure that our students receive the best possible experience during their time with BSC. Regular training and professional development for all our employees is pivotal to the quality of our programmes; providing teaching and support of the highest standard.

## Introduction to the Curricula

The Common European Framework of Reference (CEFR) influences our curricula in that it guides us to teach the English Language in terms of what the learner *can do*, rather than which grammatical and lexical points have been presented in any given lesson. Learners are encouraged to communicate using functional language and to be positive about their language development.

## Syllabi

Our syllabi provide a twelve-week framework for each level or specialisation of the curricula. Each week is treated as a complete and discrete module and incorporates the knowledge, skills and understanding illustrated in the curricula. The syllabi accommodate both the teachers' personal approaches and most importantly each student's individual needs within the classroom environment.

The school offers courses on a continuous enrolment basis which means that students can start on any Monday for a course of one week or longer. Each weekly module is autonomous so that students effectively have a series of one week 'blocks'.

The syllabi allow maximum flexibility in responding to student and class needs and also facilitate class changes to ensure that each student is always studying in the most appropriate level / class.

## Curricula & Syllabi Review

In order to ensure the ongoing relevance and high quality of the curricula and syllabi, both are subject to ongoing reviews in accordance with teacher and student feedback. Changes are also initiated as a result of the demands of external forces such as examination boards and resources that are available. We aim to cater fully to our students' academic needs and as such, consider both the curricula and syllabi as evolving documents.

## Materials

The syllabus for each level is designed around a particular course book, which is an integral part of both the teaching and learning elements. The coursebook changes every 12 weeks to provide variety and avoid repetition of activities. The coursebooks used are listed as follows (but are subject to change according to student and college needs):

Level	CEFR Level	CEFR Description	Book
A0	Pre - A1	Basic User	N/A
A1	A1/Beginner-Elementary	Basic User	<b>Current: Life (NGL), New English File (OUP)</b> Future: Voices (NGL), Language Hub (Macmillan)
A2	A2/Elementary-Pre-Intermediate	Basic User	<b>Life (NGL), Outcomes (NGL), Speak Out (Pearson)</b> Voices (NGL), Language Hub (Macmillan)
B1	B1/Pre-Intermediate-Intermediate	Independent User	<b>Life (NGL), Outcomes (NGL), Speak Out (Pearson)</b> Voices (NGL), Language Hub (Macmillan)
B2	B2/Upper Intermediate	Independent User	<b>Life (NGL), Outcomes (NGL), Speak Out (Pearson)</b> Voices (NGL), Language Hub (Macmillan)
C1	C1/Advanced	Proficient User	<b>Life (NGL), Outcomes (NGL), Speak Out (Pearson)</b> Voices (NGL), Language Hub (Macmillan)
C2	C2/Proficient	Proficient User	Authentic materials



### Current General English Curriculum

The General English Curriculum determines what students will be taught at each level of language ability as described by the CEFR. The functional nature of the curriculum is supported by a syllabus which makes explicit the lexis, grammar and themes taught at each level.

Students are taught to:

	A1	A2	B1
Listening	Recognise familiar words and very basic phrases when people speak slowly and clearly.	Understand phrases and common vocabulary related to matters in everyday life, for example personal/ family life and shopping, local geography & employment. Understand the main point in short, clear, simple messages and announcements.	Understand the main points of clear speech on familiar matters regularly encountered in work, school, leisure etc. Understand the main point of many radio or TV programmes on current affairs or topics of personal interest or professional interest as long as the language is clear.
Reading	Understand familiar names, words and very simple sentences.	Read very short, simple texts. Find specific information in simple everyday material e.g. advertisements, prospectuses, menus and timetables and understand short, simple personal letters.	Understand texts that consist mainly of high frequency everyday language.
Spoken Interaction	Interact in a simple way if the other person repeats things slowly and helps. Ask and answer simple questions on familiar topics.	Communicate in simple situations which require simple exchange of information on familiar topics.	Deal with most situations likely to arise whilst travelling in areas where the language is spoken. Enter unprepared into conversation on topics that are familiar, of personal interest or important to everyday life (e.g. family, hobbies, work, travel and current affairs).
Spoken Production	Use simple phrases and sentences to describe family and other people, living conditions, educational background, job etc.	Use sentences and phrases to describe matters relating to everyday life e.g. people, living conditions, educational background, jobs.	Connect phrases in a simple way in order to describe for example experiences and events, dreams, hopes and ambitions. Briefly give reasons and explanations for opinions and plans. Narrate a story or relate the plot of a book or film and describe reactions.
Writing	Write a short, simple text, for example sending holiday greetings. Fill in forms with personal information e.g. entering name, nationality and address on a hotel registration form.	Write short, simple notes and messages relating to matters in areas everyday life.	Write simple connected text on topics which are familiar or of personal interest.



	B2	C1	C2
<b>Listening</b>	Understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. Understand most TV news and current affairs programmes. Understand the majority of films in standard dialect.	Understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. Understand T.V programmes and films without much effort.	Understand any kind of spoken language, whether live or broadcast, even when delivered at fast native speed provided time is provided for familiarisation with the accent.
<b>Reading</b>	Read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. Understand contemporary literary prose.	Understand long and complex factual and literary texts, appreciating distinctions of style. Understand specialised articles and longer technical instructions, even when they do not relate to a familiar field.	Read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
<b>Spoken Interaction</b>	Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. Take an active part in discussion in familiar contexts expressing personal views.	Express fluently and spontaneously without much obvious searching for expressions. Use language flexibly and effectively for social and professional purposes. Formulate ideas and opinions with precision and relate ideas skilfully to other speakers.	Take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. Express fluently and convey finer shades of meaning precisely. Backtrack and restructure around any difficulty so smoothly that other people are hardly aware of it.
<b>Spoken Production</b>	Present clear, detailed descriptions on a wide range of subjects related to a field of interest. Explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	Present clear, detailed descriptions of complex subjects integrating sub themes, developing particular points and rounding off with an appropriate conclusion.	Present a clear, smoothly – flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
<b>Writing</b>	Write clear, detailed text on a wide range of subjects related to interests. For example essays or reports passing on information or giving reasons in support of or against a particular point of view, letters highlighting the personal significance of events and experiences.	Write clear, well-structured text, expressing points of view at length. Write detailed expositions of complex subjects in a letter, an essay or a report, underlining what are considered to be the salient issues. Write different kinds of text in an assured, appropriate, style.	Write clear, smoothly flowing text in an appropriate style. Write complex letters, reports or articles which present a case.



## Methodology / Methodological Approach in the 21<sup>st</sup> Century Language Classroom

BSC is a serious educational provider, with an emphasis on academic study, 21<sup>st</sup> Century Skills and preparation for our students' next step in their journey, whatever that may be. Teachers are expected to bring creativity and dynamism to the class; to plan collaboratively and communicatively to ensure our learners' needs are met. The syllabus accommodates teachers' own personal styles and approaches, while providing structured progression and content guidance.

The aim of the school's methodology, and every other aspect of the academic programme, is to identify and address each individual student's needs and to increase learning through motivation and the study of language in a realistic, 21<sup>st</sup> Century context.

Lessons are expected to be dynamic and interactive. Students are grouped according to their speaking, listening and grammar level, based on placement tests. Each course includes a continuous monitoring system and weekly assessments, as well as end of level tests for students ready, or wishing to move up a class.

Teachers should aim to give every student the opportunity to succeed and to achieve as high a standard as possible; to motivate and encourage by providing an effective learning environment where each student feels valued and a sense of progress is evident.

Our methodology is based on and supported by:

Needs analyses – varied depending on the different courses, these inform **course development** and allow teachers to meet **student needs**

Learner Awareness – **negotiated** weekly plans and daily menus for students as well as **tutorials every four weeks**. Learner Training is considered in a conscious way and included in planning documents, with a separate syllabus available for teachers and students to discuss.

Innovative Content – by using different types of technology, project work and resources from our **partners at National Geographic Learning and TED talks**, we aim to **engage** and **motivate** students and our teachers with a varied and modern selection of resources. Our coursebooks are **bespoke** to BSC and the courses are based on 21<sup>st</sup> Century Skills with relevant language input according to the authentic tasks and **digital outcomes** of each unit.

Relevant & Functional Language – learning is approached in terms of what the learner can achieve and is always **appropriate** to her/his needs, supported by our school Moodle for extra **practice** and **progress** monitoring.

Communicative Emphasis – students are guided towards **effective** productive skills and trained in using English in real-life situations through **immersive activities**, taking the communicative aspect of learning outside of the classroom. There are also free, daily communication workshops to help boost students progress and **confidence**.

Coherence - syllabus of weekly modules designed to **integrate** so that there is no overlap and students can change levels without repeating grammar, lexis or topics unless for revision purposes. Skills and project work – we aim to develop our students as **global citizens**, training them and improving their communicative, collaborative, creative, critical thinking, problem-solving and presentation skills, as well as their **digital competency**. Output – all our students are able to upload their class and project work to a **digital portfolio**, which can be used as **evidence** of progress (both of their English and their 21<sup>st</sup> Century Skills) and to inform CVs and job and university applications

Assessment – CEFR informed placement and assessment, weekly tests, tutorials, and end of level tests all form part of our **ongoing assessment processes**. All exam classes incorporate regular assessment relevant to the specific expected outcomes of each exam.

Flexibility – we understand that our methods of delivery (face to face, virtual or digital) require different skills and approaches in order to meet the needs of our students. Our academic teams are suitably qualified and skilled to teach our courses and adapt them appropriately, ensuring our students receive a consistent, high quality education.