

Academic policies

Selection

Students are offered places if we believe they can successfully complete the course they have enrolled for. This means that we will not accept students onto courses which are not suitable for them. Successful completion of courses depends to a large extent on the students' English level on arrival, so we do have to be sure that students' level of English matches the course that they wish to join, both in General English and exam preparation courses.

We are happy to re-enrol students for further courses, and extend their current course if the course they want to do is at a suitable level for them, and if they have had good attendance and shown a good attitude to their studies. We try to maintain a good balance of first languages, and this may affect enrolments at certain times.

General English courses

We teach all levels from Elementary to Advanced. However, we do not teach Beginners, so if students are not sure of their level, they should please tell us so that we can make sure we have a course at the right level for them. If students have a very high level of English, that is Cambridge Proficiency level or C2 on the Common European Framework of Reference (CEFR), we would strongly recommend a telephone interview to ensure that there is a course available which is suitable for their needs.

Cambridge Exam Courses

Students who want to enrol on a B2 First (FCE), C1 Advanced (CAE) or C2 Proficiency (CPE) course must complete a pre-course test. For external students this is a pre-enrolment test, for existing students it is the *Cambridge English Entry Test*. If they are not at the level required, we recommend an alternative exam course or a suitable period of general English study to raise their level to that required. If they meet the minimum level, they (or their agents or sponsors) are told how likely it is that they can pass the exam they wish to enrol for. Some 'borderline' students will be accepted onto an exam course even if we feel they have a reduced chance of passing the exam, as long as, in our judgement, we they will not adversely affect the other members of the class and it will be of great benefit to them.

The vast majority of students on B2 First, C1 Advanced and C2 Proficiency courses complete the entire course. On the summer courses, we will accept enrolments for just July and just August, but strongly encourage students to complete the entire course. Outside the summer, we will occasionally allow students to join the course a week or two late, or finish a week or two early if their personal circumstances do not allow them to complete the entire course and they have clearly demonstrated that they are at the level for the exam.

IELTS

Students who wish to enrol on an IELTS preparation course take an academic English pre-course test. If they are not at the level required for the courses currently running, or the courses we expect to be

running when they are at the school, we advise them to take a general English course before starting their IELTS course.

Placement

General English courses

Before they arrive, students complete a placement test online. If, for some reason they haven't done this, they will do a placement test on their first day which consists of speaking, writing, listening, grammar, and reading and vocabulary. Speaking tests are not conducted for very large intakes during the summer; teachers assess students' speaking level on day one

Cambridge English exam courses

Students take a pre-course test which is more detailed than the pre-enrolment test to ensure that the course will be suitable for them and provide teachers with information about their strengths and weaknesses.

IELTS Preparation

Students do the listening part of the standard entry test and an academic English test, in addition to a spoken interview.

Course Levels

We run courses at the following levels, subject to demand:

	General English	Cambridge English	IELTS
C2	very advanced	C2 Proficiency (CPE)	-
C1	advanced	C1 Advanced (CAE)	6.5
B2 - B2+	upper intermediate	B2 First (FCE)	5.5
B1 - B1+	intermediate	B1 Preliminary (PET) (Option)	4.5
A2 - B1	pre-intermediate	-	4.0 (Option)
A2	elementary	-	

Course Structure

Main Courses

General English Courses

General English courses are based on course books and are linked to in-house syllabus check lists. We have a ten-week cycle at the end of which is a level test. Students who meet the requirements are promoted to the next level. This may involve a move from, for example, intermediate to upper intermediate or a move from intermediate level 1 to intermediate level 2.

Cambridge English Exam Courses

B2 First and C1 Advanced courses are 10 weeks long January to March. B2 First, C1 Advanced and C2 Proficiency courses are 12 weeks long March to June. B2 First and C1 Advanced courses are eight weeks long July to August. B2 First, C1 Advanced and C2 Proficiency courses are 12 weeks long September to December.

IELTS Courses

These are typically 10 to 12 weeks long, depending on the level and progress of the students, their target test dates and what stage other courses are at which they may wish to join or join the IELTS class from.

Options Courses

Cambridge English exam course option courses shadow the main course. RWV (Reading writing and vocabulary) and SPL (Speaking, Pronunciation Practice and Listening) and may reflect outcomes from main classes. Exam-style practice may also be included in order to expose students to specific types of task needed to pass exams, as well as providing empirical evidence of a student's progress.

Assessment

On exam courses, students are assessed by doing practice tests, both partial tests done in class and a full mock exam. General English students are assessed using a mixture of coursework and written tests. At the end of a 10-week general English cycle, students do a level test, produced by the academic management team, which is uniform for all classes at that level. Some teachers formally assess students' speaking by means of a presentation or some other form of extended production, although some teachers feel that the students' performance in class is a better reflection of their overall speaking ability. Teachers pass on results and recommendations to the Director of Studies, who makes a decision about each individual student's next step. Less formalised coursebook review tests are done at regular intervals during the ten-week cycle. Although the majority of students tend to be promoted as a result of the ten-week level tests, they can be promoted at any time according to teacher recommendation which is based on in-class performance and testing.

When students leave the school with satisfactory attendance, they receive a certificate showing their teacher's assessment of their exit level of proficiency in the five core skills of the Common European Framework of Reference (CEFR) - listening, reading, spoken production, spoken interaction and writing - and comments on their progress during their course.

Focus on the individual

One of the primary aims of the school is to provide students with a personal experience. This applies to all aspects of the school, not least in the classroom, where we believe it is important to focus on the needs and progress of each learner. This is built into the teaching style at the school, but it is also built into the design of the courses. For example, teachers conduct a brief in-class tutorial to establish the student's study goals, areas they want to focus on, and occupation/studies.

During the course, teachers conduct one-to-one tutorials with students every four weeks. This enables teachers to find out from students how they feel about their studies, discuss the students'

progress; give advice on effective study skills and self-study options and set learning goals for the next four weeks.

Students who enrol on an International Academic Year (IAY) have a Study Plan drawn up by a member of the Academic Management Team. This AMT member, together with the student, maps an individual study plan for the entire course; the student can ask to see the AMT at any time to discuss their course, or can discuss it with their class teacher in the monthly tutorials.

Students Requiring Extra Support

We try to find out before students start at the school whether they need any extra support with their studies. They may have hearing, seeing or learning difficulties, or may require assistance with mobility. While we try to provide as much extra support as we can, we cannot guarantee that we can do so with every student who requires such support.

Examples of support we can provide in the classroom include providing enlarged photocopies of course book materials (with the publisher's permission), enlarging text on the interactive whiteboard with the zoom tool and ensuring students with mobility issues are in classrooms on the ground floor. Unfortunately, we cannot provide the level of support required by students who are totally blind or deaf. If it comes to our attention that a student is dyslexic, we will make every effort possible to enable that student to benefit as much as they can from their course.

Beginner students

Although BEET does not provide beginner-level courses, we do occasionally receive very low level students and we try to provide one-to-one 'booster' lessons until they are able to join an elementary class.

Gifted and talented students

Occasionally, we may encounter students whose proficiency with the language or exceptional ability to learn the language means that it is difficult to provide an appropriate level of challenge for them in the regularly-scheduled classes. In such cases, teachers inform the Director of Studies, who may be able to arrange a programme of tutorials to meet those students' needs and capabilities.