

INDIVIDUALISING STUDENT EXPERIENCE POLICY

1. Policy Statement

Our school is committed to providing a personalised, high-quality learning experience for all students aged 16+. We recognise that learners come to the UK not only to study English, but to experience and actively use the language in a real-world, English-speaking environment.

We aim to ensure that each student benefits from teaching and support that is tailored to their individual goals, while also engaging meaningfully with UK life, culture, and community.

2. Aims

- To tailor learning to each student's linguistic needs and personal goals
- To embed English learning within the UK context, both inside and outside the classroom
- To foster learner independence and confidence
- To ensure a supportive academic, social, and cultural experience
- To combine structured teaching with real-life language use

3. Understanding Student Needs

3.1 Initial Needs Analysis

All students complete a needs analysis at the start of their course. This allows teachers to:

- Identify goals (e.g. fluency, exam preparation, academic English)
- Select relevant materials and topics
- Adjust lesson focus and pacing

3.2 Ongoing Monitoring

Teachers continuously monitor progress through:

- Classroom observation and participation
- Informal feedback and in-class assessment
- Adaptation of lessons to reflect emerging needs

3.3 Tutorials (Long-Term Students)

- Students studying 5 weeks or more receive tutorials every 4 weeks

- Tutorials provide opportunities to:
 - Review progress
 - Set learning targets
 - Address challenges and support wellbeing

4. Individualisation in Teaching and Learning

4.1 Differentiation

Teachers are expected to:

- Adapt tasks for different ability levels within the class
- Provide support and extension activities
- Use student interests and backgrounds to personalise content

4.2 English in the UK

Our teaching reflects the principle that students are learning English in the UK, not just from a coursebook.

Teachers must:

- Link lessons to British life and culture
- Use local context (e.g. Bournemouth, Poole, Christchurch)
- Incorporate authentic materials (e.g. news, media, community topics)
- Encourage students to explore local opinions and perspectives

5. Learning Beyond the Classroom

5.1 Homework and Independent Learning

Homework is designed to promote real-world use of English. Tasks may include:

- Conducting interviews or surveys with people in the local area
- Communicating with host families or housemates
- Collecting real-life language from media or daily interactions
- Reporting findings back in class

This reinforces the expectation that learning extends beyond the classroom.

5.2 Off-Site Lessons

Where appropriate, teachers may organise off-site lessons to provide authentic learning opportunities.

All off-site lessons must:

- Be approved in advance by Academic Management
- Have clear learning objectives
- Follow all required procedures, including:
 - Student agreement forms
 - Risk assessments
 - Signing out procedures
- Include appropriate supervision, especially for under-18s
- Ensure clear instructions and regrouping arrangements

Off-site lessons should provide structured opportunities for students to practise English in real-life situations.

6. Promoting UK Culture and Community Engagement

6.1 UK Culture and Values

- Teachers incorporate UK culture regularly into lessons
- A monthly UK Culture and Values Week highlights key events, traditions, or milestones
- Materials are adapted to suit different levels

6.2 Local Area Engagement

Students are encouraged to:

- Research and present on places in the local area
- Participate in project-based learning linked to real locations
- Engage with the community as part of their learning

6.3 “Meet the British”

- Students can attend talks and workshops led by local people
- These sessions support authentic communication and cultural exchange

7. Social Programme and Student Experience

- A daily social programme is available:
 - Evening activities from Monday to Friday
 - Weekend excursions
- The programme supports:
 - Language development
 - Cultural understanding
 - Social integration
- Students are encouraged to participate fully as part of their learning experience

8. Accommodation and Language Use

Students may stay in:

- Homestay accommodation
- Student houses
- Residences

Accommodation is considered an important part of the learning experience. Students are encouraged to:

- Communicate in English in their living environment
- Engage with hosts, housemates, and peers

9. Quality Assurance

The school ensures continuous improvement by:

- Reviewing student feedback
- Monitoring teaching practices
- Evaluating academic outcomes
- Updating materials and procedures where necessary

See also: *Quality Assurance and Feedback Policy*

Policy reviewed: June 2026 – Academic Management

Next review due: June 2027