



Haileybury
International Summer School

Haileybury International Summer School Approach to Learning

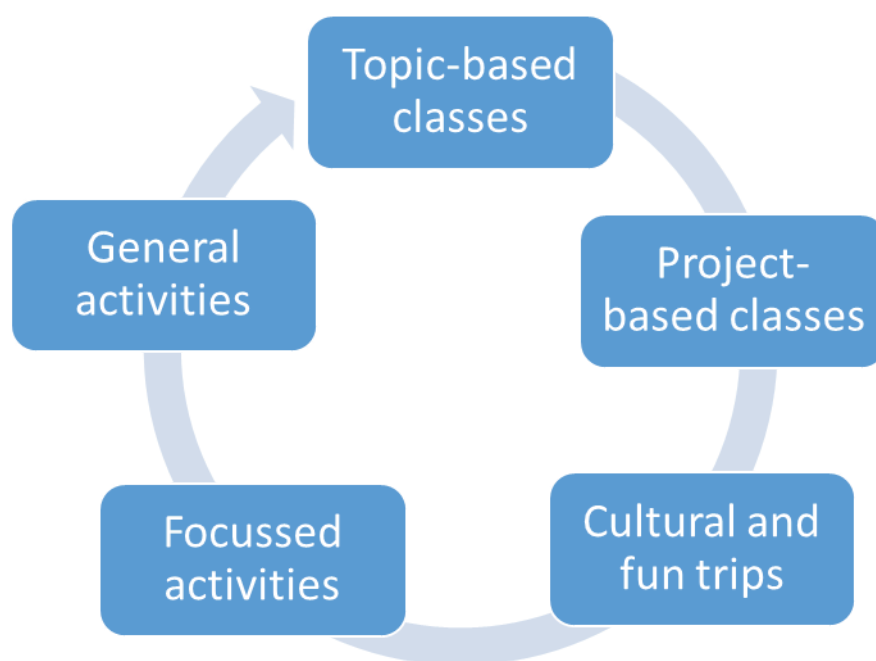
Policy date:	April 2024
Date of next review:	April 2025
Owner:	Summer School Director
Intended audience:	Summer School pupils, parents and staff
Location:	Summer School Website and Summer School Staff Handbook

1. Our approach:

- 1.1. We believe that young people learn best when they are fully immersed in the target language and engaged in activities that naturally promote communication, confidence, exploration and discovery – inside and outside the classroom.
- 1.2. This is why we create a language rich environment. Topic-based lessons using Content and Language Integrated Learning (CLIL) methodology allow learners to develop their English purposefully through an academic or cultural subject. Wednesday and Saturday excursions are linked to classwork and allow further exploration of chosen topics and British culture. Project-based classes facilitate natural communication as pupils work to achieve tasks and share their success. Our Focus Activities further develop language skills as pupils learn and acquire new skills through the medium of English. During evenings and house time, there is relaxed and fun communication in English as learners participate in a variety of activities with new friends.

2. During the course pupils will:

- 2.1. Improve subject knowledge and understanding, learn new skills and become confident, independent learners.
- 2.2. Improve ability to communicate about chosen topics (academic and social) in English – both spoken and written.
- 2.3. Develop language skills in an academic context: extending grammatical knowledge, vocabulary acquisition, recording and use, reading strategies, academic writing skills, effective listening strategies and speaking with fluency, coherence and accuracy.
- 2.4. Develop transferable academic and life skills such as: researching, planning, developing projects and ideas, comparing, evaluating, presenting, collaborating, discussing and debating.
- 2.5. Extend these (21st century skills) outside the classroom during activities, excursions and daily routines. This really brings English to life and gives learners the confidence to experiment with language and engage with others in a variety of situations. The focus is very much on real world skills, and what pupils can do with the English language.



Topic-based lessons

We teach English through chosen subject areas using CLIL. This makes learning more meaningful, builds intercultural knowledge and understanding, and increases pupils' motivation and confidence in both the language and the topic.

Pupils aged 11-13 with an A2 level of English study English and global culture topics and with related projects.

Pupils aged 12-16 with a B1 minimum level of English can choose either STEM (Science, Technology, Engineering, and Mathematics) or Arts, Humanities and Business as their pathway. Pupils also benefit from a genuine Haileybury experience; three hours of subject lessons per week with guest Haileybury teachers.

Task-based lessons

In a task-based approach, learners learn by doing. It allows pupils to develop creative and communication skills and use language naturally while collaborating to achieve a task in their chosen subject. Teachers will guide and develop naturally occurring language.

Focused activities

Pupils choose an activity to focus on during their course. Following CLIL methodology, pupils will develop skills, abilities and knowledge in their chosen field while using and improving their English skills.

General activities

In the evenings and on Sundays, pupils engage in a wide range of activities and fun trips which lead to natural and relaxed communication in English. The varied activities are a great way for pupils to make friends and integrate in their new environment.

Cultural excursions

These excursions are an integral part of Summer School and really bring the language to life. Some excursion tasks are incorporated into lessons to maximise the learning opportunities. During one full-day and the two half-day trips pupils will visit a museum or location (with communicative task) related to their chosen pathway, as well as enjoying a cultural experience such as the London Eye, a boat trip, walking tour or Cambridge punting.

English is everywhere

Pupils use English in the Dining Hall, during house time and when relaxing at break time. The pupil mentors are always available for a chat or support. This develops fluency and confidence in a relaxed and natural way.

2.6. We map our courses to the Common European Framework for Languages (CEFR) so that pupils can self-assess against a recognised framework which is linked to Cambridge and Trinity exams. (Charts are [here](#), CEFR in other languages [here](#).)

A2 – Pupils at this level can:	<ul style="list-style-type: none"> • Understand straightforward information about a familiar topic, such as very basic personal and family information, shopping, local area etc. • Write short simple postcards or emails about personal information, or fill in basic forms. • Express simple requests or needs in a familiar situation.
B1 – Pupils at this level can:	<ul style="list-style-type: none"> • Understand main points about work, school or leisure-related topics. • Write letters or make notes on topics on familiar topics. • Describe experiences, opinions or plans in a limited way.
B2 – Pupils at this level can:	<ul style="list-style-type: none"> • Understand the main idea of a complicated text such as an academic piece of writing as long as it is about topic of interest or within a familiar area. • Take part in conversation on quite a wide range of topics and exchange opinions using a variety of grammar and lexis. • Make notes during a live lesson or lecture or write a detailed, structured essay on a wide range of subjects.
C1 – Pupils at this level can:	<ul style="list-style-type: none"> • Understand a wide range of longer and more complex texts or conversations on unfamiliar topics. • Effectively use the language for varied social, professional and academic situations. • Create well-structured and detailed texts on a range of complicated subjects.

3. Learning outcomes

- Improved confidence when communicating in English.
- Ability to use an extensive range of vocabulary with confidence, fluency and precision.
- Develop key life skills: decision making, negotiation and problem-solving.
- Develop study skills and be prepared for studying in an English-speaking environment.
- Reflect on progress with CEFR mapped ‘can-do statements’ for academic and activity programmes.
- Take an internationally-recognised exam (Trinity GESE).
- Receive an end of course certificate and report with recommendations for future study.

Version history		
Date	Reviewed by	Notes
August 2021	Summer School Director	New policy
April 2024	Summer School Director and Commercial Operations Director	Reviewed