



Educational Policy

Students

At MELHC we believe lessons should be student centred and delivered by interested and interesting trained teachers within a fun atmosphere.

We respond to the needs and interests of our students by providing accurate assessment, reviewing progress continuously and providing appropriate and meaningful ways of practising what they have learned.

We encourage progress through academic awards and commendations and students are given the opportunity to gain internationally recognised examinations.

We encourage learner autonomy, with the student **CVO** providing a bridge between active and passive learning. We offer advice on ongoing learning after the student leaves MELHC.

We combine learning in the classroom with use and acquisition of English language in a social and sporting context. This is an enjoyable and meaningful way of practising language and is further exploited in the house situation where students of many nationalities are obliged to communicate in English. Fluency comes from confidence and risk taking which we encourage at all times.

Teachers

Our classroom teaching is influenced by the process syllabus, lexical approach and Dogme. The language taught is within the CEFR and Trinity College London guidelines. However, teachers are given time and space and some planning flexibility to best develop challenging materials to fully exploit the potential of their students.

We provide a range of materials, both in hard copy and electronically, which teachers can use and encourage a sharing and cohesive approach to lesson planning. Training is provided in teacher induction and regular workshops and classroom observations.

There is a clear and structured line management system where concerns can be addressed.

In case of absence we have capacity and procedures to provide cover to ensure the student learning is not interrupted.