

THIS POLICY APPLIES TO: EYNESBURY COLLEGE ACADEMY OF ENGLISH

POLICY ON MONITORING PERFORMANCE

The Director of Studies, administrative staff and teachers of Eynesbury College Academy of English are committed to systematically monitoring the performance of each student enrolled at the college and proactively notifying and counselling students who are at risk of failing to achieve satisfactory performance. This is a requirement of the *National Code of Practice*.

In order to achieve these goals, the following procedures and policies are put into practice:

1. On entering Eynesbury College Academy of English, all students are given proficiency tests in Reading, Writing, Listening and Speaking and placed in classes as appropriate to their tested level and any additional evidence (such as IELTS or TOEFL scores) provided by the student.
2. In week 4 and 9 of each term, students in all courses are given proficiency examinations which are carefully stepped with questions steadily increasing in difficulty. They are given a band score from 1 - 9 for each skill (Reading, Writing, Listening and Speaking). This forms half of the student's score for the term.
3. Throughout each term students are graded on a number of activities. These can include in-class participation, homework tasks, formal and informal class tests, interviews with a staff member, completion of online language tasks, completion of CALL tasks and participation in group activities. Tasks are determined by the teaching team for each class or level. Students also complete a project including an oral presentation every term which consists of a number of stages in order to accommodate students arriving or leaving in the term. This forms half of the student's score for the term.
4. Each level is assigned a band score range and a target band score in order to graduate to the next class.

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| Level 1 (General English): | 0 - 1.5 |
| Level 2 (General English): | 1.5 - 2.5 |
| Level 3 (General English): | 2.5 - 3.5 |
| Level 4 (General English/Business English/ EAP): | 3.5 - 4.5 |
| Level 5 (General English/ Business English/ EAP): | 4.5 - 5.0 |
| Level 6 (General English/ Business English/ EAP3): | 5.0 - 5.5 |
| Level 7 (EAP4 & Business English): | 5.5 - 6.0 |
| Level 8 (EAP 5): | 6.0 - 6.5 |
5. Irrespective of the course or level the student is placed in or chooses, all students are expected to make satisfactory progress.

A student will be deemed to have achieved **satisfactory course progress** at the end of each five week period if he or she has participated regularly during classes, completed all scheduled course assignments, tests and activities and has demonstrated that he/ she has improved their overall language skills. A student is generally expected to attain the target proficiency scores for their level within a ten week period.
6. The Director of Studies is responsible for monitoring course progress and ensuring the outcomes are accurately recorded on Interim Reports and Term Reports. Teachers in consultation with the Director of Studies are responsible for assessing whether or not a student has demonstrated satisfactory course progress.
7. Students must be made aware of their achievement levels and be given feedback or remedial work if they are experiencing difficulty with an activity.
8. Students who do not make satisfactory progress will be placed on an Intervention Strategy (see example attached). It is a requirement under the terms of the National Code 2007 that Eynesbury College Academy of English must undertake an intervention strategy to attempt to resolve the problem. Intervention strategies may include the following:
 - The student may be moved to a class at a lower English language level, eg from an Upper Intermediate level to an Intermediate level
 - Student counselling - The student will be counselled by the academic counsellor to identify any personal issues affecting course progress.
 - The counsellor may develop a learning contract in cooperation with the student.
 - The student may be withdrawn from the class for some 1:1 sessions with a teacher.

- Additional tasks may be set by the class teacher to work on a particular area of weakness, eg computer assisted language learning, reading tasks, grammar exercises, trial tests etc
- A student mentor may be appointed to assist during classes.

Teachers are asked to recommend to the Director of Studies a strategy or strategies which will benefit students at risk in their class. A written report will be kept of the procedures undertaken with the student and their outcomes. Progress will be monitored weekly by the responsible teacher and reported to the Director of Studies. A weekly meeting will be held with the student to monitor progress on the agreed learning contract.

9. Teachers are expected to make students aware of requirements for satisfactory progress in the Teacher's Expectations Document (example attached), keep accurate records of students' class work grades and complete Interim and Term Reports accurately and on time (Wednesday Week 5 and Wednesday week 10).
10. A meeting will be held with the teaching team for each class lead by the Director of Studies, at the end of each ten week period to discuss student progress and levels of achievement. Teachers will bring their class files which include all assessment tasks completed during the module and the recorded outcomes and notes on student progress. If a student has been identified as being at risk of failing to demonstrate satisfactory course progress, the teacher(s) must have documentary evidence of this (eg poor attendance records, samples of the student's work, written reports on participation levels, etc).

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| Policy Name | ECAE Policy on Monitoring Performance |
| Reference Authority | |
| Date of Approval | |
| Amendments | |