Statement of Educational Purpose 2025

- Celtic English Academy provides a quality learning environment in which both teaching staff and learners work together to meet their English language needs.
- Celtic ensures that tuition is delivered in small classes, with a maximum of just 10 students, to better enable student progression.
- We offer a range of courses and levels for students who need English for general, academic or specific purposes.
- We employ highly professional teaching staff in order to deliver focussed academic study.
- We endeavour to ensure our students achieve their personal, academic and professional goals and, in doing so, fulfil the requirements of employees, sponsors and further education institutions.
- We aim to enable the students to engage in cross-cultural communication, thereby engendering greater understanding between different peoples.
- Celtic endeavours to prepare students wishing to study at a U.K. university for the IELTS exam in order that they may better pursue their long-term educational goals.
- We aim to equip students with the necessary linguistic skills and cultural background needed to enhance integration into British society.
- We offer a welcoming and friendly environment in which learners feel supported and encouraged at all stages of their learning program.
- Celtic English Academy provides support and guidance on self-study skills and how the students can continue to progress after their course with us has finished.
- We offer our teaching staff the opportunity to continue their professional development in order to ensure an exceptionally high standard of teaching.
- We value student welfare above all and aim to ensure all students can approach any member of staff with an enquiry or issue they wish to discuss.
- We aim to ensure that lessons foster the core British values of democracy, the rule of law, individual liberty and a respectful tolerance of different faiths and beliefs.

Curriculum Policy 2025

Celtic English Academy is committed to the development of each individual student. We offer a broad and balanced curriculum to ensure that learners' linguistic skills and intercultural awareness are enhanced. We aim to provide a curriculum that will foster and promote learners' intellectual, cultural, social, critical thinking, 21st Century skills, sustainability and emotional development and allow them to establish the skills and attitudes to become independent learners and equip them with the necessary skills to integrate into British society. International students enrich our school community through the diversity of culture and experience that they bring. Celtic endeavours to embrace such diversity and strike a balance between individual and group needs of the learners.

The purpose of this policy is to ensure that all learners are treated equally. It sets out the steps that the school takes to ensure that all learners receive appropriate support to make certain that they are able to develop their proficiency in English and benefit fully from their education here at Celtic. The school recognises the importance of meeting student needs, both academically and socially. The school sets out to do so from the outset by requesting students complete a pre arrival placement test which includes a questionnaire. The purpose of the questionnaire is to identify student needs and expectations which allow for the school to identify learner objectives and expectations. In doing this, learner goals can be matched to the goals of the school.

Celtic also provides students with a suitable orientation program. Prior to arrival, students are provided with information and handbooks which detail information about the course, give an explanation of programmes and activities, explanation of school policies, explanation of the overall school structure and information about community activities. The school website also provides extended information about staff and social events organised by the school. Students also have the opportunity to join the school blog and Facebook page where they can exchange information with students and teachers.

In addition to the academic objectives of the school, there is provision for enhancement of cultural understanding through our extra-curricular activities, such as sports, entertainment activities and excursions. We recognise that international students may not have participated in such activities in their home countries and may have many different interests. However, we do encourage students to participate in our extra-curricular programme so that they can immerse themselves fully into British culture and engage with peers outside the classroom.

Set out in the curriculum are our policies regarding assessment and monitoring of student progression. An initial assessment of students' English language proficiency is carried out by our standard placement test. This test assesses the students in each of the four skills and determines the level at which the student will enter. Since appropriate placement encourages student engagement, enables students to build on their existing knowledge and skills and enhances opportunities for language acquisition, an initial placement is provisional and will be monitored carefully in the first week to ensure that any amendments can be made as soon as possible.

Ongoing assessment is paramount at Celtic. Students are assessed on a weekly basis through progress tests. This is to ensure that teachers are aware of individual learner progress and are able to monitor and record individual progress accordingly. Grades and any notes are recorded on a class progress tracker spreadsheet. Mid and end-of-term tests are also administered to assess and evaluate progression paths for individual learners. The information gathered on student achievement through assessment and evaluation is communicated to students through mid and end of term tutorials, in which students can discuss their progress and raise any issues of concern. Reports are also prepared for each student following the mid and end of term tests & tutorials - these are sent to the student by email and a copy is stored in their student folder on Google Drive.

With regards to academic objectives, all students receive support as their needs dictate. All teachers are responsible for supporting the academic success of all students. As part of their professional duties teachers are expected to include extension and stretch work in the curriculum and prepare more challenging activities for those students who excel. The same applies to those students who face academic weakness. Should students require more explanation or additional tutorial, the school may offer one-to-one tuition and tutorials.

With regard to student welfare Celtic is dedicated to supporting the well-being of all students by creating a responsive academic environment. Teachers are responsible for noticing changes in students' behaviour, engagement, or attendance and reporting concerns to the Academic Office. The Academic Office addresses these concerns by organising welfare meetings, creating action plans, and ensuring follow-up actions are taken. All welfare issues are documented, and feedback is gathered to improve processes. The welfare process involves recognising concerns, intervening with appropriate support, monitoring progress, and conducting regular follow-ups to ensure continued well-being. See Academic Welfare Policy 2025

It is our policy to nurture in all students the key concepts underpinning the learning of English as a Foreign Language in order to enhance overall linguistic ability. To do this students are required to acquire and practise key receptive and productive skills or processes. To expand these key skills the curriculum draws on a wide range and content of materials. Throughout the curriculum, students are given the chance to engage these processes and skills thus further enhancing their progress. The key concepts consist of four components – competence, creativity, cultural understanding and critical awareness, which are outlined below:

Competence: This directly reflects the foreign learner's language level. Competence consists of the ability to produce and understand English at the students' level of competence i.e. from beginners to advanced level.

Creativity: This, for non-native speakers, entails using known language (structure and vocabulary, style, register etc) to produce new utterances and written texts. This leads to producing and understanding higher levels of language eventually becoming independent learners.

Cultural understanding: Students learn about the culture of English specifically through the school's curriculum and social program and holistically by the experience of living in the U.K., either in their own accommodation or in one of the school's host families.

Critical awareness: As students' competence levels progress they become able to analyse different forms of media, texts, and speech and apply them or use them more effectively.

The key skills or processes are the different types of receptive and productive skills and sub skills which are presented in the materials. The students are given opportunities to practise their use of standard English using these skills. The skills are determined in the curriculum by the foreign learners' levels and as learners progress so do the range and scope of these skills and the students levels of accuracy and fluency.

The range and content of the materials contain the types of receptive and productive activities and the purposes of each type. For example, describing, narrating, arguing, or instructing, listening and reading for detail or gist and so on. Each activity requires suitable skills to reach successful outcomes.

The core materials at higher levels contain extracts from authentic fictional and non-fictional works.
This policy is supported by syllabuses and schemes of work, relevant to each specific course of study.
This policy and its effect on course design will be reviewed whenever deemed necessary as a result of student or teacher feedback.