

Level Change Policy

Last updated by: **Charlotte Fisher**

On: **03/03/2026**

Policy renewed at least annually, or as required according to changes in procedures or legislation.

Responsibility for this Document: **Charlotte Fisher**

Responsibility for Implementation: **Matic Gortnar, Teaching Coordinators in summer centres**

Procedure for changing levels at Junior Summer School

1. Placement test:

Students are required to complete an online placement test prior to arrival to determine their initial English language proficiency.

The placement test consists of three parts:

- Language Use (grammar and vocabulary)
- Reading Skills
- Listening Skills

If a student is unable to complete the test before arrival, they will complete it during their first lesson in a designated testing group.

2. Speaking assessment:

Upon arrival and during their first lesson, students' speaking skills will be observed and assessed by their class teacher. The speaking observation results will be submitted to the Teaching Coordinator. The Teaching Coordinator will review the speaking scores alongside the online placement test results, input the data into the class allocation system, and determine whether any adjustments to class placement are required. The speaking observation will therefore be combined with the online placement test results to confirm the student's final level allocation.

Updates to class allocations are normally completed on Monday following the speaking assessments. As a result, some students may be required to move to a different class from Tuesday in order to ensure accurate level placement.

3. Student self-assessment:

Students who feel that their assigned level is too difficult or too easy are encouraged to speak with their class teacher as the first point of contact. Teachers should listen carefully to the student's concerns and monitor the student's participation and performance over a short period before escalating the matter.

4. Escalating level concerns:

If concerns persist, or if the teacher believes a level review may be necessary, the matter should be referred to the Teaching Coordinator. Students may only be moved to a different class following consultation and formal approval from the Teaching Coordinator. Teachers cannot move students between classes independently. The final decision regarding any level change rests solely with the Teaching Coordinator.

5. Review and Decision:

The class teacher and the Teaching Coordinator will collaboratively review:

- The student's online placement test results
- The initial speaking observation
- Classroom performance and participation
- Any recent progress test results (if applicable)
- The student's concerns

Together, they will make a decision regarding whether the student should remain at their current level or be moved to a different one.

6. Implementation of the Decision:

If the decision is to change the student's level:

- The necessary adjustments will be made promptly
- The student will be informed of their new classroom and teacher
- Academic and administrative records will be updated accordingly
- All communication should be clear, supportive, and age-appropriate.

As students typically attend our summer course for one, two, three or more weeks, any approved level change should take effect as soon as possible to ensure the student benefits fully from appropriate placement. Level changes should therefore be implemented immediately where feasible, rather than waiting for a natural transition point, unless operational constraints require otherwise.

7. Thursday progress test:

Students complete a progress test on Thursdays. It does not assess specific content covered in class, but instead evaluates core language ability in two areas:

- A writing task to assess written production skills
- A Language Use component to assess grammar and vocabulary (similar in format to the placement test)

Progress test results are recorded in the class allocation system. These results are used in the calculation of students' final certificates.

For students staying longer than one week, progress test results are also taken into consideration when preparing new weekly class allocations, helping to ensure that students remain in the most appropriate level.

8. Monitoring and Feedback:

Following a level change, the class teacher and Teaching Coordinator will monitor the student's progress and comfort in the new class. Regular check-ins will take place to ensure the student is adapting well and benefiting from the move.

9. Ongoing Support:

Students who transition to a new level will continue to receive support from their teachers. Any further concerns will be addressed promptly in line with this procedure.

This procedure ensures that students' concerns about their English language levels are addressed systematically, fairly, and transparently, while maintaining academic consistency and supporting a positive summer school learning experience.