



Burlington School

Excellence in English



Monitoring Student Progress

Policies and Procedures

Accredited by the
 **BRITISH COUNCIL**
for the teaching
of English in the UK



TRINITY
COLLEGE LONDON
Registered Examination Centre 46190



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Summary

Rationale	<p>At Burlington School, it is important that students’ progress is monitored from arrival to exit, that it is effectively recorded, and the data used for quality control purposes and to benefit students and the school.</p> <p>When considering student progress, it is important to consider a range of areas, including:</p> <ul style="list-style-type: none"> • Academic monitoring learning and progress is the most effective way of maintaining and raising standards across teaching. • Welfare it may be the case that a student’s progress is being affected by welfare issues, or other non-academic concerns. It is important for the school to be able to identify issues and offer the appropriate support. • Compliance in the case of students who are being sponsored by a government or other body, certain academic criteria must be fulfilled, and effective monitoring enables the school to assist and support such students more effectively.
Aim	<p>The following guidelines aim:</p> <ul style="list-style-type: none"> • to explain the basis of Burlington School’s assessment system; • to ensure that procedures are in place to monitor student progress; • to ensure that procedures are in place to ensure accurate recording of student progress data; • to inform Burlington School staff and representatives of their responsibilities regarding student progress; • to ensure that procedures are in place for identifying progress below expectations; • to highlight our commitment to the academic progress of our students; • to highlight our commitment to student welfare, as indicated by poor progress; • to highlight our commitment to students under 18 and to vulnerable adults; • to highlight our commitment to meeting compliance regulations.
Applies to	<ul style="list-style-type: none"> • Managing Director • Director of Studies • Assistant Director of Studies • Young Learner Programme Coordinator • Teachers • Safeguarding & Welfare Officer • Prevent Lead
Related Documents	<ul style="list-style-type: none"> • Course Syllabuses • Teachers’ Handbook • Burlington School Speaking Criteria • Burlington School Writing Criteria • Speaking Descriptors & Rubrics • Writing Descriptors & Rubrics • Safeguarding & Welfare Policy • Prevent Policy
Approved by	Managing Director
Responsibility for update	Managing Director and Director of Studies
Date of approval	August 2023
Proposed date of review	August 2024

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Introduction & Rationale

These Guidelines explain how student progress is measured at Burlington School, covering placement testing, progress testing and external examinations, as well as continuous assessment of student work.

It also seeks to explain the background to the development of the Burlington School Assessment Scale, and to show how this is used for students on their different courses.

A full description of the research and assumptions underlying the assessment procedures is given.

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Defining a Course

In institutions such as Universities and FE Colleges there are a number of factors defining what a course is:

1. Courses have a fixed start date and end date.
2. The assumption is that all students start a course with a similar documented level of knowledge (such as GCSEs or A-Levels).
3. All students are working towards the same goal (such as a degree or diploma).
4. Students start a course with the expectation of reaching a certain level of knowledge by the end of it.

In a private language school such as Burlington School, these factors do not apply. In fact:

1. Students join the school on a weekly basis, and have varying course lengths.
2. Students join the school with any level of proficiency in English.
3. Students have different goals and motivations.
4. Students' expectations are often unrealistic, and they need to be made aware of the progress they can reasonably achieve in the time available to them.

From these points it can be seen that students will not typically enrol on a pre-existing course; rather, that their level of English at enrolment and the length of their booking will result in their taking what can be regarded as a unique course. The challenge is to allow for this within the constraints of the school.

This has led Burlington School to develop a specific learning scale designed to cater to all students and their needs.

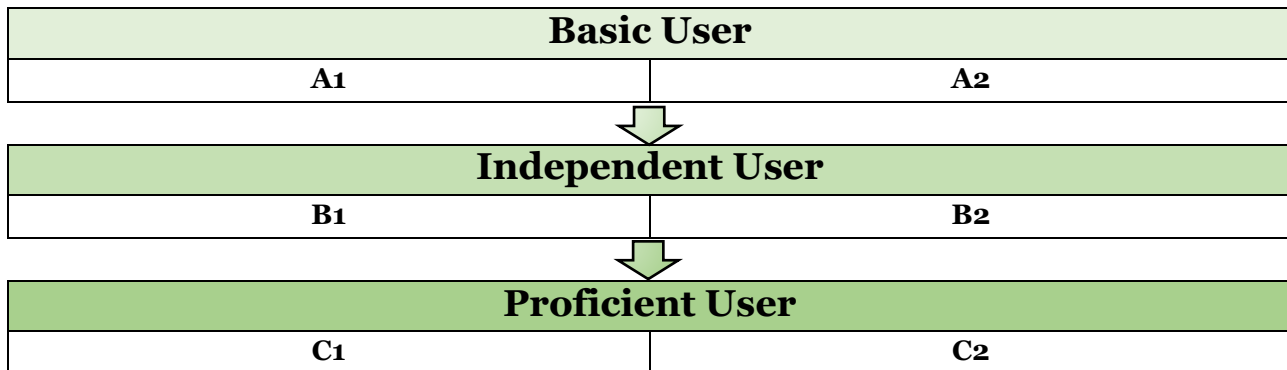
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Developing a Learning Scale

I. Benchmarking descriptive levels to a learning environment

Although levels of English Proficiency are defined and measured by a number of scales, such as the Common European Framework of Reference for Languages (CEFR)ⁱ and the Regulated Qualifications Framework (RQF)ⁱⁱ, it is perhaps more helpful to think of language learning as a continuous progression rather than as a series of steps defined by qualifications or benchmarks.

The CEFR is a descriptive scale, describing what students *can do*. It is important to recognise this, and not regard it as a teaching syllabus or assessment scaleⁱⁱⁱ. The descriptive outcomes are categorised into 6 levels:



The global descriptors for the lowest level, A1, state^{iv} that a student:

- *can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type;*
- *can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has;*
- *can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.*

It is therefore clear that teaching and learning will take place starting at a level *below* A1, catering for beginners in the language. For the sake of consistency, this teaching level has been named A0. This level must be factored in to any teaching scales.

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II. Using the benchmarked scale as a syllabus guide

Research^v suggests that it takes between 150 and 200 teaching hours for a language learner to make progress equivalent to one level of the CEFR. Therefore, we would expect a student following a Standard course to take approximately 12 weeks (180 hours' teaching) to make this progress. It can be said, therefore, that 12 weeks' study is equivalent to 1 level of the CEFR. Thus, the levels that can potentially be taught at Burlington School are:

- | | | | | |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| 1. A0.1 | 2. A0.2 | 3. A0.3 | 4. A1.1 | 5. A1.2 |
| 6. A1.3 | 7. A2.1 | 8. A2.2 | 9. A2.3 | 10. B1.1 |
| 11. B1.2 | 12. B1.3 | 13. B2.1 | 14. B2.2 | 15. B2.3 |
| 16. C1.1 | 17. C1.2 | 18. C1.3 | 19. C2.1 | 20. C2.2 |
| 21. C2.3 | | | | |

Taking these factors together, we can plot the theoretical progress of a student from complete beginner (A0.1) to effective mastery of the language (C2.3). For a typical student, this would take 80 weeks. ([See Appendix 1](#))

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III. Developing a numerical scale

Having calculated what can be referred to as par progress, it is important to apply a practical measurable scale to it. The reasons for this are:

- As stated above, the CEFR descriptors are descriptive of proficiency, and while they are sufficient to give an overall description of a student's level at the end of their course, they are not designed to be used to describe progress.
- The median course length for students is 4 weeks. In this period, it is unlikely that a student would make sufficient progress for it to be effectively described by comparing CEFR levels (a student studying 4 weeks would almost certainly be at the same CEFR level at the beginning and end of their course).
- For quality control purposes, it is important to be able to see which classes and which teachers are delivering results above or below expectations.
- When managing student expectations, it is important to be able to give them a realistic estimate of their future progress at the start of their course.
- When advising students who are planning to take an external exam, it is important to be able to give them a concrete idea of when they will be fully prepared, and when they should enrol.
- For marketing and reporting purposes, it is useful to be able to analyse figures to give an idea of the value added by our classes.

As the focus of examinations has changed in recent years from pass/fail criteria towards score reporting, a number of institutions (such as Cambridge English^{vi} and Pearson English^{vii}) have developed numerical assessment scales. Although these are primarily designed to describe outcomes of external achievement tests, they can be used as the basis of a progress scale.

As the majority of external examination courses offered by Burlington School are for examinations offered by Cambridge English, the Cambridge English Scale has been used as the basis for the Burlington School Assessment Scale. ([See Appendix 2](#))

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IV. Benchmarking the scale to internal and external testing

Classes at Burlington School follow coursebooks published by specialist publishers, with materials designed and adapted to specific levels of the CEFR. A typical coursebook will focus on materials benchmarked to the CEFR as follows:

Level	Core Material	Additional Material
Beginners	Low A1	n/a
Elementary	A1	Low A2
Pre-Intermediate	A2	Low B1
Intermediate	B1	Low B2
Upper Intermediate	B2	Low C1
Advanced	C1	Low C2

From this we can see that as students finish one coursebook, they are assumed to have mastered the skills and language described by the core level, and to have had an introduction to the skills and language described by the additional level. Subsequent coursebooks will then consolidate this learning and work on the language and skills described by the subsequent level, and so on.

It is thus possible to map the progress made by students as they progress through 3 Coursebook cycles, and therefore to track the expected progress of students throughout this period. ([See Appendix 3](#))

As the Cambridge English Scale has been used as the basis for the Burlington Assessment Scale, it is natural to adapt the grading criteria of the Cambridge English Examinations ([See Appendix 4](#)). The Standard criteria for the Cambridge English Examinations is as follows (using the Cambridge First at B2 as an example):^{viii}

Level of Examination	Percentage	Grade	CEFR
B2	80 - 100%	A	C1
	75 - 79%	B	B2 (High)
	60 - 74%	C	B2
	45 - 59%		B1
	0 - 44%		Below B1

These scales and criteria have been used to benchmark internal progress tests. ([See Appendix 5](#))

The Cambridge English Scale has been mapped to the Burlington Assessment Scale for reporting of external examinations. ([See Appendix 6](#))

Using performance data, internal placement and exit tests have been mapped to the Burlington Scale. ([See Appendix 7](#))

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Placement of Students

Students are placed according to their placement test score*. The placement test has the following components:

Component	Scoring system
Multiple choice	Raw scores are converted to a level and scaled score. (See Appendix 7).
Spoken interview	Students are assessed using the Burlington School Speaking Criteria ^{ix} .
Written test (Adult Programme only)	Students are assessed using the Burlington School Writing Criteria ^x .

For each week of a 12-week cycle, the expected proficiency range for students in each class has been mapped to the Burlington Assessment Scale ([See Appendix 8](#)).

Placement scores have been benchmarked to this scale, and students are placed accordingly ([See Appendix 9](#)).

Additional considerations when placing students:

Situation

A student's multiple-choice score and speaking score are widely different.

A student scores a borderline between 2 levels.

A student has an extremely low or high level, and joins the school at a time when there is no suitable class for them ([See Appendix 8](#))

Action

In these situations, more consideration is given to the productive (spoken) element of the test, as it is a better indicator of how the student will perform in class.

The length of the student's course is taken into account, so that a student studying a longer course will be placed in the lower level, as it is felt such students will benefit from the consolidation. Students studying shorter courses, whose aim will be to learn more quickly, will be placed in the higher level, as it is felt that such students will benefit from the challenge.

The student is placed in the closest class to their level, and they are given extra support, either by means of 1-1 tutorials, or additional study.

* When numbers are low, YLs will be grouped by age instead. Their placement test result will be used to help the teacher choose the appropriate materials for the class.

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Assessment

Progress is measured in a number of ways at the school.

Adult Courses

1. Progress Tests

Progress tests are a measure of how a student is performing in one particular level, and are an illustration primarily of a student's performance at that level.

- A high score in a progress test is indicative of a student performing well **at that particular level**. It is not an indication of how a student would perform at a higher level. This is reflected in the progress test scoring system, where a grade A in a given progress test is equivalent to a grade D (a below par score) in the test at the level above. ([See Appendix 5](#))
- Conversely, a notably low score in a progress test is indicative of a student who has not acquired the basics of the language described by the level. It is therefore in the student's best interest to consolidate their language by studying at a lower level. This is reflected in the progress test scoring system, where a grade E in a given progress test is equivalent to a grade C (a par score) in the test at the level below. ([See Appendix 5](#))

Our General English classes have a progress test every 3 weeks, so each twelve-week cycle contains four progress tests. The test is always based on the course book's content and includes grammar, vocabulary, listening and/or reading. Should a student complete a whole term at the school, she/he will therefore have four progress test marks.

Tests in the IELTS Preparation class occur once every month. They cover Reading, Writing and Listening. Speaking is assessed and practiced daily.

2. Continuous Assessment

• Speaking

Students' speaking performance is monitored on a daily basis. With every progress test mark, each student is also given a speaking mark, which can be obtained through pre-set Speaking Descriptors and Rubrics^{xi}. By the end of a term, a student who has completed it should have four speaking marks.

• Writing

Students have at least one writing task between each progress test. The marks for each piece of writing should be based on pre-set Writing Descriptors and Rubrics^{xii}. A student who has completed a whole cycle should have four writing marks.

3. Homework

Teachers set homework at least 3 times a week as consolidation of work covered in class. Homework is marked and returned to students with appropriate feedback.

4. Tutorials

Tutorials give teachers the opportunity to discuss a student's progress and learning on a one-to-one basis. They also give the teacher the chance to set individual work and goals, and to become more informed about each student's learning needs. Every student with any mark below 70% (Grade C or lower) is required to have tutorial sessions with their teacher. Tutorials are available upon request for students with higher marks (equivalent to Grades A and B). Due to the nature of their course, all IELTS students have tutorial sessions, independently on their scores.

In cases where a student's work is significantly below expectations, the teacher notifies the Director of Studies, who discusses with the teacher the best course of action. The Director of Studies may meet with the student, paying attention to the student's welfare, attendance and visa status.

When a student's performance is significantly above expectations, the teacher also notifies the Director of Studies in order to discuss the best course of action. Depending on the student's needs, they may be invited to take a Placement Test to determine whether they are studying at the correct level. Any relevant information is passed on to the Safeguarding & Welfare Officer, Managing Director, and, where applicable, the Prevent Lead.

In addition, progress data is monitored by the Director of Studies on an ongoing basis, and classes that are seen to be underperforming are immediately observed. Where relevant, remedial or disciplinary action is taken against the teacher(s). Such observations are over and above the standard observation cycle.^{xiii}

Young Learner Courses

Due to the nature of this programme, our Young Learners do not have progress tests or tutorials. Instead, they are continuously assessed through in-classroom activities.

[See Appendix 12](#) for more information on the roles of staff.

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External Examinations

Students are encouraged to take external examinations. The reasons for this include:

- External examinations give an internationally-recognised and validated qualification, making it easier for candidates to demonstrate their language skills;
- They increase employment prospects for candidates;
- They form a valuable part of many academic pathways;
- They can offer a more definite focus to a course of study.

The most popular External examinations have been mapped to the Burlington Assessment Scale ([See Appendix 6](#)), and results are recorded as part of a student's progress. For this reason, students must apply for these exams through the school where possible.

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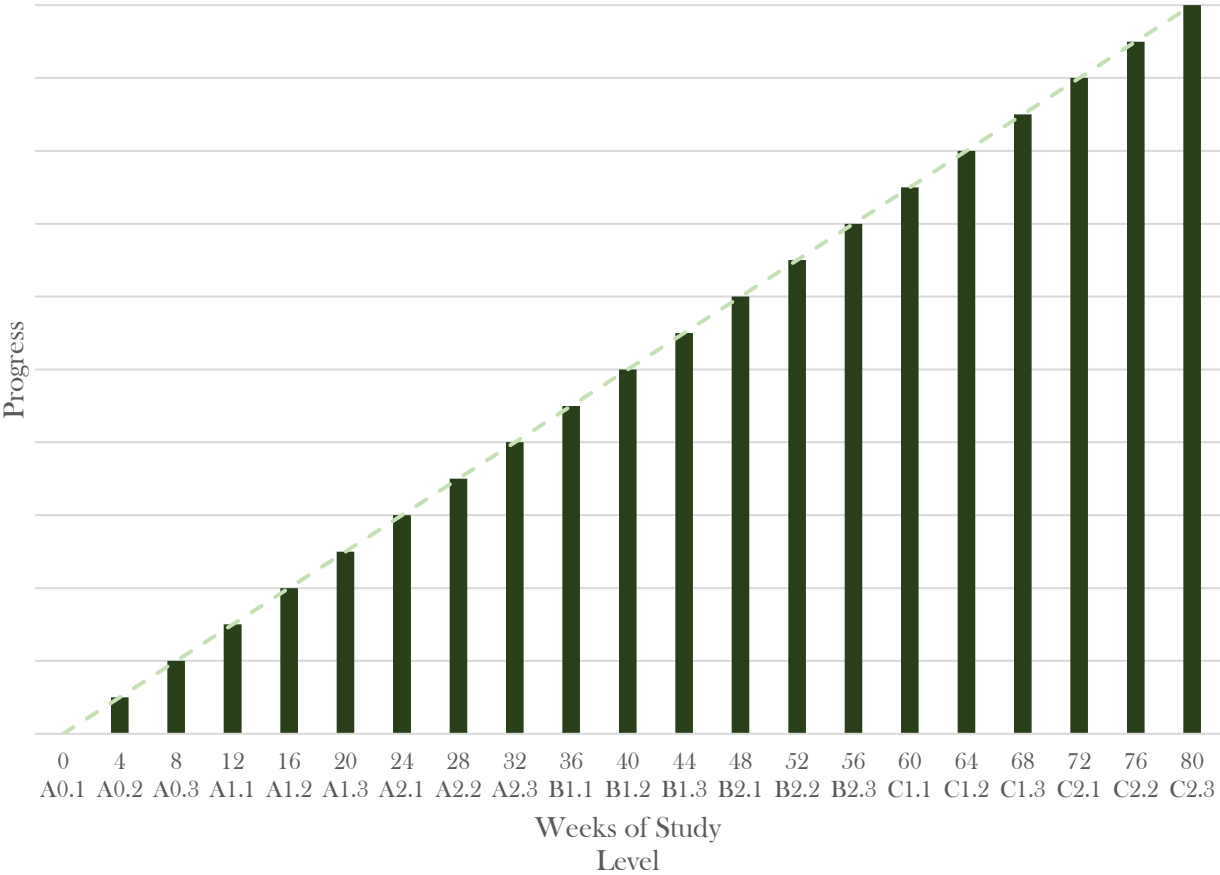
Recording Data

All performance data is recorded for all students.

Pre-Arrival Tests	When taken, these are entered into the student's progress record page on the school database by the Registrar or Marketing Officer responsible. A scanned copy of the original is uploaded to the student's page by the Registrar or Marketing Officer responsible.
Placement Tests	These are entered into the student's progress record page on the school database by the Director or Assistant Director of Studies. A scanned copy of the original is uploaded to the student's page by the Director or Assistant Director of Studies.
Progress Tests	The grades from these are recorded by the teacher on the score sheet in the register (See Appendix 10). The results are also entered into the student's progress record page on the school database by the Director or Assistant Director of Studies. The originals of the tests are kept on file.
Speaking and Writing Assessment	The grades from these are recorded by the teacher on the score sheet in the register (See Appendix 10). The results are also entered into the student's progress record page on the school database by the Director or Assistant Director of Studies.
Tutorials	Tutorials are recorded by the teachers (See Appendix 11). The original record form is kept on file.
External Examinations	Where available, the results are entered into the student's progress record page on the school database by the Director of Studies. Where available, a scanned or electronic copy of the certificate or statement of results is uploaded to the student's page by the Director of Studies.

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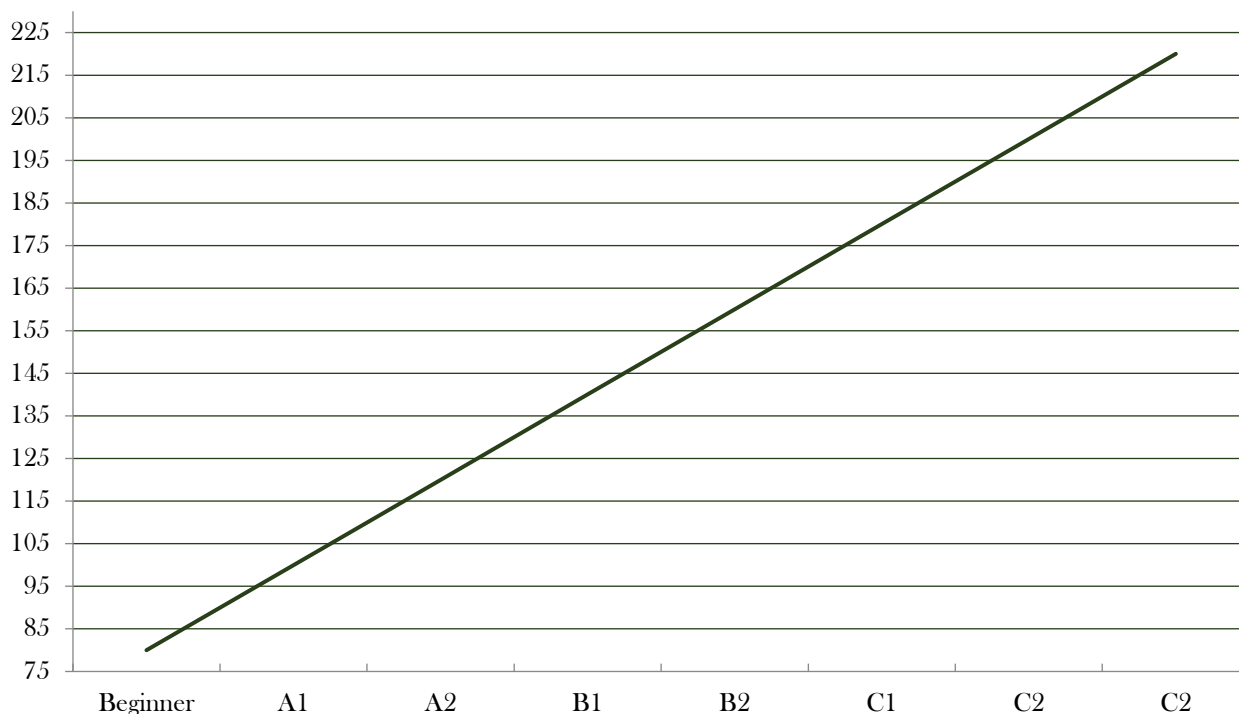
Appendix 1: Average Progress from Absolute Beginner to Effective Mastery



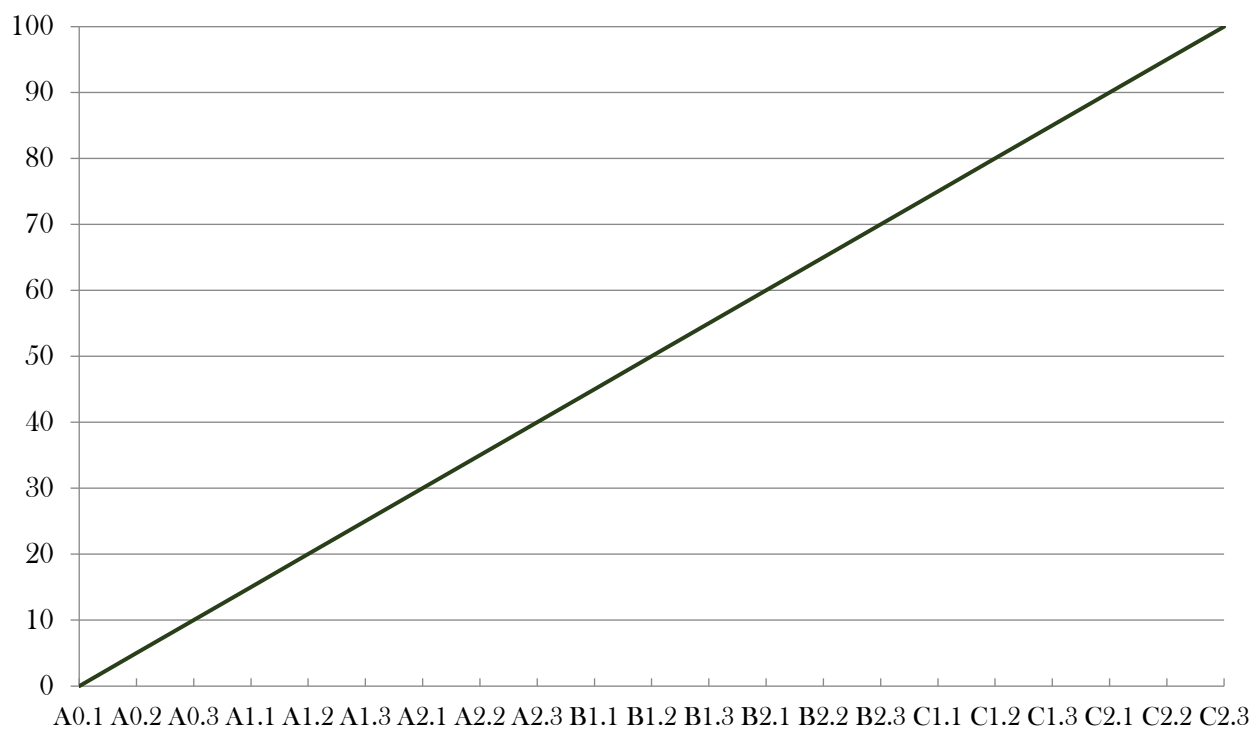
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Appendix 2: Illustration of how the Cambridge English Scale has been adapted for the Burlington Assessment Scale

Cambridge Scale



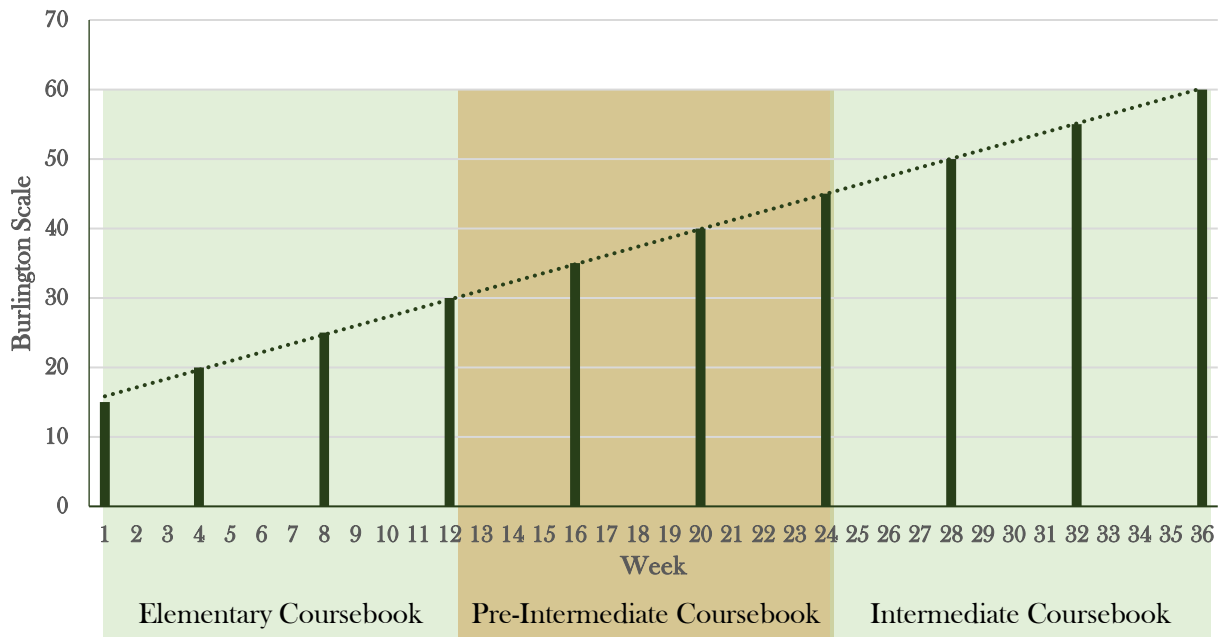
Burlington Assessment Scale



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Appendix 3: Average progress through 3 Coursebook cycles

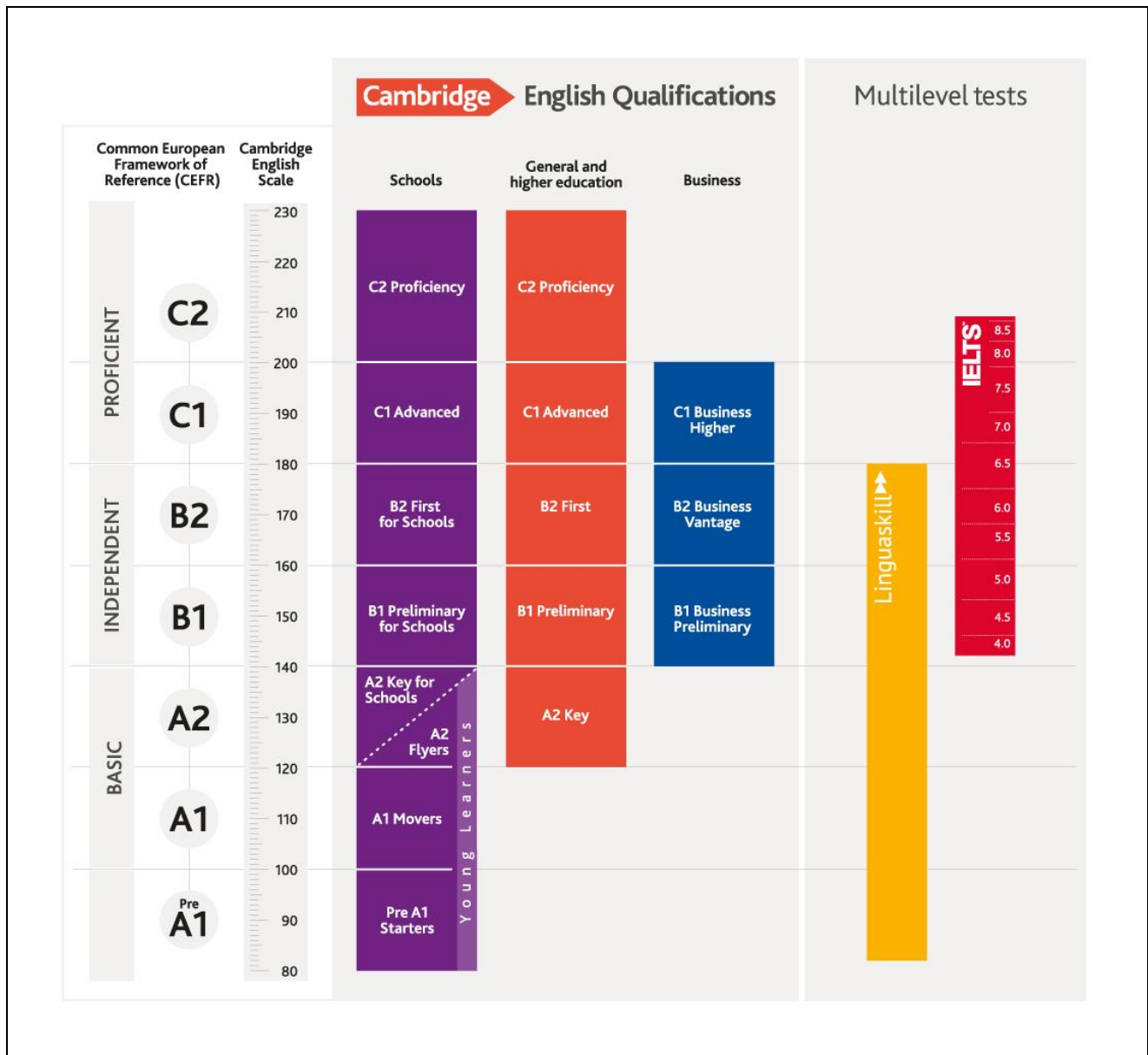
Progress over 36 weeks



Coursebook	Week	Assumed level of students
Elementary	0	A1.1
Elementary	4	A1.2
Elementary	8	A1.3
Elementary	12	A2.1
Pre-Intermediate	0	A2.1
Pre-Intermediate	4	A2.2
Pre-Intermediate	8	A2.3
Pre-Intermediate	12	B1.1
Intermediate	0	B1.1
Intermediate	4	B1.2
Intermediate	8	B1.3
Intermediate	12	B2.1

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Appendix 4: Cambridge English Scale mapped to External Examinations



Source: <http://www.cambridgeenglish.org/exams/cambridge-english-scale/institutions/>

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Appendix 5: Internal Progress Test Scores

The par score for the progress tests is as follows:

1. Beginner

Progress Test	Week	Par CEFR	Par Burlington Assessment Scale	Grade
1	3	A0.1	0	D
2	6	A0.2	5	C
3	9	A0.3	10	B
4	12	A1.1	15	A

2. Elementary

Progress Test	Week	Par CEFR	Par Burlington Assessment Scale	Grade
1	3	A1.1	15	D
2	6	A1.2	20	C
3	9	A1.3	25	B
4	12	A2.1	30	A

3. Pre Intermediate

Progress Test	Week	Par CEFR	Par Burlington Assessment Scale	Grade
1	3	A2.1	30	D
2	6	A2.2	35	C
3	9	A2.3	40	B
4	12	B1.1	45	A

4. Intermediate

Progress Test	Week	Par CEFR	Par Burlington Assessment Scale	Grade
1	3	B1.1	45	D
2	6	B1.2	50	C
3	9	B1.3	55	B
4	12	B2.1	60	A

5. Upper Intermediate

Progress Test	Week	Par CEFR	Par Burlington Assessment Scale	Grade
1	3	B2.1	60	D
2	6	B2.2	65	C
3	9	B2.3	70	B
4	12	C1.1	75	A

6. Advanced

Progress Test	Week	Par CEFR	Par Burlington Assessment Scale	Grade
1	3	C1.1	75	D
2	6	C1.2	80	C
3	9	C1.3	85	B
4	12	C2.1	90	A

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Appendix 6: External Examination Results

The following data are used for benchmarking external examinations and internal practice examinations:

- **Cambridge English Examinations^{xiv}**

1. Cambridge English: Key (KET):

Grade	CEFR	Scale
Distinction	B1.1	45
Merit	A2.3	40
Pass	A2.1	30
Level A1	A1.1	15
Below A1	A0.3	10

2. Cambridge English: Preliminary (PET):

Grade	CEFR	Scale
Distinction	B2.1	60
Merit	B1.3	55
Pass	B1.1	45
Level A2	A2.1	30
Below A2	A1.3	25

3. Cambridge English: First (FCE):

Grade	CEFR	Scale
A	C1.1	75
B	B2.3	70
C	B2.1	60
Level B1	B1.1	45
Below B1	A2.3	40

- **Cambridge English: Business (BEC)**

1. Business Preliminary:

Grade	CEFR	Scale
Distinction	B2.1	60
Merit	B1.3	55
Pass	B1.1	45
Level A2	A2.1	30
Below A2	A1.3	25

2. Business Vantage:

Grade	CEFR	Scale
A	C1.1	75
B	B2.3	70
C	B2.1	60
Level B1	B1.1	45
Below B1	A2.3	40

4. Cambridge English: Advanced (CAE):

Grade	CEFR	Scale
A	C2.1	90
B	C1.3	85
C	C1.1	75
Level B2	B2.1	60
Below B2	B1.3	55

5. Cambridge English: Proficiency (CPE):

Grade	CEFR	Scale
A	C2.3	100
B	C2.2	95
C	C2.1	90
Level B2	C1.1	75
Below B2	B2.3	70

3. Business Higher:

Grade	CEFR	Scale
A	C2.1	90
B	C1.3	85
C	C1.1	75
Level B2	B2.1	60
Below B2	B1.3	55

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- IELTS^{xv}

Score	CEFR	Scale
9.0	C2.2	100
8.5	C2.2	95
8.0	C2.1	90
7.5	C1.2	80
7.0	C1.1	75
6.5	B2.3	70
6.0	B2.2	65

Score	CEFR	Scale
5.5	B2.1	60
5.0	B1.3	55
4.5	B1.2	50
4.0	B1.1	45
3.5	A2.3	40
3.0	A2.2	35
2.5	A2.1	30

- TOEFL iBT^{xvi}

Score	CEFR	Scale
118 - 120	C2.2	100
115 - 117	C2.2	95
110 - 114	C2.1	90
102 - 109	C1.2	80
94 - 101	C1.1	75

Score	CEFR	Scale
79 - 93	B2.3	70
60 - 78	B2.2	65
46 - 59	B2.1	60
35 - 45	B1.3	55
32 - 34	B1.2	50

- TOEIC ®^{xvii}

1. TOEIC ® Bridge

Listening Score	CEFR	Scale
84 - 90	B1.1	45
82 - 89	A2.3	40
73 - 81	A2.2	35
64 - 72	A2.1	30
58 - 63	A1.3	25
52 - 57	A1.2	20
46 - 51	A1.1	15
0 - 45	A0.3	10

Reading Score	CEFR	Scale
86	B1.1	45
81 - 85	A2.3	40
76 - 80	A2.2	35
70 - 75	A2.1	30
62 - 69	A1.3	25
54 - 61	A1.2	20
46 - 53	A1.1	15
0 - 45	A0.3	10

2. TOEIC ® Listening & Reading

Listening Score	CEFR	Scale
490 - 495	C1.1	75
460 - 489	B2.3	70
430 - 459	B2.2	65
400 - 429	B2.1	60
359 - 399	B1.3	55
317 - 358	B1.2	50
275 - 316	B1.1	45
220 - 274	A2.3	40
165 - 219	A2.2	35
110 - 164	A2.1	30
94 - 109	A1.3	25
77 - 93	A1.2	20
60 - 76	A1.1	15
40 - 59	A0.3	10
20 - 39	A0.2	5
0 - 19	A0.1	0

Reading Score	CEFR	Scale
455 - 495	C1.1	75
432 - 454	B2.3	70
409 - 431	B2.2	65
385 - 408	B2.1	60
349 - 384	B1.3	55
312 - 348	B1.2	50
275 - 311	B1.1	45
222 - 274	A2.3	40
169 - 221	A2.2	35
115 - 168	A2.1	30
97 - 114	A1.3	25
79 - 96	A1.2	20
60 - 78	A1.1	15
40 - 59	A0.3	10
20 - 39	A0.2	5
0 - 19	A0.1	0

2. TOEIC ® Speaking & Writing

Speaking Score	CEFR	Scale
180 - 200	C1.1	75
174 - 179	B2.3	70
167 - 173	B2.2	65
160 - 166	B2.1	60
147 - 159	B1.3	55
134 - 146	B1.2	50
120 - 133	B1.1	45
110 - 119	A2.3	40
100 - 109	A2.2	35
90 - 99	A2.1	30
77 - 89	A1.3	25
64 - 76	A1.2	20
50 - 63	A1.1	15
34 - 49	A0.3	10
17 - 33	A0.2	5
0 - 16	A0.1	0

Writing Score	CEFR	Scale
180 - 200	C1.1	75
170 - 197	B2.3	70
160 - 169	B2.2	65
150 - 159	B2.1	60
140 - 149	B1.3	55
130 - 139	B1.2	50
120 - 129	B1.1	45
104 - 119	A2.3	40
87 - 103	A2.2	35
70 - 86	A2.1	30
57 - 69	A1.3	25
44 - 56	A1.2	20
30 - 43	A1.1	15
20 - 29	A0.3	10
10 - 19	A0.2	5
0 - 9	A0.1	0

- Trinity College London Examinations^{xviii}

Integrated Skills in English (ISE)

1. ISE Foundation

Grade	CEFR	Scale
Distinction	A2.3	40
Merit	A2.2	35
Pass	A2.1	30
Fail	A1.1	15

2. ISE I

Grade	CEFR	Scale
Distinction	B1.3	55
Merit	B1.2	50
Pass	B1.1	45
Fail	A2.1	30

3. ISE II

Grade	CEFR	Scale
Distinction	B2.3	70
Merit	B2.2	65
Pass	B2.1	60
Fail	B1.1	45

4. ISE III

Grade	CEFR	Scale
Distinction	C1.3	85
Merit	C1.2	80
Pass	C1.1	75
Fail	B2.1	60

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Graded Examinations in Spoken English (GESE)

1. GESE 1

Grade	CEFR	Scale
Distinction	A1.2	20
Merit	A1.1	15
Pass	A0.3	10
Fail	A0.1	0

2. GESE 2

Grade	CEFR	Scale
Distinction	A1.3	25
Merit	A1.2	20
Pass	A1.1	15
Fail	A0.1	0

3. GESE 3

Grade	CEFR	Scale
Distinction	A2.3	40
Merit	A2.2	35
Pass	A2.1	30
Fail	A1.1	15

4. GESE 4

Grade	CEFR	Scale
Distinction	B1.2	50
Merit	B1.1	45
Pass	A2.3	40
Fail	A1.3	25

5. GESE 5

Grade	CEFR	Scale
Distinction	B1.3	55
Merit	B1.2	50
Pass	B1.1	45
Fail	A2.1	30

6. GESE 6

Grade	CEFR	Scale
Distinction	B2.2	65
Merit	B2.1	60
Pass	B1.3	55
Fail	A2.3	40

7. GESE 7

Grade	CEFR	Scale
Distinction	B2.3	70
Merit	B2.2	65
Pass	B2.1	60
Fail	B1.1	45

8. GESE 8

Grade	CEFR	Scale
Distinction	C1.1	75
Merit	B2.3	70
Pass	B2.2	65
Fail	B1.2	50

9. GESE 9

Grade	CEFR	Scale
Distinction	C1.2	80
Merit	C1.1	75
Pass	B2.3	70
Fail	B1.3	55

10. GESE 10

Grade	CEFR	Scale
Distinction	C1.3	85
Merit	C1.2	80
Pass	C1.1	75
Fail	B2.1	60

11. GESE 11

Grade	CEFR	Scale
Distinction	C2.2	95
Merit	C2.1	90
Pass	C1.3	85
Fail	B2.3	70

12. GESE 12

Grade	CEFR	Scale
Distinction	C2.3	100
Merit	C2.2	95
Pass	C2.1	90
Fail	C1.1	75

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Appendix 7: Placement and Exit Test Scores

The Burlington School Placement Test was provided by an external provider^{xxx}, and the scores have been benchmarked in 2 separate ways:

1. Guidance from the provider of the test
2. Trialling with current students at the school

The scores are also monitored on an ongoing basis to check for accuracy.

The scores have been benchmarked as follows:

Score	CEFR	Scale
50	C2.3	100
48 - 49	C2.2	95
46 - 47	C2.1	90
44 - 45	C1.3	85
41 - 43	C1.2	80
38 - 40	C1.1	75
36 - 37	B2.3	70
33 - 35	B2.2	65
30 - 32	B2.1	60
28 - 29	B1.3	55
25 - 27	B1.2	50

Score	CEFR	Scale
22 - 24	B1.1	45
20 - 21	A2.3	40
17 - 19	A2.2	35
14 - 16	A2.1	30
12 - 13	A1.3	25
9 - 11	A1.2	20
6 - 8	A1.1	15
4 - 5	A0.3	10
2 - 3	A0.2	5
0 - 1	A0.1	0

Burlington School has an exit test which is taken by groups or individuals on request. The test was provided by an external provider^{xxx}, and the scores have been benchmarked in 2 separate ways:

1. Guidance from the provider of the test
2. Trialling with current students at the school

The scores are also monitored on an ongoing basis to check for accuracy.

Score	CEFR	Scale
81-84	C2.3	100
77-80	C2.2	95
73-76	C2.1	90
69-72	C1.3	85
65-68	C1.2	80
61-64	C1.1	75
57-60	B2.3	70
53-56	B2.2	65
49-52	B2.1	60
45-48	B1.3	55
41-44	B1.2	50

Score	CEFR	Scale
37-40	B1.1	45
33-36	A2.3	40
29-32	A2.2	35
25-28	A2.1	30
21-24	A1.3	25
17-20	A1.2	20
13-16	A1.1	15
9-12	A0.3	10
5-8	A0.2	5
0-4	A0.1	0

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Appendix 8: Progress during a 12-Week Coursebook cycle

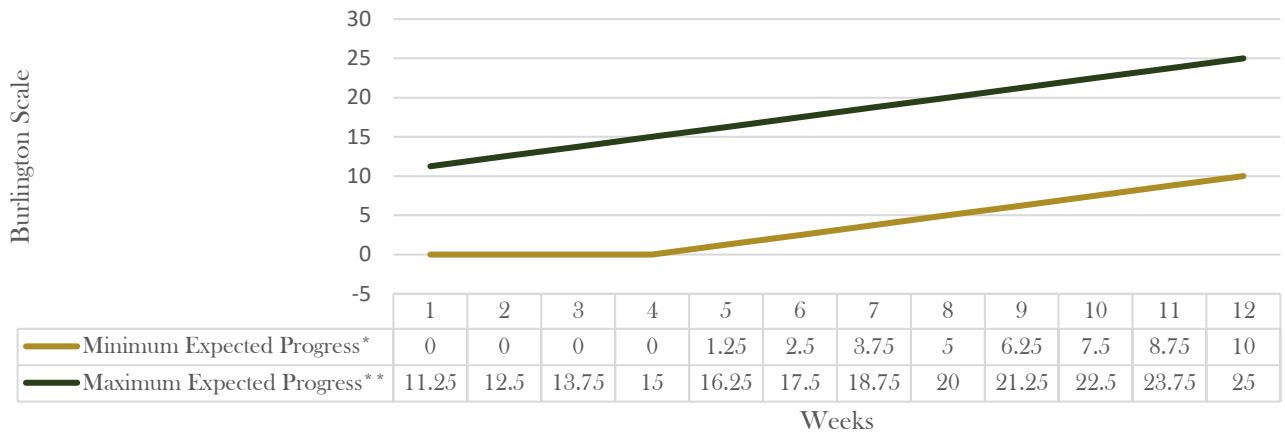
The following charts show the expected range of students within a class throughout a 12-week coursebook.

* Minimum expected progress is benchmarked against Grade D of the progress tests (equivalent to Grade A of the level below)

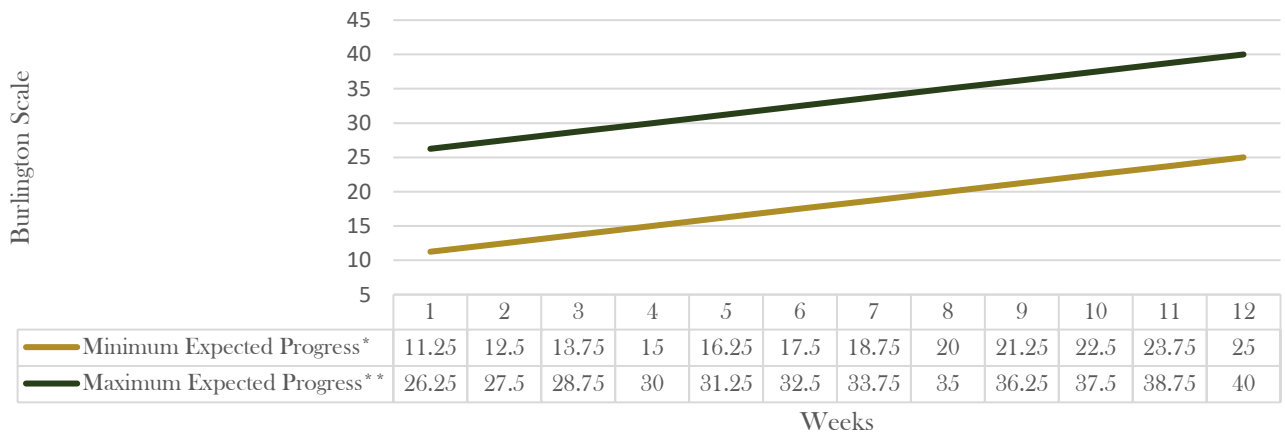
** Maximum expected progress is benchmarked against Grade A of the progress tests (equivalent to Grade D of the level above)

As this leads to a range of 15 points on the Burlington Assessment Scale from the time of the first progress test (week 3), this range has been extrapolated to weeks 1 - 3.

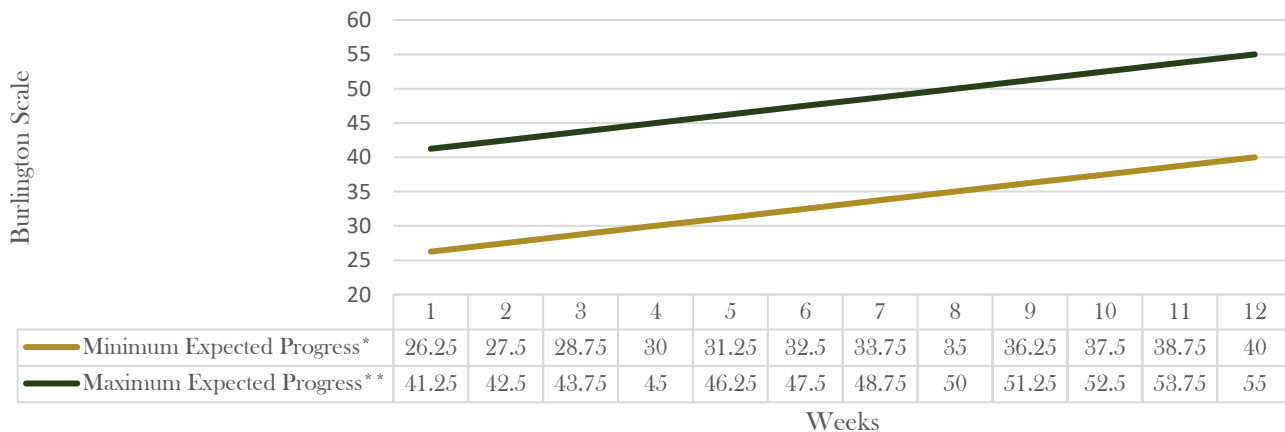
Progress - Beginners



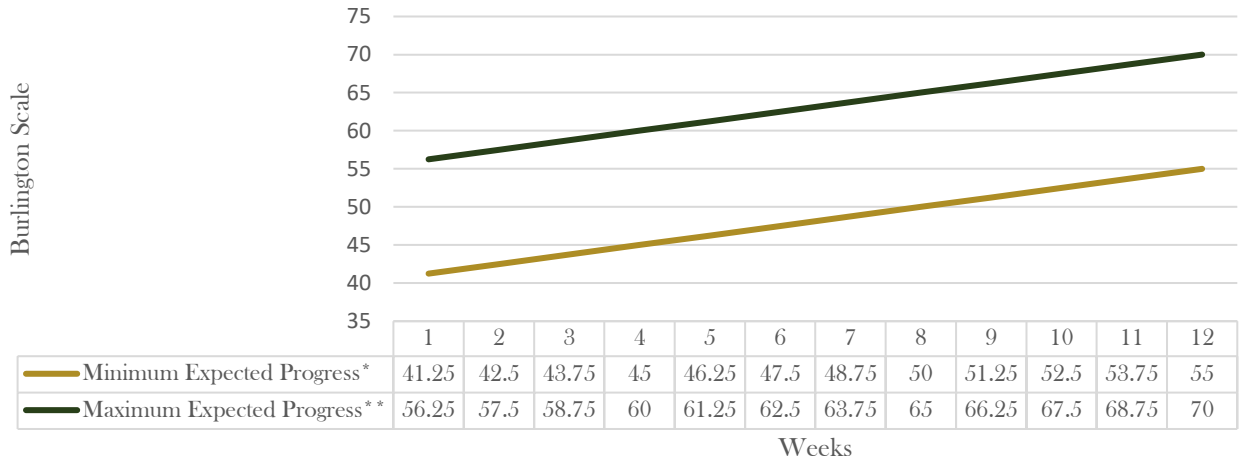
Progress - Elementary



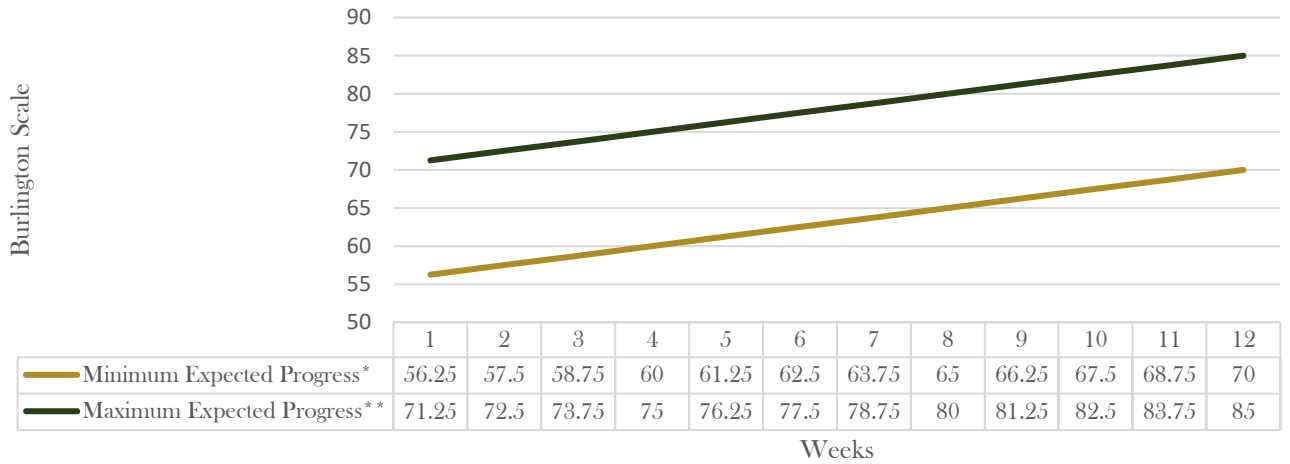
Progress - Pre-Intermediate



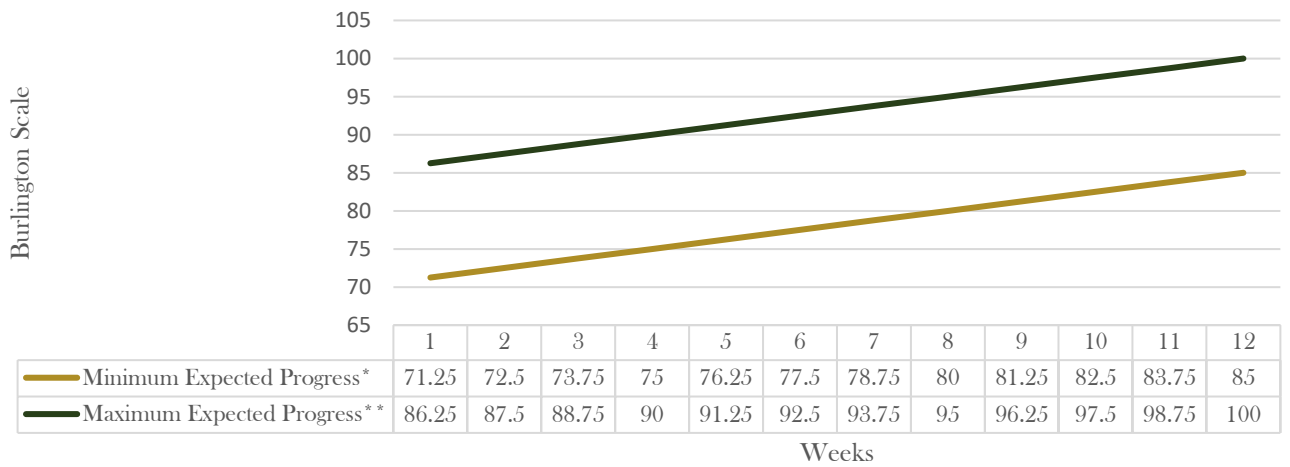
Progress - Intermediate



Progress - Upper Intermediate



Progress - Advanced



This gives the following expected range of student proficiency in each week of the cycle:

Course	Week	CEFR Range	Scale Range
Beginners	1	A0.1 - A0.3	0 - 12
	2	A0.1 - A0.3	0 - 13
	3	A0.1 - A0.3	0 - 14
	4	A0.1 - A1.1	0 - 15
	5	A0.1 - A1.1	1 - 17
	6	A0.1 - A1.1	2 - 18
	7	A0.1 - A1.1	3 - 19
	8	A0.2 - A1.2	5 - 20
	9	A0.2 - A1.2	6 - 22
	10	A0.2 - A1.2	7 - 23
	11	A0.2 - A1.2	8 - 24
	12	A0.3 - A1.3	10 - 25

Course	Week	CEFR Range	Scale Range
Elementary	1	A0.3 - A1.3	11 - 27
	2	A0.3 - A1.3	12 - 28
	3	A0.3 - A1.3	13 - 29
	4	A1.1 - A2.1	15 - 30
	5	A1.1 - A2.1	16 - 32
	6	A1.1 - A2.1	17 - 33
	7	A1.1 - A2.1	18 - 34
	8	A1.2 - A2.2	20 - 35
	9	A1.2 - A2.2	21 - 37
	10	A1.2 - A2.2	22 - 38
	11	A1.2 - A2.2	23 - 39
	12	A1.3 - A2.3	25 - 40

Course	Week	CEFR Range	Scale Range
Pre-Intermediate	1	A1.3 - A2.3	26 - 42
	2	A1.3 - A2.3	27 - 43
	3	A1.3 - A2.3	28 - 44
	4	A2.1 - B1.1	30 - 45
	5	A2.1 - B1.1	31 - 47
	6	A2.1 - B1.1	32 - 48
	7	A2.1 - B1.1	33 - 49
	8	A2.2 - B1.2	35 - 50
	9	A2.2 - B1.2	36 - 52
	10	A2.2 - B1.2	37 - 53
	11	A2.2 - B1.2	38 - 54
	12	A2.3 - B1.3	40 - 55

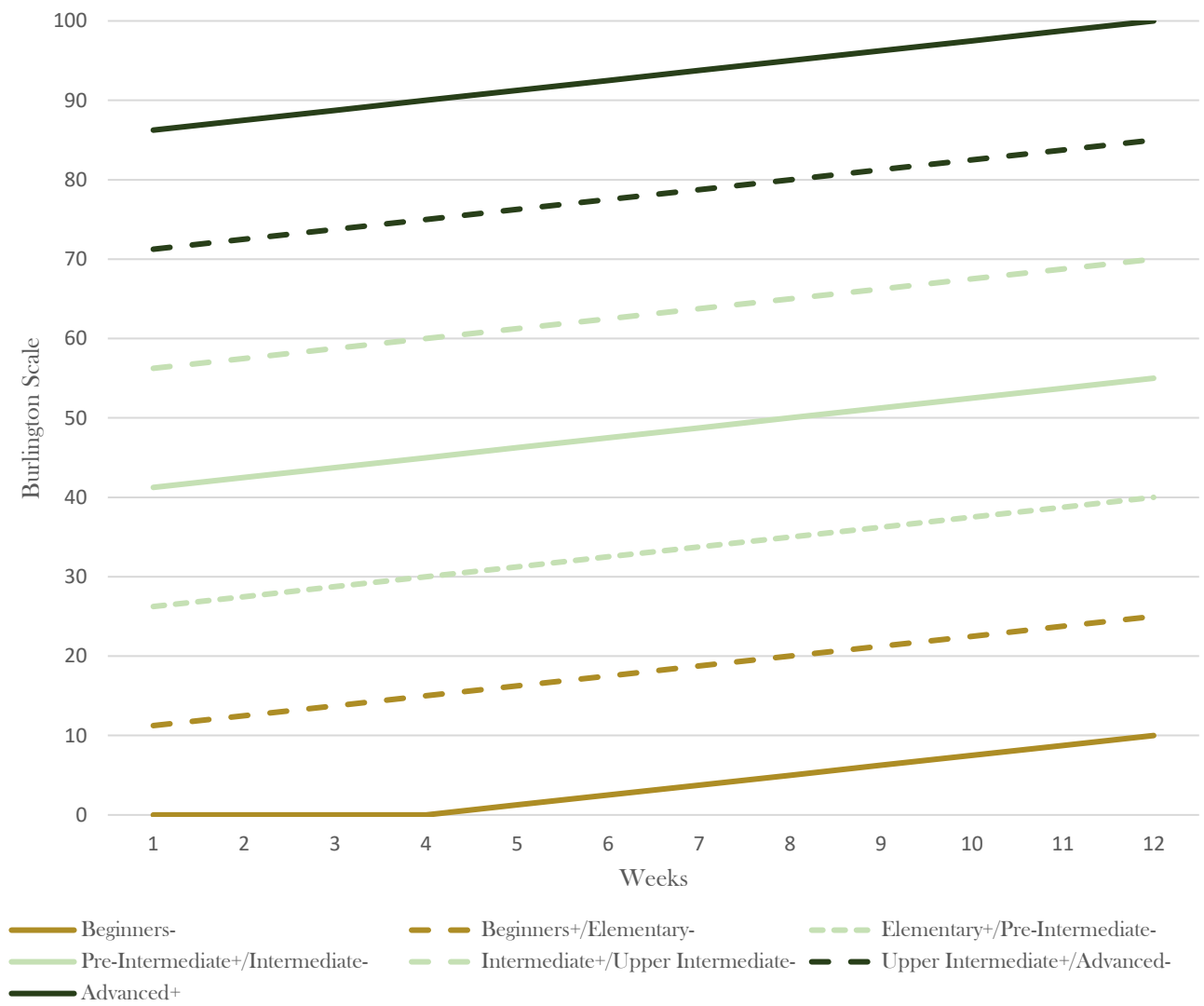
Course	Week	CEFR Range	Scale Range
Intermediate	1	A2.3 - B1.3	41 - 57
	2	A2.3 - B1.3	42 - 58
	3	A2.3 - B1.3	43 - 59
	4	B1.1 - B2.1	45 - 60
	5	B1.1 - B2.1	46 - 62
	6	B1.1 - B2.1	47 - 63
	7	B1.1 - B2.1	48 - 64
	8	B1.2 - B2.2	50 - 65
	9	B1.2 - B2.2	61 - 67
	10	B1.2 - B2.2	52 - 68
	11	B1.2 - B2.2	53 - 69
	12	B1.3 - B2.3	55 - 70

Course	Week	CEFR Range	Scale Range
Upper Intermediate	1	B1.3 - B2.3	56 - 72
	2	B1.3 - B2.3	57 - 73
	3	B1.3 - B2.3	58 - 74
	4	B2.1 - C1.1	60 - 75
	5	B2.1 - C1.1	61 - 77
	6	B2.1 - C1.1	62 - 78
	7	B2.1 - C1.1	63 - 79
	8	B2.2 - C1.2	65 - 80
	9	B2.2 - C1.2	66 - 82
	10	B2.2 - C1.2	67 - 83
	11	B2.2 - C1.2	68 - 84
	12	B2.3 - C1.3	70 - 85

Course	Week	CEFR Range	Scale Range
Advanced	1	B2.3 - C1.3	71 - 87
	2	B2.3 - C1.3	72 - 88
	3	B2.3 - C1.3	73 - 89
	4	C1.1 - C2.1	75 - 90
	5	C1.1 - C2.2	76 - 92
	6	C1.1 - C2.2	77 - 93
	7	C1.1 - C2.2	78 - 94
	8	C1.2 - C2.2	80 - 95
	9	C1.2 - C2.2	81 - 97
	10	C1.2 - C2.2	82 - 98
	11	C1.2 - C2.2	83 - 99
	12	C1.3 - C2.3	85 - 100

From this it can be seen that in a 12-week period, almost all levels of English Proficiency are catered for:

Minimum & Maximum Expected Progress: All Levels



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Appendix 9: Placement Test Scores Mapped to Classes over a 12-Week Coursebook cycle

Week 1 - 2

Score	Level	Scale	Class
50	C2.3	100	Advanced
48 - 49	C2.2	95	Advanced
46 - 47	C2.1	90	Advanced
44 - 45	C1.3	85	Advanced
41 - 43	C1.2	80	Advanced
38 - 40	C1.1	75	Advanced
36 - 37	B2.3	70	Upper Intermediate Advanced
33 - 35	B2.2	65	Upper Intermediate
30 - 32	B2.1	60	Upper Intermediate
28 - 29	B1.3	55	Intermediate Upper Intermediate
25 - 27	B1.2	50	Intermediate
22 - 24	B1.1	45	Intermediate
20 - 21	A2.3	40	Pre-Intermediate Intermediate
17 - 19	A2.2	35	Pre-Intermediate
14 - 16	A2.1	30	Pre-Intermediate
12 - 13	A1.3	25	Elementary Pre-Intermediate
9 - 11	A1.2	20	Elementary
6 - 8	A1.1	15	Elementary
4 - 5	A0.3	10	Beginners Elementary
2 - 3	A0.2	5	Beginners
0 - 1	A0.1	0	Beginners

Week 3 - 4

Score	Level	Scale	Class
50	C2.3	100	Advanced
48 - 49	C2.2	95	Advanced
46 - 47	C2.1	90	Advanced
44 - 45	C1.3	85	Advanced
41 - 43	C1.2	80	Advanced
38 - 40	C1.1	75	Upper Intermediate Advanced
36 - 37	B2.3	70	Upper Intermediate
33 - 35	B2.2	65	Upper Intermediate
30 - 32	B2.1	60	Intermediate Upper Intermediate
28 - 29	B1.3	55	Intermediate
25 - 27	B1.2	50	Intermediate
22 - 24	B1.1	45	Pre-Intermediate Intermediate
20 - 21	A2.3	40	Pre-Intermediate
17 - 19	A2.2	35	Pre-Intermediate
14 - 16	A2.1	30	Elementary Pre-Intermediate
12 - 13	A1.3	25	Elementary
9 - 11	A1.2	20	Elementary
6 - 8	A1.1	15	Beginners Elementary
4 - 5	A0.3	10	Beginners
2 - 3	A0.2	5	Beginners
0 - 1	A0.1	0	Beginners

Week 5 - 6

Score	Level	Scale	Class
50	C2.3	100	Advanced
48 - 49	C2.2	95	Advanced
46 - 47	C2.1	90	Advanced
44 - 45	C1.3	85	Advanced
41 - 43	C1.2	80	Advanced
38 - 40	C1.1	75	Upper Intermediate Advanced
36 - 37	B2.3	70	Upper Intermediate
33 - 35	B2.2	65	Upper Intermediate
30 - 32	B2.1	60	Intermediate Upper Intermediate
28 - 29	B1.3	55	Intermediate
25 - 27	B1.2	50	Intermediate
22 - 24	B1.1	45	Pre-Intermediate Intermediate
20 - 21	A2.3	40	Pre-Intermediate
17 - 19	A2.2	35	Pre-Intermediate
14 - 16	A2.1	30	Elementary Pre-Intermediate
12 - 13	A1.3	25	Elementary
9 - 11	A1.2	20	Elementary
6 - 8	A1.1	15	Beginners Elementary
4 - 5	A0.3	10	Beginners
2 - 3	A0.2	5	Beginners
0 - 1	A0.1	0	Beginners

Week 7 - 8

Score	Level	Scale	Class
50	C2.3	100	Advanced
48 - 49	C2.2	95	Advanced
46 - 47	C2.1	90	Advanced
44 - 45	C1.3	85	Advanced
41 - 43	C1.2	80	Upper Intermediate Advanced
38 - 40	C1.1	75	Upper Intermediate
36 - 37	B2.3	70	Upper Intermediate
33 - 35	B2.2	65	Intermediate Upper Intermediate
30 - 32	B2.1	60	Intermediate
28 - 29	B1.3	55	Intermediate
25 - 27	B1.2	50	Pre-Intermediate Intermediate
22 - 24	B1.1	45	Pre-Intermediate
20 - 21	A2.3	40	Pre-Intermediate
17 - 19	A2.2	35	Elementary Pre-Intermediate
14 - 16	A2.1	30	Elementary
12 - 13	A1.3	25	Elementary
9 - 11	A1.2	20	Beginners Elementary
6 - 8	A1.1	15	Beginners
4 - 5	A0.3	10	Beginners
2 - 3	A0.2	5	Beginners
0 - 1	A0.1	0	Beginners

Week 9 - 10

Score	Level	Scale	Class
50	C2.3	100	Advanced
48 - 49	C2.2	95	Advanced
46 - 47	C2.1	90	Advanced
44 - 45	C1.3	85	Upper Intermediate Advanced
41 - 43	C1.2	80	Upper Intermediate
38 - 40	C1.1	75	Upper Intermediate
36 - 37	B2.3	70	Upper Intermediate
33 - 35	B2.2	65	Intermediate Upper Intermediate
30 - 32	B2.1	60	Intermediate
28 - 29	B1.3	55	Pre-Intermediate Intermediate
25 - 27	B1.2	50	Pre-Intermediate
22 - 24	B1.1	45	Pre-Intermediate
20 - 21	A2.3	40	Pre-Intermediate
17 - 19	A2.2	35	Elementary Pre-Intermediate
14 - 16	A2.1	30	Elementary
12 - 13	A1.3	25	Elementary
9 - 11	A1.2	20	Beginners Elementary
6 - 8	A1.1	15	Beginners
4 - 5	A0.3	10	Beginners
2 - 3	A0.2	5	Beginners
0 - 1	A0.1	0	Beginners

Week 11 - 12

Score	Level	Scale	Class
50	C2.3	100	Advanced
48 - 49	C2.2	95	Advanced
46 - 47	C2.1	90	Advanced
44 - 45	C1.3	85	Upper Intermediate Advanced
41 - 43	C1.2	80	Upper Intermediate
38 - 40	C1.1	75	Upper Intermediate
36 - 37	B2.3	70	Intermediate Upper Intermediate
33 - 35	B2.2	65	Intermediate
30 - 32	B2.1	60	Intermediate
28 - 29	B1.3	55	Pre-Intermediate Intermediate
25 - 27	B1.2	50	Pre-Intermediate
22 - 24	B1.1	45	Pre-Intermediate
20 - 21	A2.3	40	Elementary Pre-Intermediate
17 - 19	A2.2	35	Elementary
14 - 16	A2.1	30	Elementary
12 - 13	A1.3	25	Beginners Elementary
9 - 11	A1.2	20	Beginners
6 - 8	A1.1	15	Beginners
4 - 5	A0.3	10	Beginners
2 - 3	A0.2	5	Beginners
0 - 1	A0.1	0	Beginners

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Appendix 11: Tutorial Record Sheet



Lord Annaly House
146A Bedford Hill
London
SW12 9HW
United Kingdom

Tutorial Record Sheet

Class: Intermediate Teacher: Talissa
 Name: Mae Dupp ID: 00000
 Term: 2 Year: 2023

Date: <u>17/04/2023</u>	
Strengths	Areas for improvement
Attendance	Use of the Present Perfect
Active participation in activities	Pronunciation sometimes not clear
Vocabulary good for level	Didn't do writing
Goals	
Hand in next writing task.	
Do extra the Present Perfect exercises the teacher has given you.	
Listen to other Spanish speakers speaking English fluently and try to mimic them.	

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Appendix 12: Roles of Academic Staff

Director of Studies

Responsible to: Managing Director

Primary Duties:

- Ensuring progress tests are prepared and administered effectively
- Ensuring accurate records are kept of progress data
- Observation of classes
- Liaising with the Managing Director, Designated Safeguarding Lead and Prevent Lead to ensure relevant information is shared
- Meetings with students
- Recording progress data on school database

Performance Indicators:

- Good levels of progress maintained across the school
- Accurate historic and current progress data are available at all times
- No ongoing compliance issues linked to progress
- No ongoing safeguarding issues linked to progress
- Complete and accurate records maintained
- Records always available for inspection

Assistant Director of Studies

Responsible to: Director of Studies

Primary Duties:

- Deputising for the Director of Studies
- Ensuring progress tests are prepared and administered effectively
- Ensuring accurate records are kept of progress data
- Liaising with the Managing Director, Designated Safeguarding Lead and Prevent Lead to ensure relevant information is shared
- Meetings with students
- Recording progress data on school database

Performance Indicators:

- Accurate historic and current progress data are available at all times
- Complete and accurate records maintained
- Records always available for inspection

Young Learner Programme Coordinator

Responsible to: Director of Studies

Primary Duties:

- Ensuring accurate records are kept of progress data
- Liaising with the Managing Director, Activity Leaders, Designated Safeguarding Lead and Prevent Lead to ensure relevant information is shared
- Meetings with students, parents and group leaders

Performance Indicators:

- Complete and accurate records maintained
- Records always available for inspection

Teachers

Responsible to: Director of Studies

Primary Duties:

- Monitoring student work in class
- Setting and marking homework
- Administering progress tests
- Recording test scores and other marks
- Reporting areas of concern

Performance Indicators:

- Student progress is in line with or above expectations in all classes
- Progress records are maintained in line with the school's guidelines

Accommodation & Designated Safeguard & Prevent Lead

Responsible to: Managing Director

Primary Duties:

- Liaising with the Director of Studies, Assistant Director of Studies and Managing Director regarding students whose progress is of concern
- Informing the Director of Studies and Managing Director of any welfare or

**Performance
Indicators:**

- non-academic issues that may affect a student's progress in class
- Safeguarding issues are identified quickly and appropriate support offered.

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Appendix 13: References

- i <https://www.coe.int/en/web/common-european-framework-reference-languages/cefr-descriptors>
- ii <https://www.gov.uk/find-a-regulated-qualification>
- iii <http://www.cambridgeenglish.org/images/126011-using-cefr-principles-of-good-practice.pdf>
- iv <https://www.coe.int/en/web/common-european-framework-reference-languages/cefr-descriptors>
- v <https://support.cambridgeenglish.org/hc/en-gb/articles/202838506-Guided-learning-hours>
- vi <http://www.cambridgeenglish.org/exams/cambridge-english-scale/institutions/>
- vii <http://www.english.com/gse#.VkSlo7fhAdU>
- viii <http://www.cambridgeenglish.org/images/25091-fce-level-b2-document.pdf>
- ix See *Burlington School Speaking Criteria* for further information
- x See *Burlington School Writing Criteria* for further information
- xi See *Speaking Descriptors and Rubrics (A1-C1)* for further information
- xii See *Writing Descriptors and Rubrics (A1-C1)* for further information
- xiii See *Teachers' Handbook* for further information
- xiv <https://www.cambridgeenglish.org/images/210434-converting-practice-test-scores-to-cambridge-english-scale-scores.pdf>
- xv <http://www.cambridgeenglish.org/exams/cambridge-english-scale/institutions>
- xvi <https://www.ets.org/toefl/institutions/scores/compare/#cefr>
- xvii <https://www.ets.org/pdfs/toeic/toeic-mapping-cefr-reference.pdf>
- xviii <http://www.trinitycollege.com/resource/?id=5431>
- xix <http://www.letslearnenglish.co.uk/>
- xx <http://www.oxfordschoolofenglish.com/tests/placement/>