

# 7. Teaching And Learning and Assessment

**ELI Schools**  
elischools.com



## 7. Teaching And Learning and Assessment

### Introduction

Teaching and learning are at the heart of ELI Schools' mission to provide high-quality English language education. This chapter articulates the principles, policies, and procedures that guide our commitment to effective teaching, learning support, and fair assessment aligned with QQI standards, CEFR frameworks, and contemporary pedagogical research.

Our integrated approach ensures:

- High-quality, learner-centered teaching and learning experiences
- Fair, transparent, and consistent assessment practices
- Accurate student placement and progression
- Systematic preparation for external examinations required by visa regulations
- Compliance with copyright and intellectual property requirements

### Educational Philosophy

ELI Schools' approach to language education rests on four foundational principles:

- **Principle 1: Meaningful Real-World Communication** Students develop proficiency through engagement with authentic, purposeful communication tasks reflecting their professional, academic, and personal contexts. Language is practiced in realistic scenarios, not systems in isolation.
- **Principle 2: Integrated Skill-Building** Language systems (vocabulary, grammar, pronunciation, discourse) develop most effectively when taught together through communicative contexts. Reading, speaking, writing, and listening are developed simultaneously, mirroring authentic language use.
- **Principle 3: Empowered Learner Autonomy** Learners achieve their potential when empowered to direct their own learning journey. ELI Schools fosters autonomy through regular progress monitoring, feedback dialogue, goal-setting, and metacognitive awareness development. Teachers act as learning facilitators, not information deliverers.
- **Principle 4: Individualized Pathways** Each student brings distinct backgrounds, learning preferences, goals, and timelines. ELI Schools adapts its approach to accommodate different learner types through diagnostic assessment, flexible pacing, and customized learning plans aligned with individual objectives.

## 7.1 Teaching and Learning Policy

<b>QA Area(s)</b>	• Teaching and Learning
<b>Applies to</b>	<input checked="" type="checkbox"/> Staff only <input type="checkbox"/> Learners only <input type="checkbox"/> Staff and learners
<b>Policy Owner</b>	Senior Director of Studies

### Policy Statement

ELI Schools is committed to providing high-quality English language education through effective teaching and learning practices aligned with our educational philosophy and QQI Core Statutory Quality Assurance Guidelines.

### Core Commitments:

- **Learner-Centered Education:** Active learning and achievement of intended learning outcomes
- **Meaningful Real-World Communication:** Experiences connecting classroom learning to professional, academic, and personal contexts
- **Integrated Skill-Building:** Language systems developing together through authentic communicative tasks
- **Student Empowerment:** Learner autonomy, self-assessment, and ownership of learning goals
- **Individualized Pathways:** Diverse learning styles, backgrounds, and objectives accommodated through customized trajectories
- **Technology-Enhanced Learning:** Strategic digital tool integration supporting authentic communication and personalized learning
- **Systematic Monitoring and Continuous Improvement:** Aligned with CEFR standards and QQI guidelines

### Scope

This policy applies to:

- All English language courses delivered by ELI Schools
- All academic staff, including teachers and academic management
- All teaching and learning activities, including classroom delivery, assessment, and student support
- All modes of delivery (face-to-face, blended, and online learning where applicable)

### Evidence Base

This policy is supported by evidence including:

- Lesson plans with clearly articulated learning outcomes
- Course syllabi systematically aligned with CEFR levels
- Student assessment records and progress documentation
- Classroom observation records (walk-through and developmental)
- Peer observation records and feedback
- Systematic student feedback forms and survey data
- Teacher continuing professional development records

<b>Version</b>	1.0
<b>Date Approved</b>	March 2026
<b>Approved by</b>	Board of Directors

## 7.2 Teaching and Learning Procedure

<b>QA Area(s)</b>	• Teaching and Learning
<b>Applies to</b>	<input checked="" type="checkbox"/> Staff only <input type="checkbox"/> Learners only <input type="checkbox"/> Staff and learners
<b>Policies this Procedure relates to:</b>	Teaching and Learning Policy

### Pedagogical Approach and Methodology

#### Foundation: Communicative Language Teaching

ELI Schools' teaching practice is grounded in Communicative Language Teaching (CLT), ensuring every classroom activity serves authentic communication purposes. This approach directly supports our educational philosophy by engaging students in meaningful real-world tasks while naturally integrating all language skills.

#### Complementary Methodologies

Teachers flexibly draw from additional methodologies to respond to specific learning needs:

- Task-based learning (students complete genuine projects mirroring real-world language use)
- PPP framework (Presentation-Practice-Production) for targeted skill development
- Lexical approach (emphasis on vocabulary acquisition and collocation patterns)
- Dogme methodology (learner-generated content and authentic communication)
- Drama-based learning (performance and roleplay for communicative fluency)

#### Intercultural Awareness and L1 Sensitivity

Teachers at ELI Schools are expected to demonstrate active awareness of the intercultural diversity present in their classrooms. Lesson planning and delivery take into account learners' cultural backgrounds, communication norms, and prior educational experiences. Teachers also develop familiarity with the common linguistic challenges faced by learners from different first language backgrounds — including grammar interference patterns, pronunciation challenges, and vocabulary transfer — and adapt their approach accordingly. This awareness supports more responsive, inclusive, and effective teaching across all levels and nationalities.

#### Technology Integration

Technology enhancement occurs through digital collaboration tools, authentic online resources, and multimedia content. Technology amplifies opportunities for personalized practice, autonomous learning, and engagement with authentic materials rather than replacing human interaction.

#### Lesson Planning and Quality Assurance

##### Planning Requirements

Teachers prepare and submit lesson plans weekly through Microsoft Teams before the start of each teaching week. Plans may be modified throughout the week to respond to student progress and emerging learning needs; significant changes are documented in the comment section.

##### Required Components:

- **Aims and Learning Outcomes:** Connected to real-world communication contexts, using CEFR "can do" descriptors
- **Language Elements:** Grammar, vocabulary, pronunciation, functional language, skills focus
- **Complete Resource References:** Specific coursebook pages, supplementary materials, digital resources, authentic materials
- **Logical Lesson Staging:** Clear progression showing advancement with appropriate pacing

- **Interaction Patterns and Grouping:** Individual, pair, group, and whole-class configurations strategically selected
- **Technology Integration:** Where appropriate, with clear learning rationale
- **Learner Training and Study Skills:** Where appropriate, lesson plans incorporate explicit opportunities to develop learners' study skills, learning strategies, and language learning autonomy — including dictionary use, note-taking techniques, self-correction strategies, and approaches to independent vocabulary acquisition. Teachers are expected to build learner awareness of how to learn effectively, not only what to learn.
- **Self- and Peer Evaluation:** Lesson plans incorporate structured opportunities for learners to evaluate their own performance and that of their peers, particularly following speaking and writing tasks. Self- and peer evaluation activities are designed to develop learner awareness of learning objectives, build critical reflection skills, and foster a collaborative classroom culture aligned with the school's commitment to learner autonomy.
- **Lesson Reflection Notes:** Teachers include a brief reflection note in their lesson plan following each lesson, commenting on what worked well, what required adaptation, and any aspects of learning to carry forward into the next session. This reflection informs future planning and contributes to the teacher's ongoing professional development. Significant adaptations made during delivery are also documented here.

### **Academic Management Review**

At the start of each week, academic management reviews all lesson plans to ensure:

- Alignment with curriculum objectives and educational philosophy
- Clear learning progressions building systematically
- Appropriate resource integration and variety
- Compliance with planning standards
- Strategic technology integration

Feedback is provided when adjustments needed. Teachers receive administrative payment (half an hour at administrative rate per class group per week) for lesson plan submission, recognizing planning as essential professional work.

### **Support for Newly Qualified and Less Experienced Teachers**

Academic management provides dedicated support to newly qualified and less experienced teachers to help them develop effective lesson planning and classroom delivery skills. A member of academic management meets regularly with NQTs at the start of their employment to review lesson plans, discuss pedagogical approaches, and offer guidance tailored to their class group and level. In addition, suggested lesson plan templates and exemplar plans are made available to new teachers on Microsoft Teams, providing practical models that demonstrate the school's planning standards and CEFR-aligned approach while supporting teacher confidence and consistency.

### **Teaching and Learning Resources**

#### **Core Coursebooks**

ELI Schools utilizes **Headway** and **English File** as primary coursebooks, selected for their communicative approach and alignment with CEFR frameworks and institutional objectives. All teachers receive personal copies for thorough preparation.

#### **Coursebook Flexibility**

The Director of Studies may recommend alternative coursebooks when specialized content required (e.g., C2 advancement, English for Specific Purposes instruction). This flexibility ensures appropriate challenge and sustained motivation.

## Supplementary Resources

Each campus maintains physical teaching materials including language-focused games, specialized dictionaries, supplementary textbooks, workbooks, and reference materials enabling differentiation and responsive pedagogy.

In addition to physical resources, digital supplementary materials are stored for teachers in the "Supplementary Materials" channel on Microsoft Teams. These resources, created by the school and its teachers, are all reviewed and approved to ensure quality and alignment with CEFR level descriptors, supporting consistent and standards-compliant teaching practice across all campuses.

## Digital Integration

### Digital Library (Microsoft Teams):

- Interactive coursebook versions with multimedia components
- Comprehensive audio and video libraries aligned with course content
- Supplementary exercises for differentiation and reinforcement
- Unit-specific digital materials
- Professional reference materials

**Custom Digital Resources:** ELI Schools has developed custom resources aligned with coursebook units, including interactive platforms (Quizlet, Bamboozle, Kahoot) ensuring high-quality, consistent content delivery.

### Technology in the Classroom:

Technology integration aims to:

- Personalize learning experiences according to individual needs
- Provide immediate, actionable feedback
- Enable autonomous learning beyond classroom
- Create engaging, interactive lessons maintaining motivation
- Support diverse learning styles

### Graded Readers Library

Supports extensive reading, independent reading at proficiency levels, and exam preparation. IELTS materials include official practice tests, specialized preparation textbooks, and exam-specific resources.

### Resource Guidelines

All staff must:

- Use resources per copyright regulations and intellectual property protections
- Maintain physical resource condition
- Contribute to organized storage and cataloguing
- Report resource issues to academic management
- Follow proper borrowing and return procedures

### Quality Monitoring and Enhancement

#### Teaching Observation Framework

Three observation types serve different functions:

- **Walk-Through Observations:** Short, unannounced visits conducted by academic managers as a quality assurance measure. These observations provide regular, systematic evidence of classroom practice across

all campuses, enabling management to monitor adherence to the school's teaching standards and identify any areas requiring support or follow-up.

- **Developmental Observations:** An hour and a half professional development observations forming part of the school's CPD cycle. Each observation is followed by a structured post-observation feedback session, during which the observer and teacher collaboratively reflect on the lesson, explore teaching strategies, and agree on areas for continued professional growth. Developmental needs identified through this process directly inform each teacher's individual CPD plan.
- **Peer Observations:** Structured observations conducted between teaching colleagues, taking place twice per academic year. Teachers observe one another's lessons and provide constructive written feedback, fostering a culture of collaborative professional learning, shared best practice, and mutual accountability.

### **Observation Feedback and Documentation**

All observation feedback is formally documented and stored to ensure transparency and support teacher development. Following a Walk-Through Observation, a summary feedback email is sent to all observed teachers by academic management. Following a Developmental Observation, the teacher receives a written observation report, a list of recommended materials and resources for further professional development, and a structured reflection form to be completed and returned within three weeks of the post-observation meeting. Peer Observation reports are completed by both the observer and the observed teacher and are stored in each teacher's designated folder on Microsoft Teams.

### **Student Feedback and Learner Voice**

Student feedback is gathered at two key points in the academic cycle. At weeks 6–7, academic managers conduct structured Focus Group feedback sessions with learners, providing a mid-cycle opportunity to capture student experience, identify any emerging concerns, and make timely adjustments to teaching, course content, or the learning environment before the cycle concludes.

At the end of each cycle, a comprehensive student feedback survey is administered, covering teaching effectiveness, course content, learning environment, and resource adequacy. The systematic collection of feedback at both stages provides invaluable insights that directly inform improvement strategies and ensure ongoing responsiveness to learner needs.

### **Professional Development Planning**

CPD is carefully planned based on concrete evidence: observation outcomes, student feedback trends, emerging best practices, and teacher requests. This responsive approach ensures training addresses real needs while incorporating current research.

### **Quality Monitoring Through Specialized Panels**

- **Academic Governance and Quality Panel:** Reviews teaching standards, observation outcomes, and student experience data to evaluate quality process effectiveness and identify enhancements.
- **Program Development Panel:** Examines curriculum implementation, course content, and teaching methodologies ensuring programmes remain current and effective.
- **Assessment Panel:** Analyses assessment results, moderation processes, and progression data maintaining assessment integrity and consistency.

Each panel conducts detailed data analysis and develops specific improvement recommendations. Findings are presented to Academic Governance Panel for review and approval, ensuring alignment with strategic objectives and quality standards.

### **Course Programmes and Curricula**

#### **Programme Structure**

ELI Schools delivers General English at seven CEFR proficiency levels (A1- through C1), each providing internationally recognized examination certification opportunities. Programmes systematically align with the Common European Framework of Reference for Languages.

### **Primary Educational Focus**

Language education equips students to communicate effectively across diverse contexts and purposes. Cultural understanding and practical skills development are deliberately integrated, recognizing that effective communication requires both linguistic proficiency and cultural awareness.

### **Learner Support and Progress Monitoring**

Each learner receives structured, ongoing support with clear progress indicators and achievement benchmarks. Systematic assessment includes three-unit tests, Progress Tests, and a recognised external English language proficiency examination as final achievement benchmarks.

*Note: ELI Schools is currently transitioning from the Test of Interactive English (TIE) to the Oxford Test of English (OTE) as its primary external examination. Both examinations are aligned with CEFR level descriptors. This transition is being managed by the Assessment Panel and all relevant documentation will be updated accordingly.*

### **Target Learner Profile**

International students requiring English for:

- Integration into English-speaking communities
- Academic study in English-speaking universities
- Career advancement in international companies

### **Programme Outcomes**

Graduates achieve measurable improvements across all four language skills—reading, writing, speaking, listening—aligned with CEFR descriptors and international assessment benchmarks. Graduates are prepared for internationally recognized examinations and possess language competence for chosen objectives.

### **Academic Calendar and Curriculum Delivery**

#### **Four-Cycle Academic Year**

ELI Schools operates structured four-cycle academic year alternating between English File and Headway materials:

- **Cycle 1 (English File):** January - April
- **Cycle 2 (Headway):** April - July
- **Cycle 3 (English File):** July - October
- **Cycle 4 (Headway):** October - December

Each cycle maintains consistent structure with integrated assessment schedules enabling systematic progression monitoring and seamless transitions.

#### **Two-Book Rotation Scheme**

Systematic alternation between English File and Headway addresses curriculum delivery needs while enhancing student learning experiences:

- **Prevents repetition and disengagement** for students remaining at same proficiency level for consecutive cycles
- **Provides complementary learning experiences** - each coursebook offers distinct language acquisition approaches

- **Strengthens learner resilience** through adaptability to different teaching approaches
- **Reinforces core competencies** through varied contexts and methodologies

### **Scheme of Work**

ELI Schools Scheme of Work provides comprehensive curriculum delivery framework systematically designed to meet QQI standards and CEFR requirements. Framework offers structured teacher guidance while maintaining pedagogical flexibility for responsive adaptation to specific student needs.

Each level follows systematically structured curriculum incorporating:

- Weekly learning objectives using CEFR "can do" descriptors
- Specified teaching materials with clear resource mapping
- Assessment schedules with identified checkpoint dates
- Integrated exam preparation components

### **Specialized Programmes**

#### **Elective Programme**

Supplements core General English through specialized one-hour sessions addressing students' particular learning goals:

- **Speaking and Fluency:** Spontaneous communication, discourse management, communicative confidence
- **Business English:** Professional communication in international business contexts
- **Academic English:** Language specific to academic study (essay writing, discussion, research communication)
- **Pronunciation Remedial Support:** Individual learner needs and intelligibility development
- **Job Club:** Employment readiness (interview techniques, professional communication)
- **External Examination Preparation (TIE or OTE):** Intensive focused exam preparation

#### **School Groups: English in Action Programme**

Closed school group immersion (1-2 weeks) with authentic real-life English through project-based learning. Materials prepared specifically for culturally rich content meaningfully connecting language learning to authentic Irish experiences.

**Modular Program System:** Themed, self-contained modules aligned with CEFR descriptors. Teachers strategically select modules based on activities, learning objectives, student interests, group dynamics, and CEFR level.

### **Course Scheduling**

#### **General English Schedule**

Majority of students enrol in core General English requiring 15-hour weekly commitment (Monday-Friday):

- **Morning:** 09:00-12:15 (Monday to Friday)
- **Dublin Afternoon:** 13:00-17:00 (Monday to Thursday)
- **Drogheda Afternoon:** 13:45-17:00 (Monday to Friday)

#### **Intensive Option**

Limited students select 20-hour weekly course: 15-hour General English plus daily 60-minute specialized elective class.

#### **Online and Remote Provision Contingency**

While ELI Schools primarily delivers face-to-face English language programmes, a written Remote Delivery Contingency Plan is maintained to ensure continuity of learning if a move to online provision is required.

## 7.3 Policy on Assessment

<b>QA Area(s)</b>	<ul style="list-style-type: none"> <li>Assessment of Learners</li> </ul>
<b>Applies to</b>	<input checked="" type="checkbox"/> Staff only <input type="checkbox"/> Learners only <input type="checkbox"/> Staff and learners
<b>Policy Owner:</b>	Quality Officer

### Policy Statement

ELI Schools is committed to implementing fair, transparent, and consistent assessment practices aligned with CEFR frameworks and QQI guidelines. Our assessment framework ensures accurate student placement, monitors ongoing progress and level transfer, and systematically prepares students for external examinations required by visa regulations and further study aspirations. Assessment serves three critical functions:

- **Access:** Initial placement testing ensuring accurate determination of student proficiency level and appropriate class placement
- **Transfer:** Regular progress monitoring throughout programmes enabling students to transfer to more advanced levels as they develop proficiency
- **Progression:** Systematic preparation for progression tests and external examinations enabling students to advance to higher levels and fulfil visa requirements

### Scope

This policy applies to:

- All students enrolled in ELI Schools programmes
- All assessment forms including placement tests, formative assessments, summative assessments, external examinations, and internal progression tests
- All programmes across all locations

### Core Principles

#### Student-Centered Assessment:

- Alignment with curriculum and learning outcomes
- Clear expectation communication from programme commencement
- Comprehensive support and targeted exam preparation resources
- Reasonable accommodation for diverse learners

#### Quality Assurance:

- Standardized procedures aligned with CEFR frameworks and QQI guidelines
- Regular review cycles informed by effectiveness evidence and learner feedback
- Ongoing CPD for assessment methodologies, rubric application, and marking calibration
- Internal verification ensuring institutional consistency; external authentication confirming alignment with standards

#### Stakeholder Engagement:

- Regular consultation with staff, students, and external partners
- Transparent communication channels
- Effective coordination with examination bodies

**Validity, Reliability and Impact:** All assessments at ELI Schools — whether placement, formative, or summative — are designed and reviewed with reference to the three core principles of assessment quality: validity (the assessment measures what it claims to measure), reliability (results are consistent and can be fairly compared across learners and cohorts), and impact (the effect of the assessment on the learner is

considered and managed to ensure a fair and supportive experience). These principles are embedded in the design of all internal assessment tools and are reviewed regularly by the Assessment Panel.

**Reasonable Accommodation:** ELI Schools is committed to ensuring that assessment is accessible to all learners. Where a learner has a specific learning need or disability — including but not limited to dyslexia, visual impairment, or auditory impairment — the school will endeavour to make reasonable adjustments to assessment conditions to ensure fairness and equal access. Learners requiring accommodation should notify the Academic Office at the earliest opportunity. Reasonable accommodation provisions are reviewed by the Academic Manager on a case-by-case basis.

### **Assessment Information for Learners**

Learners are informed about the assessment framework at the start of their programme. A Cycle Overview is displayed in each classroom and on notice boards, clearly showing the assessment calendar for the cycle, including the scheduled dates of all formative tests, the end-of-cycle summative assessment, and any progression test opportunities. This ensures learners know in advance when, how, and why they will be assessed throughout their programme. Additional information on assessment types and expectations is communicated by teachers at the start of each cycle and is available from the Academic Office on request.

### **Assessment Framework Review**

The assessment framework is formally reviewed by the Assessment Panel on an annual basis, or more frequently if required by emerging evidence, changes in learner needs, or updated guidance from QQI or external examination bodies. The review process examines the effectiveness, fairness, and continued relevance of all assessment types and instruments across the school's programmes. Any amendments to the framework are approved and documented by the Assessment Panel, with findings reported to the Academic Governance Panel. Records of all reviews and approvals are retained as part of the school's quality assurance documentation.

### **Evidence Base**

This policy is supported by evidence including:

- Assessment schedules and detailed planning documents
- Systematic student assessment records and progression documentation
- Continuing professional development records related to assessment training
- Assessment Panel meeting minutes and deliberations
- Quality assurance audit trails and review findings
- Student feedback data on assessment fairness and clarity

## 7.4 Procedure on Assessment

<b>QA Area(s)</b>	<ul style="list-style-type: none"> <li>Assessment of Learners</li> </ul>
<b>Applies to</b>	<input checked="" type="checkbox"/> Staff only <input type="checkbox"/> Learners only <input type="checkbox"/> Staff and learners
<b>Policies this Procedure relates to:</b>	Policy on Assessment

### Assessment Integrity and Security

ELI Schools maintains clear procedures to protect the integrity and security of all assessment materials and processes. All assessment materials, including test papers, marking rubrics, Google Forms assessments, and student results, are stored securely online, with access restricted to authorised academic staff only. Productive skills assessments — writing and speaking — are standardised through the use of shared, calibrated rubrics, which are reviewed by the Assessment Panel to ensure consistent application across teachers and campuses.

Learners are informed about academic integrity expectations as part of their induction and through information provided at the time of assessment. Teachers are responsible for ensuring that all assessments are conducted fairly, and any suspected breach of academic integrity is reported to the Academic Manager for investigation and appropriate follow-up.

### ACCESS: Initial Placement Assessment

#### Purpose

Initial assessment accurately determines each student's current English proficiency level, enabling appropriate class placement and personalized learning pathways. Assessment identifies strengths, areas for development, and any special learning requirements.

#### Two-Phase Assessment Process

##### Phase 1: Pre-Arrival Online Assessment

*Timing:* 1-2 weeks before programme start

##### Online Placement Test (Approximately 60 minutes):

- Standardized online placement test via secure testing platform
- Evaluates: Reading comprehension (varied text types and complexity), Writing proficiency (accuracy and communicative effectiveness), Listening skills (conversational and academic contexts), Grammar knowledge, Vocabulary range
- Automated scoring and immediate results recorded in Orion student management system
- Results provide quantitative profile of English proficiency across key language domains

##### Speaking Assessment via Zoom (10-15 minutes):

- Individual assessment conducted by qualified academic staff (Director of Studies, Academic Manager, or trained Mentor)
- Evaluates: Speaking ability (accuracy and fluency), Listening comprehension during interactive exchange, Interactive communication skills

Assessor gathers information on:

- Educational background and prior formal study
- Learning objectives and specific language goals
- Previous English language learning experience and formal qualifications

- Any special learning requirements or accommodations needed
- All assessment results and comprehensive student information recorded in Arrivals spreadsheet

### **Phase 2: In-Person Assessment (Alternative)**

- *Circumstances:* When students unable to complete pre-arrival assessment due to technical barriers, scheduling conflicts, or exceptional circumstances
- In-person speaking assessment upon arrival at ELI Schools
- Maintains consistent assessment format and objectives with remote assessments
- Conducted by same qualified academic staff under identical protocols

Duration: 10-15 minutes

### **Class Placement Decision**

Academic team synthesizes comprehensive assessment data considering:

- Combined results from online and speaking assessments (both technical skills and communicative competence)
- Student numbers and class composition (pedagogically appropriate group sizes and diversity)
- Special learning requirements and identified accessibility needs

### **Placement Flexibility and Early Adjustment**

Students have explicit opportunity during first week to request level change if initial placement inappropriate.

#### **Process:**

- Student communicates concern to Academic Office
- Academic Office notifies class teacher to conduct focused, systematic observation
- Teacher monitors student's performance across all language skills throughout remainder of week
- Teacher provides detailed, evidence-based feedback about student's performance and level suitability
- Academic Office makes informed decision based on teacher feedback and initial assessment results
- If appropriate, student is moved to more suitable level
- This early adjustment period ensures students are placed at most suitable level for their language development, considering both initial assessment results and authentic classroom performance.

#### **Responsibilities**

- **Academic Office:** Coordinates pre-arrival and in-person assessment administration; manages Orion entry and Arrivals spreadsheet
- **Academic Staff:** Conduct speaking assessments, assessment observation, initial feedback
- **Director of Studies/Academic Coordinator:** Final placement decisions and early adjustment decisions
- **Teachers:** First-week observation and feedback for placement adjustments

### **TRANSFER: Progress Monitoring and Level Transfer**

#### **Purpose**

Regular formative assessment throughout each 12-week cycle enables monitoring of student progress and provides opportunities for students to transfer to more advanced levels when ready. Transfer ensures students are appropriately challenged and supported in their language development.

#### **Formative Assessment Schedule**

##### **3-Week Interval Testing Throughout 12-Week Cycle:**

- **Week 3:** Grammar & Vocabulary (Google Forms) + Writing (Teacher-evaluated)
- **Week 6:** Grammar & Vocabulary (Google Forms) + Speaking (Teacher-evaluated)

- **Week 9:** Grammar & Vocabulary (Google Forms) + Writing (Teacher-evaluated)
- **Week 12:** Grammar & Vocabulary (Google Forms) + Speaking (Teacher-evaluated)

### **Assessment Components**

#### **Grammar & Vocabulary Component:**

- Delivered via Google Forms for efficient administration and standardized marking
- Covers language material from three most recently completed course units
- Includes automated, personalized feedback through Google Forms functionality
- Results automatically recorded and analysed

#### **Productive Skills Component (Writing or Speaking):**

- Evaluated by teachers using standardized, carefully calibrated rubrics
- Communicative focus with authentic task design aligned with course objectives
- Topics aligned with target course content
- Speaking assessments conducted one-to-one or small group basis
- Writing assessments completed as timed assessments

#### **Alignment with External Examination**

Writing and speaking assessments are deliberately designed to reflect the format of the school's current external examination partner while maintaining direct links to classroom content. Assessment tasks mirror the structure and style of the external examination but are aligned with units covered in class, enabling students to demonstrate course mastery while progressively building familiarity with the examination format through regular, low-stakes exposure.

*Note: ELI Schools is currently transitioning from the Test of Interactive English (TIE) to the Oxford Test of English (OTE) as its primary external examination. Assessment tasks and preparation materials are being updated to reflect the OTE format. This transition is overseen by the Assessment Panel, and all references to external examination preparation in this document should be read in light of this change.*

#### **Benefits of Integrated Approach:**

- Students gradually become familiar with external examination formats through regular exposure
- Assessment content remains directly relevant to recent classroom learning
- Regular practice with exam-style tasks may reduce test anxiety through progressive desensitization

#### **Progress Monitoring and Documentation**

##### **Teacher Responsibilities:**

- Complete detailed progress documentation following each assessment
- Record formative assessment results for all students in class group
- Document specific progress observations and areas of notable achievement
- Identify skills or content areas requiring additional support or remediation
- Provide tailored, practical recommendations for future learning
- Track trends across assessment points to inform teaching adjustments

##### **Academic Management Responsibilities:**

- Review progress documentation within five working days of submission
- Monitor individual student progress and overall class performance

- Analyse patterns and trends across all classes and proficiency levels
- Share findings with Assessment Panel for systematic review

#### **Assessment Panel Responsibilities:**

- Conduct regular reviews of formative assessment system effectiveness
- Ensure system serves intended pedagogical purposes
- Recommend adjustments to assessment methods, timing, or components as needed

#### **Remedial Support**

Remedial support is available to any learner who is experiencing difficulty with their language learning progress. Support may be initiated by the learner themselves through a request to the Academic Office, or by the class teacher where performance data or classroom observation indicates that a learner would benefit from additional assistance. The Academic Office, in consultation with the relevant teacher, identifies the most appropriate form of support, which may include referral to a relevant Elective class, one-to-one guidance, or targeted study recommendations. All remedial support arrangements are documented and monitored by academic management.

#### **Assessment Feedback and Learner Tutorials**

Following each formative assessment, teachers provide individual written feedback to learners, clearly identifying strengths and areas for development in relation to the learning objectives assessed. Learners are encouraged to discuss their results and learning needs with their teacher, and teachers are available for one-to-one discussion during or following lessons. At the end of each cycle, a formal individual feedback session is conducted with each learner, providing a structured opportunity to review overall progress, discuss assessment outcomes across all four skills, and agree on priorities for further development. Learners preparing for external examinations receive additional targeted feedback and guidance following any mock examination or exam-focused assessment activity.

#### **PROGRESSION: Progression Testing and Level Change**

##### **Purpose**

Structured progression assessment enables students to advance to higher CEFR levels as they develop proficiency. Progression is distinct from transfer (which occurs within the same proficiency level). The progression process ensures students have achieved substantive competence at their current level before advancing.

##### **Level Change Eligibility and Initiation**

##### **Teacher Recommendation:**

- Teachers identify students demonstrating clear readiness for next proficiency level
- Typically identified after minimum 8 weeks at current level
- Based on consistent performance across all language skills (formative assessment results, classroom participation, productive skills demonstrations)

##### **Student Request:**

- Students may request level assessment through their teacher or Academic Office
- Student must express feeling ready for advancement

##### **Level Change Assessment Procedure**

##### **Supervised Assessment Administration:**

- Conducted in designated quiet room

- Duration: One hour
- Comprehensive evaluation across all language domains appropriate for target level
- Assessment evaluates skills required for successful participation at next level

#### **Assessment Content:**

- Reading comprehension at target level
- Writing proficiency at target level
- Listening comprehension at target level
- Speaking ability at target level
- Grammar and vocabulary appropriate to target CEFR level

#### **Assessment Evaluation and Progression Decision**

##### **Marking and Scoring:**

- Tests marked according to established standardized criteria
- Score of 85% or higher required for progression to next level
- This threshold ensures students have achieved substantive competence at target level

##### **Communication of Results:**

- Director of Studies or Academic Manager communicates results via email or meeting
- Successful candidates ( $\geq 85\%$ ): New class details and start date provided; class teachers notified of change; student records updated to reflect level change
- Unsuccessful candidates ( $< 85\%$ ): Detailed feedback provided; specific recommendations for improvement and future progression attempt outlined

##### **Transition Process:**

- Successful students transition to new level following week
- Class teachers notified of incoming students and their background/previous level
- Orion records updated to reflect level change

#### **Progression Support**

Students attempting level change but not meeting 85% threshold receive:

- Detailed feedback on specific areas needing development
- Practical recommendations for targeted skill development
- Suggested timeline for next progression attempt
- Additional support or specialized sessions if needed

#### **Responsibilities**

- **Teachers:** Identify student readiness; recommend progression candidates
- **Director of Studies/Academic Manager:** Conduct level change assessments; make progression decisions; communicate results
- **Office Staff:** Process progression paperwork; coordinate transitions; update records
- **Academic Coordinator:** Oversee progression process and standards

#### **End-of-Cycle Assessment and Certification**

##### **Purpose**

End-of-cycle assessment provides comprehensive evaluation of student achievement across all language skills. Assessment determines course completion and certifies student's proficiency level. Assessment results enable students to pursue external examination certification or receive ELI Schools internal certification recognizing achieved level.

## Summative Assessment Structure

### Week 13 End-of-Cycle Assessment (Comprehensive Evaluation):

- **Reading:** Comprehension of authentic and adapted texts at appropriate complexity levels
- **Writing:** Productive written communication demonstrating range, accuracy, and communicative effectiveness
- **Listening:** Comprehension of varied audio contexts and speaker types
- **Speaking:** Spontaneous and interactive oral communication demonstrating fluency and accuracy

### Assessment Administration

**Timing:** Full week allocated for test administration (Week 13)

- **Flexibility:** Teachers maintain professional flexibility in scheduling tests based on their professional judgment regarding group needs and preferences:
- May distribute tests across different days of week
- May conduct all assessments in single focused session
- May use alternative scheduling based on class circumstances

### Test Access and Materials:

- All test materials accessible through Teams "Teaching Cycle Progress Tests" folder from beginning of test week
- Enables teachers to plan assessment schedule suited to their class

### Assessment Methods

- **Reading and Listening:** Conducted through Google Forms (automatic grading, immediate results)
- **Writing and Speaking:** Evaluated by teachers using standardized, carefully calibrated rubrics provided in Teams folders

### Progress Reporting and Feedback

#### Progress Report Documentation (Due: Within 3 Working Days of Test Week Completion):

- Teachers complete individual Progress Report Forms for each student that provide:
- Test results for all four language skills (reading, writing, listening, speaking)
- Overall evaluation of progress throughout teaching cycle
- Specific areas of notable achievement and improvement demonstrating growth
- Skills or content areas requiring additional support or remediation
- Tailored, practical recommendations for future learning aligned with student goals
- Assessment Panel recommendation for next steps (progression to next level, repeat current level, other)

#### Quality Assurance Review:

- Academic Management reviews all Progress Report Forms within five working days of submission
- Review ensures consistency, completeness, and adherence to school standards
- All forms systematically archived to enable long-term tracking of student development

#### Individual Feedback Sessions (Final Day of Test Week):

Teachers conduct individual feedback sessions with students following completion of progress reports. Sessions include:

- Review of test results across all four skills
- Explanation of overall performance and progress made
- Discussion of any upcoming level changes

- Feedback on strengths and areas for development
- Practical recommendations and next steps

#### **Student Record Documentation:**

- Students receive Progress Report (printed copy during session or via email)
- Clear summary of performance and guidance for continued learning
- Feedback recorded in student's file for reference

#### **Assessment Appeals**

Learners who consider an internal assessment result to be unfair or incorrect have the right to request a formal review. The appeal process is as follows: the learner submits a written request to the Academic Office within five working days of receiving their result, clearly stating the grounds for the appeal. The Academic Manager reviews the assessment and the original marking against the applicable rubric or marking criteria. Where appropriate, the assessment may be reviewed by a second qualified member of academic staff. The learner receives a written outcome of the appeal within ten working days of submission. The decision of the Academic Manager is final at internal level. All appeals and outcomes are documented and retained on file.

#### **Certification**

##### **ELI Schools Internal Certificate**

##### **For Students Not Pursuing External Examination:**

- Students completing a full programme cycle (12 weeks) receive ELI Schools Certificate of Achievement (need to attend 85% of the classes)
- Certificate recognizes proficiency level achieved based on end-of-cycle assessment
- Certificate issued upon course completion and final assessment completion
- Certificate specifies: CEFR level achieved, programme attended, dates of attendance, level of proficiency demonstrated

##### **External Examination Certification**

##### **For Students Pursuing Recognized External Examinations:**

See Section 7.8: Policy on External Exams and Section 7.9: Procedure for External Exams

#### **Responsibilities**

- **Teachers:** Conduct end-of-cycle assessments; complete progress reports; provide student feedback
- **Academic Management:** Review progress reports; archive records; coordinate certification
- **Office Staff:** Prepare and issue certificates

## 7.4 Policy for Copyright Compliance

<b>QA Area(s)</b>	<ul style="list-style-type: none"> <li>Teaching and Learning</li> <li>Information and Data Management</li> </ul>		
<b>Applies to</b>	<input checked="" type="checkbox"/> Staff only	<input type="checkbox"/> Learners only	<input type="checkbox"/> Staff and learners
<b>Policy Owner</b>	Senior Academic Manager		

### Purpose

The purpose of this policy is to ensure that ELI Schools and all staff comply with copyright law in the use of materials for teaching and learning, respecting the intellectual property rights of creators while enabling effective teaching.

### Scope

This policy applies to:

- All teaching staff at ELI Schools (full-time, part-time, freelance, at all locations)
- All materials used in teaching (textbooks, photocopies, digital materials, videos, audio, online resources)
- All contexts (classroom teaching, materials shared with students, materials in resource libraries)

### Policy Statement

#### Commitment to Copyright Compliance:

ELI Schools is committed to full compliance with Irish copyright law (Copyright and Related Rights Act 2000, as amended). We respect the intellectual property rights of authors, publishers, artists, and other creators. We ensure that all materials used in teaching are used legally and ethically.

#### Legal and Ethical Responsibility:

Copyright compliance is both a legal obligation and an ethical responsibility:

**Legal:** Breach of copyright is illegal and can result in prosecution and significant fines

**Ethical:** Creators have moral rights to their work and deserve fair compensation for their efforts

**Educational:** Teaching students respect for intellectual property

#### Balancing Rights and Educational Needs:

- Copyright law recognizes educational exceptions (fair dealing), but these are limited. ELI Schools balances respect for copyright with the practical needs of teaching by:
- Purchasing legitimate materials (textbooks, licensed resources)
- Using materials within legal limits
- Seeking permissions when required
- Using openly licensed and public domain materials where available
- Creating original materials

### What is Copyright?

**Copyright** is automatic legal protection for original creative works:

- Literary works (books, articles, poems, etc.)
- Artistic works (photographs, illustrations, paintings, etc.)
- Musical works (songs, compositions)
- Dramatic works (plays, films)
- Sound recordings
- Films and videos

- Computer programs and databases
- Typographical arrangements of published editions

### **Copyright gives creators exclusive rights to:**

- Copy the work
- Distribute the work
- Perform or display the work publicly
- Create derivative works (adaptations, translations)

**Using copyrighted work without permission or beyond legal exceptions is copyright infringement.**

### **Copyright Duration**

Copyright protection lasts for:

**Literary, dramatic, musical, artistic works:** Life of author plus 70 years

**Films, sound recordings:** 70 years from creation/publication

**Typographical arrangement:** 25 years from publication

After copyright expires, works enter **public domain** and can be used freely.

**Practical implication:** Most materials teachers want to use are under copyright (anything published in last 70+ years).

### **Educational Exceptions (Fair Dealing)**

Irish copyright law provides limited exceptions for educational use ("fair dealing for purposes of teaching and learning"). However, these exceptions are narrow:

#### **Fair Dealing allows:**

- Using **short excerpts** of copyrighted works for teaching
- Generally, **up to 5% of a work** or **one chapter from a book** or **one article from a journal**
- Must be for genuine educational purpose
- Must acknowledge source
- Cannot be systematic or widespread copying

#### **Fair Dealing does NOT allow:**

- Photocopying entire textbooks or substantial portions
- Creating course packs or anthologies of copyrighted materials
- Systematic copying of articles or chapters
- Making multiple copies for students beyond limited fair dealing
- Sharing digital copies of copyrighted materials widely
- **Important:** Fair dealing is not a blanket exemption. It is limited and must be genuinely "fair." When in doubt, assume permission is needed.

### **Compliant Practices at ELI Schools**

#### **1. Using Purchased Textbooks:**

##### **Best Practice:**

- Students purchase their own copy of the required textbook
- Students use their own textbook in class
- Teachers use teacher's copy
- Fully compliant and supports publishers who create valuable resources

### **Challenges:**

- Some students may not have textbook on first day
- Textbooks can be expensive
- Some students may forget textbook

### **Solutions:**

- Communicate textbook requirements clearly before course starts
- Have small loan library of textbooks students can borrow temporarily
- Photocopying occasional pages for students who forgot textbook (limited fair dealing)

## **2. Photocopying:**

### **Permissible (within fair dealing):**

- Short excerpts (up to 5% or one chapter/article) for teaching purposes
- Occasional, unsystematic copying
- Copies for small number of students (class size)
- Acknowledge source
- Example: Copying one article from magazine to use in class, or one chapter from grammar book as supplementary material

### **NOT Permissible:**

- Photocopying entire textbook or workbook for students
- Photocopying substantial portions of books
- Systematic copying (photocopying from same book every time you teach course)
- Creating "course packs" of multiple copyrighted materials
- Replacement for purchasing textbooks

**ELI Schools Rule:** Photocopying is allowed only within fair dealing limits. Teachers must not photocopy entire books or substantial portions. If materials needed regularly, purchase class set or use legitimate alternatives.

## **3. Digital Materials and Online Sharing:**

### **Permissible:**

- Sharing links to publicly available online resources (articles, videos, websites)
- Using materials with Creative Commons or other open licenses (within license terms)
- Using public domain materials
- Sharing teacher's own original materials
- Using materials from resource subscriptions (if license permits sharing with students)

### **NOT Permissible:**

- Scanning entire textbooks and sharing PDFs with students
- Sharing PDFs of copyrighted articles or book chapters (unless open access or licensed)
- Uploading copyrighted materials to learning platforms or shared drives where students can access
- Sharing copyrighted videos or audio files

**ELI Schools Rule:** Do not scan and share copyrighted materials digitally. Link to legal online sources. Use openly licensed materials. If in doubt, ask.

## **4. Videos and Audio:**

### **Permissible:**

- Showing videos in class that school has purchased or licensed

- Showing publicly available videos (YouTube, etc.) in class for educational purposes (fair dealing)
- Playing audio from CDs that school owns or that accompany purchased textbooks

**NOT Permissible:**

- Showing pirated films or videos
- Copying DVDs or videos and sharing with students
- Downloading copyrighted videos and sharing
- Public performance of films (showing film to large audience as entertainment rather than teaching)
- **ELI Schools Rule:** Use videos and audio legitimately. YouTube videos freely available online can be shown in class. Do not use pirated content.

**5. Music:****Permissible:**

Using short music excerpts for language teaching purposes (analysing lyrics, discussing music, listening comprehension)

**NOT Permissible:**

- Playing music as background entertainment (requires performance license)
- Using music in public performances without license

**ELI Schools Rule:** Music used for teaching purposes (analysing language, culture) is permissible. Music as background entertainment requires license (ELI Schools should obtain if regularly playing music publicly).

**6. Images and Photographs:****Permissible:**

- Using images with Creative Commons or other open licenses (within license terms)
- Using public domain images
- Using images from purchased resources
- Using own photographs

**NOT Permissible:**

- Copying images from internet without checking copyright and using extensively
- Using copyrighted images in materials without permission
- **ELI Schools Rule:** Check copyright status of images. Use openly licensed images (many available on sites like Pixabay, Unsplash, Wikimedia Commons with appropriate licenses). Acknowledge source.

**7. Teacher-Created Materials:****Encouraged:**

- Teachers creating own original materials (worksheets, handouts, activities)
- Using own materials freely
- Sharing with colleagues

**Intellectual Property:**

- Materials created by ELI Schools teachers in course of employment are property of ELI Schools (see employment contracts)
- Teachers can use materials while employed at ELI Schools
- ELI Schools owns materials after teacher leaves (unless otherwise agreed)

**8. Materials from Internet:**

### **Approach with Caution:**

- Many materials on internet are copyrighted
- "Free" does not always mean "free to use for any purpose"
- Some materials are openly licensed (Creative Commons), others are not

**ELI Schools Rule:** Check copyright status and terms of use before downloading and using materials from internet. Use openly licensed materials where possible. If unsure, create own materials or purchase legitimate resources.

### **9. Licensed Resources and Subscriptions:**

- If ELI Schools has subscriptions to online resource banks, e-libraries, or platforms:
- Use within terms of license
- Check license terms for what's permitted (sharing with students, downloading, printing, etc.)
- Do not share login credentials beyond permitted users
- Respect license terms

### **Seeking Permission**

If teachers wish to use copyrighted materials beyond fair dealing, permission must be sought:

#### **Process:**

- Identify copyright holder (publisher, author, rights organization)
- Contact and explain intended use
- Request permission (may involve fee)
- Use only if permission granted and conditions met
- Keep record of permission

**Note:** Seeking permissions is time-consuming. Generally, more practical to use materials within fair dealing, use openly licensed alternatives, or create original materials.

### **Openly Licensed and Public Domain Resources**

#### **Teachers encouraged to use:**

#### **Creative Commons Licensed Materials:**

- Resources explicitly licensed for reuse
- Various CC licenses with different permissions (some allow any use, some restrict commercial use or require attribution)
- Check license terms and comply
- Many educational resources available with CC licenses

#### **Open Educational Resources (OER):**

- Teaching materials openly licensed for reuse and adaptation
- Many high-quality OER available for language teaching
- Teachers can adapt to suit needs

#### **Public Domain:**

- Works where copyright has expired or never applied
- Classic literature, historical texts, old images
- Can be used freely

#### **Sources of Openly Licensed Materials:**

- Creative Commons search
- Wikimedia Commons (images)
- OER repositories (MERLOT, OER Commons, etc.)
- Many universities and organizations share OER

## **Responsibilities**

### **All Teaching Staff:**

- Complying with this policy in all use of materials
- Using materials within fair dealing limits
- Not photocopying or sharing digital copies of substantial copyrighted materials
- Checking copyright status of materials before using
- Seeking guidance if unsure
- Creating original materials where feasible
- Respecting intellectual property

### **Academic Managers / Programme Leaders:**

- Ensuring teachers aware of copyright policy
- Monitoring compliance
- Providing guidance to teachers
- Ensuring programme materials (core texts, resources) are legitimate
- Addressing breaches if discovered

### **Senior Academic Manager:**

- Overall responsibility for copyright compliance in teaching
- Policy implementation and monitoring
- Staff training on copyright
- Liaison with publishers or rights organizations if needed

### **Operations Manager:**

- Ensuring photocopiers used compliantly
- Providing guidance on photocopying limits
- Monitoring photocopying volumes

### **Quality Officer:**

- Monitoring copyright compliance as part of QA
- Reporting breaches if identified

### **Managing Director:**

- Overall accountability for legal compliance including copyright
- Ensuring adequate resources for legitimate materials (budget for textbooks, resource subscriptions)

## **Consequences of Non-Compliance**

### **For ELI Schools:**

- Legal liability for copyright infringement
- Fines and legal costs (potentially substantial)
- Reputational damage
- Breach of accreditation standards (QQI)

### **For Individual Staff:**

- Disciplinary action (warning, dismissal for serious or repeated breaches)
- Potential personal legal liability
- Professional reputation damage

**Non-compliance is taken seriously and will be addressed through disciplinary procedures if necessary.**

### **Support and Guidance**

**Teachers needing guidance on copyright should contact:**

- Academic Manager or Senior Academic Manager
- Quality Officer

**Resources available:**

- Copyright guidance document (summary of rules)
- List of openly licensed resource sources
- Support creating original materials

**Training:**

- Copyright compliance included in teacher induction
- Periodic refresher training
- Guidance available on request

### **Review**

This policy will be reviewed biennially or when copyright law changes to ensure continued compliance and alignment with legal requirements.

<b>Version</b>	1.0
<b>Date Approved</b>	March 2026
<b>Approved by</b>	Board of Directors

**Related legislation, regulation or guidelines:**

- Copyright and Related Rights Act 2000 (Ireland), as amended
- Copyright Directive 2001/29/EC (EU)
- Core Statutory Quality Assurance Guidelines 2016 (QQI)
- Code of Practice for Provision of Programmes of English Language Education to International Learners

## 7.5 Procedure for Copyright Compliance

<b>QA Area(s)</b>	• Teaching and Learning		
<b>Applies to</b>	<input checked="" type="checkbox"/> Staff only	<input type="checkbox"/> Learners only	<input type="checkbox"/> Staff and learners
<b>Policies this Procedure relates to:</b>	Policy for Copyright Compliance (7.4)		

### Purpose

This procedure provides practical, step-by-step guidance for teachers on how to use materials compliantly and how to check copyright status, seek permissions, and find alternative resources when needed.

### Procedure

#### PART A: BEFORE USING ANY MATERIAL - CHECK COPYRIGHT STATUS

##### Step 1: Identify the Material Type

- What type of material do you want to use?
- Textbook or book
- Article from journal or magazine
- Worksheet or handout from internet
- Image or photograph
- Video (DVD, YouTube, etc.)
- Audio (CD, podcast, music)
- Website or online resource

##### Step 2: Determine Copyright Status

Ask these questions:

##### A. Is it your own original work?

- If YES: You can use it freely (but note: materials created for ELI Schools are ELI Schools' property)
- If NO: Continue to B

##### B. Is it in the public domain?

- Works published before approximately 1950 (more than 70 years ago) may be in public domain
- Check publication date
- Public domain works can be used freely
- If YES: Use freely
- If NO or UNSURE: Continue to C

##### C. Is it openly licensed (e.g., Creative Commons)?

- Look for Creative Commons logo or license statement
- Common on educational websites, Wikimedia Commons, some YouTube videos
- If YES: Check license terms and comply (see Part B below)
- If NO or UNSURE: Continue to D

##### D. Is it from a resource ELI Schools subscribes to or has purchased?

Does ELI Schools have subscription or license?

- Check with Academic Manager or Office Manager

- If YES: Check license terms for permitted uses
- If NO: Continue to E

### **E. Is it copyrighted?**

- If published recently (within last 70 years) and not openly licensed, assume it's copyrighted
- Continue to Step 3

### **Step 3: Determine How You Want to Use It**

#### **A. Linking to publicly available online resource (e.g., YouTube video, website, online article)?**

- This is generally permissible - you're not copying, just directing students to existing content
- Ensure source is legitimate (not pirated content)
- Go ahead and use (link to resource)

#### **B. Using material in class (showing video, using textbook activities, displaying image)?**

- If you own legitimate copy (textbook, DVD, etc.): Use in class teaching (fair dealing)
- If short excerpt from copyrighted work (article, book chapter, image): Fair dealing likely applies
- Go to Part C for fair dealing assessment

#### **C. Photocopying or creating digital copies for students?**

- This requires careful consideration
- Go to Part C for fair dealing assessment

#### **D. Sharing digital files with students (PDFs, scanned documents, video files)?**

- This is high-risk for copyright infringement
- Go to Part C for fair dealing assessment

## **PART B: USING OPENLY LICENSED MATERIALS (CREATIVE COMMONS)**

### **Step 1: Identify the License Type**

Creative Commons licenses vary:

- **CC0 (Public Domain):** Can use for any purpose, no restrictions
- **CC BY (Attribution):** Can use for any purpose, must credit creator
- **CC BY-SA (Attribution-ShareAlike):** Can use and adapt, must credit creator, must share adapted work under same license
- **CC BY-ND (Attribution-NoDerivatives):** Can use but not adapt, must credit creator
- **CC BY-NC (Attribution-NonCommercial):** Can use for non-commercial purposes only, must credit creator (ELI Schools is commercial, but educational use generally considered non-commercial)
- **CC BY-NC-SA:** Can use and adapt for non-commercial purposes, must credit, must share adapted work under same license
- **CC BY-NC-ND:** Can use for non-commercial purposes, cannot adapt, must credit

### **Step 2: Comply with License Terms**

#### **Attribution (required by all except CC0):**

- Credit the creator
- Include title of work, creator name, source (link if online), license type
- Example: "Image: 'Students in Classroom' by John Smith, Wikimedia Commons, CC BY 3.0"

#### **Non-Commercial (if NC license):**

- Use for teaching purposes (non-commercial)

- Do not sell materials or use for profit

**No Derivatives (if ND license):**

Use as-is, do not adapt or modify

**ShareAlike (if SA license):**

If you adapt the work, share your adapted version under same license

**Step 3: Use the Material**

Use according to license terms. Acknowledge source appropriately.

**PART C: FAIR DEALING ASSESSMENT - CAN I USE THIS UNDER FAIR DEALING?**

**Fair dealing allows limited use of copyrighted materials for education. Assess whether your intended use falls within fair dealing:**

**Fair Dealing Checklist:****Is it for genuine educational purpose (teaching or learning)?**

- If YES: Continue
- If NO: Fair dealing does not apply

**Is it a short excerpt (up to 5% of work, or one chapter/article)?**

- If YES: Continue
- If NO: Too much - fair dealing likely does not apply, seek alternative

**Is it occasional and unsystematic (not copying same materials every time you teach course)?**

- If YES: Continue
- If NO: Systematic copying not permitted - must purchase resources

**Is it for small number of students (class size, not widespread distribution)?**

- If YES: Continue
- If NO: Fair dealing does not cover mass distribution

**Will you acknowledge the source?**

- If YES: Continue
- If NO: Must acknowledge source for fair dealing

**If all answers YES: Likely within fair dealing - proceed with use, but minimal copying**

**If any answer NO: Not within fair dealing - must seek alternative**

**Decision Tree:****Scenario A: I want to photocopy an article from a magazine to use in class (class size 12 students)**

- Educational purpose? YES
- Short excerpt (one article)? YES
- Occasional? YES (not photocopying multiple articles systematically)
- Small number (class size)? YES
- Will acknowledge source? YES

**Decision: Permissible under fair dealing - photocopy the article for class**

**Scenario B: I want to photocopy entire workbook for all students to save them buying it**

- Educational purpose? YES
- Short excerpt? NO (entire book)

**Decision: NOT permissible - students must purchase workbook**

**Scenario C: I want to scan a chapter from a grammar book and upload to Google Classroom for students**

- Educational purpose? YES
- Short excerpt (one chapter)? YES
- Occasional? YES
- Small number (class size)? YES
- Will acknowledge source? YES

**Question: Is digital sharing same as photocopying?**

- Digital sharing more risky - easier to distribute further, permanent copies created
- Recommendation: Photocopy and distribute in class (more defensible as fair dealing) OR link to legitimate online source if available OR create own materials OR students purchase book

**Decision: Borderline - avoid digital sharing, use alternatives**

**Scenario D: I want to show a YouTube video in class**

- Video is publicly available on YouTube (not pirated)
- Showing in class for educational purpose

**Decision: Permissible - link to YouTube video and show in class**

**Scenario E: I want to use 5 pages from a 100-page textbook as supplementary material**

- 5 pages out of 100 = 5%
- Short excerpt for teaching
- Occasional use

**Decision: Likely permissible under fair dealing**

**Scenario F: Every time I teach Intermediate course I photocopy 10 pages from Grammar Book X**

Systematic copying from same source every course

**Decision: NOT permissible - systematic copying - must purchase class set of Grammar Book X or use alternative**

**PART D: IF FAIR DEALING DOESN'T APPLY - ALTERNATIVES**

If you cannot use material under fair dealing, consider alternatives:

**Alternative 1: Purchase Legitimate Resources**

- Buy textbooks for students (students purchase own copy)
- Buy class set of resources for school
- Recommend to Academic Manager if resources needed regularly

**Alternative 2: Create Your Own Materials**

- Write own worksheet or activity
- Take own photographs
- Create own content
- Time-consuming but fully compliant and tailored to students

### **Alternative 3: Use Openly Licensed Resources**

- Search for Creative Commons licensed alternatives
- Use OER (Open Educational Resources)
- Many available online

#### **Sources of Openly Licensed Materials:**

- Creative Commons search: [search.creativecommons.org](https://search.creativecommons.org)
- Wikimedia Commons (images): [commons.wikimedia.org](https://commons.wikimedia.org)
- Pixabay (images): [pixabay.com](https://pixabay.com)
- Unsplash (images): [unsplash.com](https://unsplash.com)
- OER Commons (educational resources): [oercommons.org](https://oercommons.org)
- British Council Teaching English: [teachingenglish.org.uk](https://teachingenglish.org.uk) (some resources openly licensed)
- ESL Discussions: [esldiscussions.com](https://esldiscussions.com) (free, permissible for educational use)

### **Alternative 4: Link to Legitimate Online Resources**

- Instead of copying, link to online articles, videos, resources
- Students access directly (you're not copying)
- Ensure source is legitimate and publicly available

### **Alternative 5: Seek Permission**

- If you really need to use specific copyrighted material extensively, seek permission from copyright holder
- Contact publisher, author, or rights organization
- Explain intended use, request permission
- May involve fee
- Time-consuming

### **Alternative 6: Use Different Material**

- Find similar material that is openly licensed or public domain
- Adapt your lesson to use alternative resources

## **PART E: SEEKING PERMISSION (if necessary)**

### **Step 1: Identify Copyright Holder**

- For published books/articles: Publisher (check copyright page)
- For images: Photographer or image agency
- For music: Record label or rights organization (IMRO in Ireland)
- For videos: Production company or creator

### **Step 2: Contact Copyright Holder**

### **Step 3: Await Response**

- Allow 2-4 weeks for response
- Follow up if no response

### **Step 4: If Permission Granted**

- Comply with all conditions (fee payment, attribution, limitations)
- Keep copy of permission letter
- Use only as permitted

### **Step 5: If Permission Denied or Fee Too High**

- Use Alternative (see Part D above)
- Cannot use without permission

#### **Step 6: If No Response**

- Do not assume silence means permission
- Use Alternative
- Cannot use without clear permission

### **PART F: PHOTOCOPYING - PRACTICAL GUIDANCE**

#### **What You CAN Photocopy:**

##### **Within Fair Dealing Limits:**

- One article from magazine or journal (for class)
- One chapter from book (up to 5% of total book)
- Short excerpt from longer work
- Occasionally, not systematically
- For your class only (not sharing widely)

##### **Your Own Original Materials:**

Freely photocopy materials you created yourself

##### **Openly Licensed Materials:**

Materials with Creative Commons or similar licenses allowing copying

#### **What You CANNOT Photocopy:**

##### **Beyond Fair Dealing:**

- Entire textbooks or workbooks
- Substantial portions of books (more than one chapter or 5%)
- Multiple chapters from same book
- Systematic copying from same source every time you teach
- Creating course packs or anthologies of copyrighted materials

##### **Pirated or Unauthorized Copies:**

Do not photocopy materials that themselves are unauthorized copies

##### **How to Photocopy Compliantly:**

- **Step 1:** Check material is within fair dealing (use Part C assessment)
- **Step 2:** Make only necessary number of copies (class size + teacher copy)
- **Step 3:** Include source acknowledgment on photocopies: "Source: [Article title] by [Author], [Publication], [Date]. Copied under fair dealing for educational purposes."
- **Step 4:** Use photocopies in teaching
- **Step 5:** Do not keep and reuse photocopies systematically term after term (becomes systematic copying)

##### **If Photocopying Regularly from Same Source:**

- This becomes systematic copying - not permissible
- Recommendation: Purchase class set of the resource
- Or create own alternative materials
- Or use openly licensed alternatives

### **PART G: DIGITAL MATERIALS - PRACTICAL GUIDANCE**

## **What You CAN Share Digitally:**

### **Links to Publicly Available Resources:**

- Share links to YouTube videos, websites, online articles, resources
- Students access directly (you're not copying or distributing copyrighted file)

### **Your Own Original Materials:**

- Upload materials you created to Google Classroom, Moodle, shared drives

### **Openly Licensed Materials:**

- Upload CC-licensed materials (within license terms)

### **Materials from Licensed Resources:**

- If ELI Schools has subscription allowing sharing with students, use within license terms

## **What You CANNOT Share Digitally:**

### **Scanned Copyrighted Materials:**

- Do not scan textbooks, workbooks, book chapters and share PDFs
- Do not scan articles and share PDFs (unless open access)

### **Copyrighted PDFs:**

Do not share PDFs of copyrighted articles, chapters, books

### **Video or Audio Files:**

Do not share copyrighted video or audio files

### **Pirated Content:**

Do not share any pirated or unauthorized content

### **Why Digital Sharing is Higher Risk:**

- Digital files easily distributed further beyond intended recipients
- Permanent copies created
- More detectable (online sharing leaves traces)
- Rights holders more vigilant about digital piracy

**Recommendation: Be extra cautious with digital sharing. When in doubt, link rather than share files.**

## **PART H: VIDEOS AND AUDIO - PRACTICAL GUIDANCE**

### **Showing Videos in Class:**

#### **Permissible:**

- DVDs or videos that ELI Schools owns and has legitimately purchased
- Publicly available YouTube videos (shown directly from YouTube)
- Videos from licensed streaming services (if license permits classroom use)
- Videos you created yourself
- Openly licensed videos

**Showing videos in classroom for educational purposes generally falls within fair dealing.**

### **NOT Permissible:**

- Pirated or illegally downloaded videos
- Videos ripped from DVDs and shared digitally
- Showing films as public entertainment (rather than teaching) without performance license

### **Playing Audio in Class:**

#### **Permissible:**

- CDs that accompany textbooks ELI Schools purchased
- Audio you recorded yourself
- Podcasts or online audio freely available
- Openly licensed audio
- Short music excerpts for language teaching (analysing lyrics, discussing music)

#### **NOT Permissible:**

- Pirated audio
- Playing music as background entertainment without performance license

### **Practical Steps:**

- **Check source is legitimate** (not pirated)
- **Use for educational purpose** (teaching, not entertainment)
- **Show/play in class** (not copying and distributing to students)
- **If YouTube video:** Show directly from YouTube (streaming) - do not download and share file
- **If DVD:** Play from legitimate DVD in class
- **If music for analysis:** Short excerpts for language teaching purposes (fair dealing)
- **If background music:** Check if ELI Schools has performance license (required for playing music publicly as entertainment)

## **PART I: IMAGES - PRACTICAL GUIDANCE**

### **Finding and Using Images Compliantly:**

#### **Step 1: Source Openly Licensed Images**

##### **Recommended Sources:**

- Pixabay ([pixabay.com](https://pixabay.com)): Free images, CC0 (public domain) or Pixabay License
- Unsplash ([unsplash.com](https://unsplash.com)): Free images, Unsplash License (free to use)
- Wikimedia Commons ([commons.wikimedia.org](https://commons.wikimedia.org)): Many CC-licensed images (check individual license)
- Pexels ([pexels.com](https://pexels.com)): Free images
- Creative Commons Search ([search.creativecommons.org](https://search.creativecommons.org)): Search across multiple sources

#### **Step 2: Check License**

- Read license terms
- Most of these sources allow free use for educational purposes
- Some require attribution

#### **Step 3: Download and Use Image**

#### **Step 4: Provide Attribution (if required)**

Example: "Image: 'London Street Scene' by Jane Smith, Unsplash"

### **Using Images from Google Image Search:**

### **DO NOT simply use any image from Google Images:**

- Many images in Google search results are copyrighted
- "Appearing in Google" does not mean "free to use"

### **IF using Google Images:**

- Use Tools > Usage Rights > "Creative Commons licenses" to filter
- Check actual license on source website
- Comply with license terms

### **Your Own Photos:**

Use freely - photos you took yourself are your copyright (or ELI Schools' if taken for work purposes)

### **Avoid:**

- Copying images from websites without checking copyright
- Assuming images are free to use without checking

## **PART J: MATERIALS FROM INTERNET - PRACTICAL GUIDANCE**

**Many ELT websites offer free teaching materials. Are these okay to use?**

**It Depends on Terms of Use:**

**Check the website's Terms of Use or Copyright statement:**

- **Scenario 1: Website explicitly permits free use for educational purposes** Example: "All materials on this site are free to download and use for educational purposes" **Decision: Use freely within stated terms**
- **Scenario 2: Website has Creative Commons license** **Decision: Use within CC license terms (see Part B)**
- **Scenario 3: Website has "All Rights Reserved" or copyright notice with no permission statement** **Decision: Assume permission not granted. Contact website owner for permission or find alternative**
- **Scenario 4: No clear copyright statement** **Decision: Assume copyrighted. Contact for permission or find alternative**

**Recommended ELT Websites with Free, Permissible-to-Use Materials:**

- British Council Teaching English ([teachingenglish.org.uk](http://teachingenglish.org.uk)): Many resources free for teachers to use
- BBC Learning English ([bbc.co.uk/learningenglish](http://bbc.co.uk/learningenglish)): Free resources for learners and teachers
- Breaking News English ([breakingnewsenglish.com](http://breakingnewsenglish.com)): Free lessons for teachers
- ESL Discussions ([esldiscussions.com](http://esldiscussions.com)): Free discussion materials
- Many university and educational organization OER sites

**Always check terms of use and comply.**

## **PART K: IF YOU'RE UNSURE - DECISION FLOWCHART**

**"I want to use [material] for teaching. Can I?"**

**Question 1: Did I create this material myself?**

- YES → Use freely
- NO → Continue to Question 2

**Question 2: Is it in public domain (published more than 70 years ago)?**

- YES → Use freely
- NO or UNSURE → Continue to Question 3

**Question 3: Is it openly licensed (Creative Commons, etc.)?**

- YES → Check license terms and use within those terms (see Part B)
- NO or UNSURE → Continue to Question 4

**Question 4: Is it from a resource ELI Schools has purchased or licensed?**

- YES → Check license terms and use within those terms
- NO or UNSURE → Continue to Question 5

**Question 5: Am I just linking to a publicly available online resource (not copying/sharing files)?**

- YES → Permissible - share link
- NO → Continue to Question 6

**Question 6: Is my use within fair dealing limits? (use Part C assessment)**

- Short excerpt (up to 5% or one chapter/article)
- Educational purpose
- Occasional, not systematic
- Small number (class size)
- Will acknowledge source
- All YES → Likely permissible within fair dealing (but be cautious, especially with digital sharing)
- Any NO → Continue to Question 7

**Question 7: Can I find an openly licensed or public domain alternative? (see Part D)**

- YES → Use alternative
- NO → Continue to Question 8

**Question 8: Can I create my own material instead?**

- YES → Create own material
- NO → Continue to Question 9

**Question 9: Is it important enough to seek permission? (see Part E)**

- YES → Contact copyright holder and request permission
- NO → Use different material or approach

**Question 10: Still unsure?**

- ASK: Contact Academic Manager or Senior Academic Manager for guidance
- When in doubt, DON'T USE without checking

**PART L: GETTING HELP****If you are unsure about copyright compliance for any material:****Step 1: Don't assume - ASK****Step 2: Contact:**

- Your Academic Manager or Programme Leader
- Senior Academic Manager
- Quality Officer

**Step 3: Provide details:**

- What material you want to use
- How you want to use it (photocopy, digital sharing, show in class, etc.)

- How much of the work (short excerpt or substantial portion)
- How often (once or systematically)

#### **Step 4: Await guidance**

#### **Step 5: Follow advice given**

**It is always better to ask than to risk copyright infringement.**

### **PART M: REPORTING CONCERNS**

**If you observe potential copyright breaches:**

#### **Examples:**

- Colleague photocopying entire textbooks for students
- Copyrighted materials systematically shared digitally
- Pirated videos or software being used

#### **Step 1: If comfortable, raise concern directly with colleague**

- They may be unaware of copyright rules
- Share this procedure
- Encourage compliant practice

#### **Step 2: If issue continues or is serious, report to:**

- Academic Manager
- Senior Academic Manager
- Quality Officer

#### **Step 3: Report handled confidentially and appropriately**

**Purpose: Protecting ELI Schools from legal liability and ensuring ethical practice, not punishing colleagues. Education and support are first response.**

### **PART N: COMMON SCENARIOS - QUICK REFERENCE**

- **Scenario: I want to use a textbook in my class** **Answer:** Students should purchase their own copy. Teachers use teacher's copy.
- **Scenario: Student forgot textbook. Can I photocopy pages for them?** **Answer:** Occasional photocopying of a few pages for student who forgot textbook is within fair dealing. Don't do this systematically every lesson.
- **Scenario: I found a great worksheet on a teachers' website. Can I use it?** **Answer:** Check website's terms of use. If it says free for teachers to use, yes. If copyright is reserved without permission, contact website owner or find alternative.
- **Scenario: Can I show a YouTube video in class?** **Answer:** Yes, if video is legitimately available on YouTube (not pirated). Show directly from YouTube.
- **Scenario: Can I photocopy an entire workbook for my students?** **Answer:** No. Students must purchase workbook.
- **Scenario: I want to scan a chapter from a grammar book and share PDF with students** **Answer:** Avoid digital sharing of copyrighted materials. Alternative: Photocopy the chapter for in-class use (within fair dealing) OR direct students to purchase the book OR use openly licensed alternative OR create own materials.
- **Scenario: Can I use images from Google in my PowerPoint?** **Answer:** Not without checking copyright. Use images from Pixabay, Unsplash, or other openly licensed sources instead. Or use Google Images with Creative Commons filter and check actual license.

- **Scenario: I want to create a course pack of materials from various sources** **Answer:** This is systematic copying of multiple copyrighted sources - not permissible. Alternative: Purchase licensed course pack if available, or use openly licensed materials, or create own materials, or direct students to sources to read.
- **Scenario: Can I make a copy of a DVD to have a backup?** **Answer:** Generally, not permitted. Use original DVD.
- **Scenario: I want to share a link to a news article with students** **Answer:** Yes - sharing links is permissible.
- **Scenario: I want to share a PDF of a news article with students** **Answer:** Avoid sharing the PDF file. Share the link to the article online instead. If article is behind paywall or not available online, fair dealing may allow photocopying one article for class (but not digital sharing).
- **Scenario: I created materials for ELI Schools. Can I take them with me if I leave?** **Answer:** Materials created for ELI Schools in course of employment are ELI Schools' property. You cannot take them when you leave unless ELI Schools agrees. Your employment contract may specify this.
- **Scenario: I want to use materials I created at a previous job** **Answer:** Check your previous employment contract. Materials may be property of previous employer. If in doubt, create new materials for ELI Schools.

## **PART O: RECORD KEEPING**

### **Teachers should keep records of:**

#### **Permissions Obtained:**

- If you obtained permission to use copyrighted material, keep copy of permission letter
- Note what use is permitted and any conditions

#### **Source Acknowledgments:**

- Keep note of sources of materials you use
- Ensure photocopies and handouts include source acknowledgment

#### **Openly Licensed Materials Used:**

- Note license type and terms
- Ensure you're complying (e.g., providing attribution if required)

#### **Materials Created:**

- Keep copies of original materials you create
- These are valuable resources

#### **Why Keep Records:**

- Demonstrates compliance if questioned
- Helps you remember what you can/cannot use
- Professional practice

## **PART P: TRAINING AND UPDATES**

### **Copyright Compliance Training:**

#### **All new teaching staff:**

- Copyright compliance covered in induction
- Provided with this procedure
- Opportunity to ask questions

#### **All teaching staff:**

- Periodic refresher training on copyright

- Updates if copyright law or policy changes
- Access to guidance and support

**Responsibility:**

- Senior Academic Manager ensures training provided
- HR Manager includes in induction
- All teachers responsible for compliance

**Updates to Procedure:**

- This procedure reviewed regularly
- Updated when law changes or issues identified
- Teachers notified of updates

**PART Q: SUMMARY - KEY POINTS TO REMEMBER****DO:**

- Use materials within fair dealing limits (short excerpts, occasional, educational purpose)
- Use openly licensed materials (Creative Commons, OER)
- Use public domain materials
- Link to online resources rather than sharing files
- Create your own original materials
- Ask if unsure

**DON'T:**

- Photocopy entire textbooks or substantial portions
- Systematically copy from same sources
- Scan and share copyrighted materials digitally
- Use pirated content
- Assume "free on internet" means "free to use"
- Ignore copyright - it matters legally and ethically

**REMEMBER:**

- Copyright protects creators' rights
- Fair dealing has limits
- Digital sharing is risky
- Openly licensed alternatives often available
- Creating own materials is compliant and tailored
- When in doubt, ask

**COPYRIGHT COMPLIANCE IS:**

- Legal requirement
- Ethical responsibility
- Professional standard
- Everyone's responsibility

**Responsibility****All Teaching Staff:**

- Understanding and complying with copyright law and this procedure
- Checking copyright status before using materials
- Using materials within fair dealing limits

- Seeking guidance when unsure
- Creating original materials where feasible
- Reporting concerns if breaches observed

**Academic Managers / Programme Leaders:**

- Ensuring teachers in their teams understand copyright requirements
- Providing guidance and support
- Monitoring compliance
- Addressing breaches if discovered
- Ensuring resources available (legitimate textbooks, access to openly licensed materials)

**Senior Academic Manager:**

- Overall responsibility for copyright compliance in teaching
- Policy and procedure implementation
- Training provision
- Liaison with publishers or rights organizations if needed
- Handling copyright issues escalated

**Quality Officer:**

- Monitoring compliance as part of QA
- Identifying breaches through document reviews or audits
- Reporting issues
- Supporting improvement

**Operations Manager:**

- Ensuring photocopying facilities used compliantly
- Providing guidance on photocopying
- Monitoring photocopying volumes for patterns suggesting systematic copying

**Managing Director:**

- Overall legal accountability
- Ensuring adequate budget for legitimate resources
- Handling serious legal issues if arise

<b>Version</b>	1.0
<b>Date Approved</b>	March 2026
<b>Approved by</b>	Board of Directors

**Related legislation, regulation or guidelines:**

- Copyright and Related Rights Act 2000 (Ireland), as amended
- Copyright Directive 2001/29/EC (EU)
- Core Statutory Quality Assurance Guidelines 2016 (QQI)
- Code of Practice for Provision of Programmes of English Language Education to International Learners