



English Language Student Feedback Policy

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1. Purpose

The purpose of this policy is to ensure that Trent Education Centre (TEC) collects, analyses, and uses student feedback in a consistent and meaningful way across all English Language programmes. Student evaluation is central to maintaining high-quality teaching, improving learner experience, and ensuring that the curriculum remains responsive to learner needs. Feedback gathered through structured evaluation points informs teaching practice, curriculum development, and support strategies, and contributes directly to TEC's quality assurance processes and governance reporting.

2. Scope

This policy applies to all English Language provision delivered by Trent Education Centre, including Ascentis ESOL courses from Entry 1 to Level 2 and NCFE Functional Skills English courses at Level 1 and Level 2. Should TEC run any other English language courses in future this policy will also apply to them. The policy covers all modes of delivery, including classroom-based and blended learning. The policy applies to all Tutors, Support Staff, the Programme Leader, and learners enrolled on English Language programmes.

3. Policy Statement

Trent Education Centre is committed to ensuring that student voice is embedded in all aspects of English Language provision. The Centre will use accessible and inclusive evaluation tools that allow learners at all levels to express their views clearly. Feedback will be collected at key points in the learner journey, analysed systematically, and used to inform improvements in teaching, curriculum design, and learner support. Findings and recommendations will be reported to the English Language Course Committee and subsequently to the Academic Board, ensuring that student experience informs strategic decision-making.

4. Evaluation Stages

Evaluation takes place at three key points in the learner journey.

- Post-Induction evaluation occurs during weeks two or three of the course using a specific Induction Feedback Form. It provides an early opportunity to identify learner needs, check understanding of course expectations, and ensure that learners feel safe, welcomed, and supported.
- End-of-Course evaluation is carried out in the final week of teaching and uses programme-specific forms: the ESOL Course Feedback Form for Ascentis ESOL learners and the Functional Skills English Student Course Evaluation Form for NCFE learners. These forms capture learner perceptions of teaching quality, lesson clarity, skills development, classroom environment, and overall satisfaction.
- A Mid-Course evaluation may be used where courses run for more than twelve weeks, where concerns have been raised, or where new curriculum models or Tutors are being piloted. This optional evaluation allows the Programme Leader to address issues promptly and support continuous improvement.

4.2 Evaluation Tools

- Post-Induction Evaluation Form (Appendix C)
- ESOL Course Feedback Form (Appendix A)
- Functional Skills English Course Evaluation Form (Appendix B)

5. Procedures

Evaluation forms are distributed by Tutors during class time to ensure maximum participation and to support learners who may require assistance. Completed forms must be returned to the Programme Leader within five working days. Forms may be passed to students in electronic form or hard copy. All hard copy forms are stored securely and retained for one academic year.

The Programme Lead is responsible for analysing the data, identifying trends, and extracting key themes from both quantitative and qualitative responses. This analysis includes reviewing learner comments, comparing results across cohorts, and identifying strengths and areas requiring development. A Student Evaluation Report is produced, summarising findings, highlighting areas of good practice, and outlining recommendations for improvement. Reports are submitted to the English Language Course Committee and then incorporated into the Course Committee Report for the Academic Board.

An Action Plan is created from the recommendations and monitored by the Programme Leader every quarter. Progress updates are shared with the English Language Course Committee to ensure accountability and transparency. Tutors communicate key improvements to learners at the start of the next term to demonstrate how student feedback has informed change.

6. Roles and Responsibilities

Tutors are responsible for distributing evaluation forms, supporting learners to complete them, and reflecting on feedback to improve their practice. The Programme Leader oversees the analysis of evaluation data, produces reports, and monitors the Action Plans. The Head of Quality ensures that the policy is implemented consistently, reviews evaluation tools annually, and supports the interpretation of data. The Academic Board receives and reviews termly reports and ensures that actions align with institutional priorities.

7. Monitoring and Review

This policy is reviewed annually by the Head of Quality to ensure that evaluation processes remain effective, accessible, and aligned with regulatory expectations. Evaluation forms are reviewed for clarity, inclusivity, and suitability for Entry-level learners. Any changes to the policy or evaluation tools are approved by the Academic Board.

Appendix A – ESOL Student Feedback Form (Template)

ESOL Student Feedback Form (End of Course)

Tutor: _____ Class: _____ Date: _____

1. Your English

Before the course my English was:

Very low Low OK Good

Now my English is:

Very low Low OK Good Much better

2. About the Tutor

My tutor...	Yes	A little	No
speaks clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
helps me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
listens to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
explains new words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
is friendly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gives me time to speak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. The Lessons

Statement	Yes	A little	No
I understand the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learn new vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I practise speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I practise reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I practise writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I practise listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Confidence

Activity	Yes	Not sure	No
Speak to a doctor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk to my child's school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shop by myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fill in a form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make a phone call	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Class Environment

Statement	Yes	No
I feel happy in class	<input type="checkbox"/>	<input type="checkbox"/>
I feel safe	<input type="checkbox"/>	<input type="checkbox"/>
Other students are kind	<input type="checkbox"/>	<input type="checkbox"/>

6. Open Questions

What do you like in class?

What do you want to learn?

7. Overall

I like this class: Very much OK Not much

I want to come again: Yes No

Appendix B: Functional Skills English Student Feedback Form (Template)

NCFE Functional Skills English – Student Feedback Form (End of Course)

Course: _____ Tutor: _____ Centre: _____
Date: _____

Level: Level 1 Level 2

1. About the Lessons

Statement	Very Good	Good	OK	Not Good
The tutor explains things clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand what I have to do in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lessons help me improve my English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel comfortable asking questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The class activities are useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get help when I need it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The pace of the lesson is right	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Skills Improvement

My reading has improved: A lot A little Not sure Not at all

My writing has improved: A lot A little Not sure Not at all

My speaking and listening have improved: A lot A little Not sure Not at all

My spelling and punctuation have improved: A lot A little Not sure Not at all

3. Learning Support

Question	Yes	No
I know my target/goal	<input type="checkbox"/>	<input type="checkbox"/>
I receive feedback on my work	<input type="checkbox"/>	<input type="checkbox"/>
I understand my mistakes	<input type="checkbox"/>	<input type="checkbox"/>
I know how to improve	<input type="checkbox"/>	<input type="checkbox"/>

Appendix D – Post-Induction Student Feedback Form

Post-Induction Student Feedback Form (Week 2–3)

Course: _____ Tutor: _____ Level: _____

Date: _____

1. How I Feel in the Class

Statement	Yes	A little	No
I feel comfortable in the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel safe and respected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the class routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get on well with other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Understanding the Course

Statement	Yes	A little	No
I understand what the course will help me do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know what skills I need to improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to ask for help if I need it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Learning So Far

Statement	Yes	A little	No
I understand most of the lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can follow the tutor's explanations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel confident to take part in activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know what I should do outside class to improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Support and Communication

Statement	Yes	A little	No
I know who to speak to if I have a problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to contact the centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Open Questions

What is going well for you so far?

Is there anything you are finding difficult?

What would help you learn better?

What would you like to learn next?
