SBC

№1

The UK's Number One Multi-Campus Summer School

SBC is the highest-ranked summer school in the EL Gazette UK Language Centre Rankings and an EL Gazette Centre of Excellence. These rankings are based on British Council inspection results.

ADVENTURE PROGRAMMES

English Adventures

12-16 years Headington Oxford



ENGLISH LEVEL
All levels

COURSE LENGTH
2 weeks

ACADEMIC HOURS
15 per week

CLASS SIZE
15 max

START DATES
12-7 | 26-7

RESIDENTIAL OR DAY
Both

For full dates, fees and everything that's included – tuition, accommodation, meals and excursions – visit our website.

summerboardingcourses.com/prices

USE ENGLISH

Every Day

English Adventurers is an immersive two-week language programme for students of all levels, from A1 to C1. You'll build your confidence in English through interactive lessons, practical tasks, and creative projects that bring the language to life. From structured grammar and vocabulary sessions to roleplay, debates, and collaborative writing, every activity is designed to help you communicate more fluently and effectively. Learning doesn't stop in the classroom – you'll also practise your English in real-world contexts, from cultural visits to group challenges that test your skills in new ways. With support from experienced language tutors, you'll strengthen your accuracy, expand your vocabulary, and grow the confidence to use English naturally in academic and everyday situations.

ACADEMIC CONTENT

15 hours of English-language learning per week through lessons, discussion, collaborative tasks and project based work.

ENGLISH LANGUAGE LEVEL

The programme is available across a range of English levels. Every student takes a placement test before the course. Teaching and activities are adapted to the level of the class so that students can participate appropriately in the programme.

WHAT STUDENTS TAKE HOME

An SBC Certificate of Completion and an individual end-of-course report reflecting participation and progress during the programme.



By the end of their course, we aim for each student to:

- enjoy learning and feel positive about their studies
- feel more confident using English, in lessons and in everyday situations
- speak more clearly, share ideas and opinions, and take part in discussions
- listen carefully, understand others and reply in English
- expand their vocabulary specific to their chosen subject
- work well in a team and solve problems together
- try new things and speak to new people
- practise English outside lessons during activities and excursions

For further information please scan here.

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12–16	All levels	2 weeks	15 per week	15 max	Both	12-7 | 26-7	Oxford



About the programme

English Adventures gives students regular opportunities to use English for meaningful communication. Lessons develop speaking, listening, reading and writing through themes, tasks and activities appropriate to the level of the group.

Students practise language through discussion, roleplay, games, accessible texts, writing activities and collaborative projects. Grammar and vocabulary are developed within these contexts, helping students understand how language can be used for different purposes and situations.

English also forms part of the wider SBC experience. Activities, excursions and interaction with students from different countries provide further opportunities to hear and use English beyond formal lesson time.

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Key Learning Outcomes

1 COMMUNICATION IN ENGLISH

Practise speaking and listening through discussion, roleplay and collaborative tasks, developing greater familiarity with expressing ideas and responding to others.

2 READING AND WRITING

Develop reading for meaning and practise organising written ideas for different purposes through accessible texts and activities suited to the level of the class.

3 VOCABULARY AND LANGUAGE

Encounter and practise useful vocabulary, grammar and expressions through meaningful topics and communication tasks.

4 COLLABORATION AND PRESENTATION

Work with other students to develop ideas, complete projects and share work with an audience, using English as the main language of communication.



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SUBJECT THEME

English Through Communication

English Adventures uses communication as the central theme of the programme. Students develop language by using it: discussing ideas, reading and responding to information, creating written and spoken work and collaborating with others. Different lesson themes provide new vocabulary and contexts, while the emphasis remains on practical use of English rather than language study in isolation.

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Academic Frameworks

The programme develops the four main language skills: speaking, listening, reading and writing: alongside vocabulary, grammar and pronunciation. These areas are practised together through communicative activities rather than treated as completely separate subjects.

THE ENGLISH ADVENTURES LEARNING FRAMEWORK

Students encounter new language, practise it through structured activities and then use it more independently through discussion, roleplay, writing and project work. Tasks are adapted to the ability of the group, allowing students to engage with similar communication skills at an appropriate level of complexity.



FOUNDATIONAL VOCABULARY

Speaking, listening, reading, writing, vocabulary, grammar, pronunciation, fluency, accuracy, question, answer, opinion, description, discussion, presentation, audience, teamwork.

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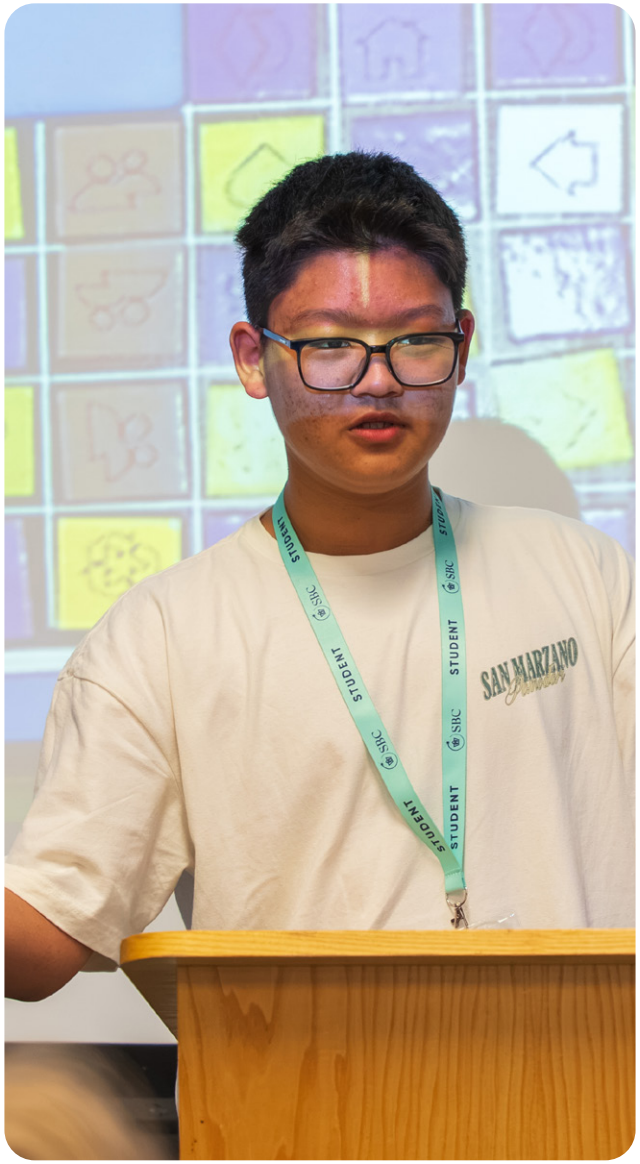

Time to Shine

Time to Shine gives students an opportunity to bring together language and communication practised during the programme. Working collaboratively, students prepare a creative project or presentation and share it with an audience

The final activity may take different forms depending on the class and project theme. Students might prepare a short presentation, performance, report or other collaborative piece that gives them an opportunity to use English for a clear purpose.

1 PROJECT: WEEK ONE

Students explore a theme, gather ideas and begin developing their project. They practise relevant vocabulary and communication skills while deciding what they want to share and how they might present it.

2 PROJECT: WEEK TWO

Students develop and refine their work, organise their ideas and rehearse how they will communicate them before sharing the finished project at Time to Shine.

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Course Objectives

English Adventures provides structured opportunities to practise English across a range of communicative contexts. The programme combines language development with collaboration, creativity and the wider international summer school experience.

MODULE 1

Communication in Action

Develop speaking and listening through discussion, roleplay, games and everyday scenarios. Students practise expressing ideas, asking and answering questions and responding to others.

MODULE 2

Reading, Writing & Language

Work with accessible texts while developing vocabulary, grammar and writing. Students practise understanding key information, organising ideas and communicating in written English for different purposes.

MODULE 3

English Beyond the Classroom

Use activities, projects and wider programme experiences as additional contexts for communication. Students are encouraged to apply language from lessons while interacting with others and responding to new experiences.

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Academic Difficulty

No specialist subject knowledge is required. The level of language and complexity of activities are adapted to the class. Students may find different aspects challenging depending on their English level, from contributing to a conversation to organising a longer presentation, with appropriate guidance provided during lessons.



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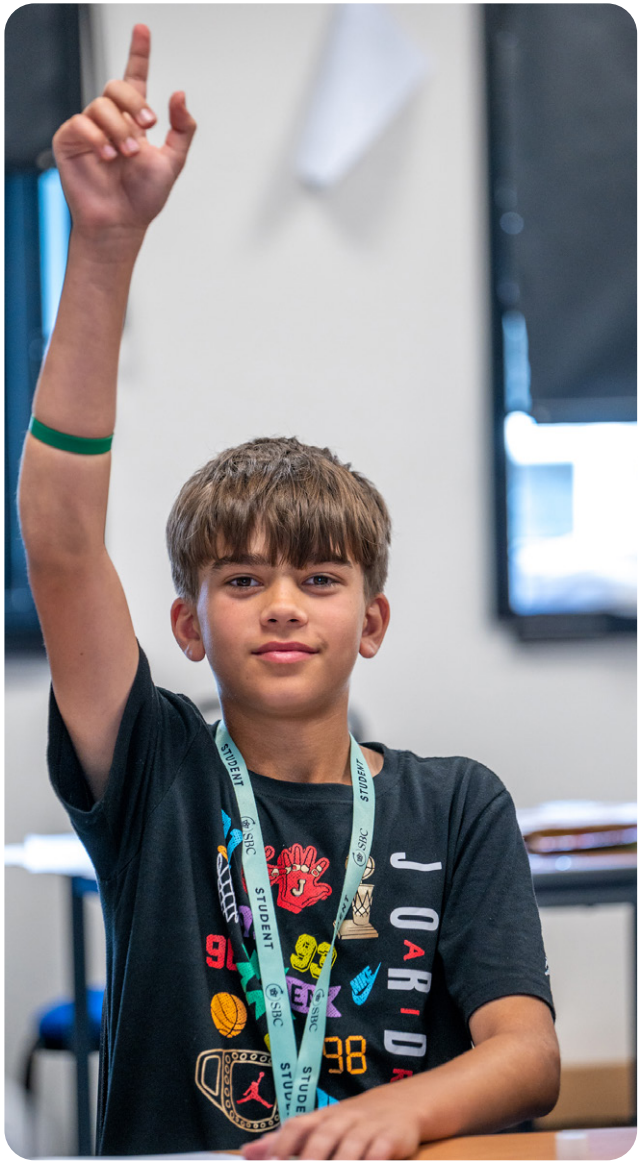

CASE STUDY

From Language Practice to Communication

A lesson might begin with vocabulary and expressions connected with a particular theme before students read or listen to related information. They could then discuss the topic in pairs or groups, complete a collaborative task and use the same language in a short piece of writing or presentation. This allows students to encounter, practise and reuse language within one connected context.



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Fieldwork Research

Students encounter further opportunities to use English throughout the wider SBC programme. Excursions, activities and social interaction provide additional situations in which students can listen, ask questions, share experiences and communicate with young people from different countries. These experiences complement rather than replace the structured English-language lessons.

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ACADEMIC EXPERIENCE

Programme Benefits

Every student receives an SBC Certificate of Completion recognising completion of the English Adventures programme, together with an individual end-of-course report reflecting their participation and progress during the programme.



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Is this programme for you?

English Adventures is suitable for students aged 12–16 who want to practise English through interactive lessons and communication; enjoy learning with other students; want opportunities to develop speaking, listening, reading and writing; and would like to use English as part of an international summer school experience.



DOES THIS SOUND LIKE YOU?

YOU WANT TO FEEL MORE CONFIDENT IN ENGLISH.

You want regular opportunities to speak, listen, read and write in a supportive international environment.

YOU WANT ENGLISH YOU CAN ACTUALLY USE.

You want to develop vocabulary and communication for real situations rather than simply completing exercises.

YOU WANT TO MEET PEOPLE FROM AROUND THE WORLD.

You want to use English as a shared language while making friends and taking part in an international summer experience.

Sound familiar?

English Adventures could be for you →

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SAFEGUARDING & WELFARE

Safe days, settled nights

Sending your child abroad is a big decision. So we start with your child's wellbeing, and build everything else — lessons, activities, boarding life — around it.

24/7
On-site pastoral support

1:6
Staff-to-student ratio on programme

100%
DBS-checked, trained residential staff

Speak to our Student Experience team →

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SAMPLE TIMETABLE

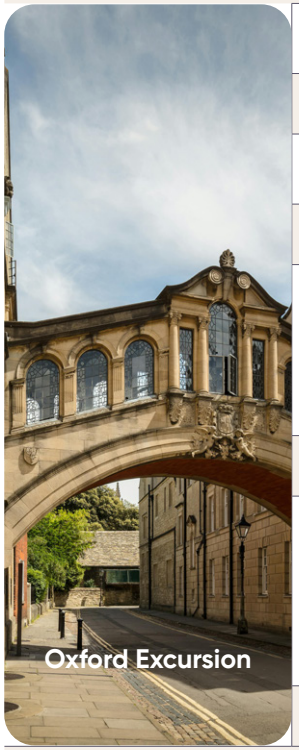
Week 1

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Wake-up & Breakfast | 07:00 - 09:00						
 Arrival Day	Welcome Talk | 09:00 - 09:30 **Speaking with Confidence** 09:30 - 10:30 Practise introductions, follow-up questions and clear responses through short discussions and roleplays, building confidence using English with new people.	**Building Better Conversations** 09:00 - 10:30 Develop listening and speaking by asking useful questions, extending answers and responding naturally to other students in collaborative conversation tasks.	**Opinions and Discussion** 09:00 - 10:30 Learn language for giving opinions, reasons and examples, then use it in structured discussions where students practise agreeing and disagreeing appropriately.	Thorpe Park Excursion	**Reading for Meaning** 09:00 - 10:30 Work with accessible texts to identify key information, infer meaning from context and discuss how writers organise ideas for different audiences.	**Writing for a Purpose** 09:00 - 10:30 Plan and produce short written texts for a chosen audience, focusing on clear organisation, useful vocabulary and accurate communication.
	Break | 10:30 - 11:00				Break | 10:30 - 11:00	
	Time to Shine: Choose the Project 11:00 - 12:30 Select a suitable theme and presentation format, agree what the group wants to communicate and identify the English needed to begin.	**Time to Shine: Gather Ideas and Language** 11:00 - 12:30 Collect information, examples and useful vocabulary for the chosen theme, discussing which ideas are most relevant and interesting for the audience.	**Time to Shine: Plan the Structure** 11:00 - 12:30 Organise the project into a clear beginning, middle and ending, assigning roles and deciding how each student will contribute.		**Time to Shine: Draft the Content** 11:00 - 12:30 Create the first version of scripts, slides, written material or performance content, focusing on clear language and a coherent message.	**Time to Shine: Time to Shine Showcase** 11:00 - 12:30 Present the finished collaborative Week One project to an audience, using English to communicate ideas clearly, support teammates and respond to questions.
	Lunch | 12:30 - 13:30				Lunch | 12:30 - 13:30	
	Multi-Activity 13:30 - 15:00	**Multi-Activity** 13:30 - 15:00 / **Optional Extra**	**Multi-Activity** 13:30 - 15:00 / **Optional Extra**		**Multi-Activity** 13:30 - 15:00	**Multi-Activity** 13:30 - 15:00
	Break | 15:00 - 15:30				Break | 15:00 - 15:30	
	Multi-Activity 15:30 - 17:00	**Multi-Activity** 15:30 - 17:00 / **Optional Extra**	**Multi-Activity** 15:30 - 17:00 / **Optional Extra**		**Multi-Activity** 15:30 - 17:00	**Multi-Activity** 15:30 - 17:00
	House Time | 17:00 - 18:30				House Time | 17:00 - 18:30	
Dinner | 18:30 - 19:30						
Evening Event 19:30 - 21:00	Evening Event 19:30 - 21:00	Evening Event 19:30 - 21:00	Evening Event 19:30 - 21:00	House Evening 19:30 - 21:00	Evening Event 19:30 - 21:00	Evening Event 19:30 - 21:00
House Time | 21:00 - 22:00						
Lights Out | 22:00						

Please note: Sample timetables shown are examples and may be subject to change.

SAMPLE TIMETABLE

Week 2

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Wake-up & Breakfast | 07:00 - 09:00						
 Oxford Excursion	**Multi-Activity** 09:00 - 10:30	**Multi-Activity** 09:00 - 10:30 **Optional Extra**	**Multi-Activity** 09:00 - 10:30 **Optional Extra**	 London Excursion	**Multi-Activity** 09:00 - 10:30	**Multi-Activity** 09:00 - 10:30
	Break | 10:30 - 11:00				Break | 10:30 - 11:00	
	Multi-Activity 11:00 - 12:30	**Multi-Activity** 11:00 - 12:30 **Optional Extra**	**Multi-Activity** 11:00 - 12:30 **Optional Extra**		**Multi-Activity** 11:00 - 12:30	**Multi-Activity** 11:00 - 12:30
	Lunch | 12:30 - 13:30				Lunch | 12:30 - 13:30	
	Vocabulary and Grammar in Context 13:30 - 15:00 Explore useful vocabulary and grammar through a meaningful theme, then apply new language in speaking and writing rather than isolated exercises.	**English Beyond the Classroom** 13:30 - 15:00 Use observations and experiences from Oxford and the wider programme as material for description, comparison and discussion in English.	**Collaborative Communication Challenge** 13:30 - 15:00 Work in teams to solve a practical communication task, organising ideas, negotiating roles and using English to reach and explain a shared response.		**Presenting to an Audience** 13:30 - 15:00 Practise structuring a short presentation, signposting ideas, speaking clearly and adapting language for an audience while responding to simple questions.	**Reflection and Real-World English** 13:30 - 15:00 Review useful language from the programme and apply it in flexible speaking, reading and writing tasks connected with everyday and international communication.
	Break | 15:00 - 15:20				Break | 15:00 - 15:20	
	Time to Shine: Refine the Message 15:30 - 17:00 Improve the project after feedback, simplifying unclear language, strengthening key points and making sure every contribution supports the overall purpose.	**Time to Shine: Develop the Presentation** 15:30 - 17:00 Prepare visuals, performance elements or supporting material and check that they help the audience understand the group's ideas rather than distract from them.	**Time to Shine: Rehearse for Clarity** 15:30 - 17:00 Practise the complete project with attention to pace, pronunciation, transitions and teamwork, making final changes where communication is unclear.		**Time to Shine: Final Polish and Questions** 15:30 - 17:00 Complete the project, rehearse likely audience questions and practise concise responses so students can present and interact with confidence.	**Time to Shine: Time to Shine Showcase** 15:30 - 17:00 Present the finished collaborative project to an audience, using English to communicate ideas clearly, support teammates and respond to questions.
	House Time | 17:00 - 18:30				House Time | 17:00 - 18:30	
Dinner | 18:30 - 19:30						
Evening Event 19:30 - 21:00	Evening Event 19:30 - 21:00	Evening Event 19:30 - 21:00	Evening Event 19:30 - 21:00	House Evening 19:30 - 21:00	Evening Event 19:30 - 21:00	Prom Night 19:30 - 21:00
House Time | 21:00 - 22:00						
Lights Out | 22:00						

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SBC TEAM

Meet Our Staff

At SBC, our staff support students all summer: in lessons, in activities and in daily life. They help students settle in, feel more confident and enjoy their time with us in a safe and friendly place.

Below are some staff who have worked with us in past summers. They show the kind of experience and skills we look for when we choose our staff.



Natalia

TUTOR

MA Careers Guidance, BSc Psychology

The Tutor plans and teaches lessons in their subject. They use discussion, activities and real-life examples to help students understand the subject and take an active part in every class.

> Summer schools are really important because they give students the chance to learn and grow outside of a normal classroom environment...it's a great time to build confidence, become more independent, meet new people and discover interests they might not have explored before. At this age, students are developing their identity and becoming more confident in making their own choices, so having new experiences in a supportive environment can make a big difference.
>
> My role is to support students in developing their understanding of psychology through engaging lessons, discussions, and activities. I aim to make the subject accessible and enjoyable while encouraging students to think critically, ask questions, and build confidence in their ideas. My role is also important in creating a supportive environment where students feel comfortable sharing their perspectives and learning from each other.

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Sarah

SUMMER SCHOOL DIRECTOR

Holds the CELTA, DELTA and IHCYLT, has managed young learner centres in Spain, and has trained teachers around the world for Cambridge and the British Council.

The Summer School Director is responsible for the whole summer school. They plan, organise and oversee every part of it, from bookings to daily life on campus. They lead the staff team and make sure students spend their summer in a safe, well-organised place where they can get the most from their time with us.

> I genuinely believe in the immersive, communicative power of summer and Easter school. I see the growth in children and teenagers as they learn to use what they already know and build on it. We have the opportunity to send everyone back home as a slightly more confident, slightly more aware young person: whether that is in language learning, building relationships or in their place in a global community of shared understandings and community living. There is so much potential to unlock in a supportive, safe and engaging environment where everyone can learn to approach new challenges and spend time with people we wouldn't ordinarily meet in everyday life.

Jude

DIRECTOR OF STUDIES

Taught English for more than 20 years in five countries and online, works as an examiner, materials writer and teacher trainer and is completing doctoral research in TESOL.

The Director of Studies leads all teaching at the campus. They place students in the right groups, supervise teaching and run training sessions for teachers. They also check that course content meets the right standard, lead the specialist teachers who develop new course material, and give all teachers the support and resources they need.

> The students who come to SBC are at a point in their lives where they are approaching some big decisions. Many older students are thinking about university, often wanting to study abroad, and younger students are developing their own interests. It is also, perhaps even more importantly, a time in their lives where they are developing social skills and naturally wanting to make connections. Coming to SBC gives students the opportunity to not only develop their academic and career prospects through some of our specialist courses...but also to experience an atmosphere where they can make real connections and find friends for life. On top of that, they have the chance to try out exciting activities that they have never done before, and visit a number of iconic places.

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ALWAYS MOVING.

Always Learning.

At Headington, learning doesn't stop when students leave the classroom. New ideas are introduced through interactive lessons, and brought to life through collaborative activities and practical Time To Shine projects that encourage students to apply what they've learned, all while building confidence, communication and teamwork. Students return home with stronger English, new friendships and a deeper understanding of subjects such as science, business, medicine and art. Alongside their personalised certificate and reference letter, they leave with the confidence that comes from stepping outside their comfort zone. For parents, the reassurance is simple: every day is purposeful. Your child spends every day fully engaged — academically challenged, physically active and surrounded by an international community of friends.

HEADINGTON, OXFORD: 35 ACRES, MINUTES FROM THE CITY

Headington School has a 23-acre campus in a quiet residential part of Oxford. It is close enough to the city for Oxford to be part of the programme, and it also gives students space, playing fields and a calm routine. Students live and study on the same site. This means short walks between lessons, activities, meals and their boarding house, and students stay in a supervised setting all day.



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ACCOMMODATION

Headington has five boarding houses with boys and girls housed separately. Most rooms are single or twin rooms, with some small dorms; every room has a desk and wardrobe. Bathrooms are shared and cleaned regularly, and each house has a common room where students can relax. A House Parent runs each house with help from a residential staff team, and staff are on site 24 hours a day. A weekly laundry service is included.

ACADEMIC FACILITIES

Lecture hall, theatre, art studio, dance studio and campus-wide Wi-Fi. Classes are capped at 15 students.

SPORT & RECREATION FACILITIES

Sports hall, swimming pool, tennis courts and 23 acres of grounds and playing fields are used as part of the activity programme.

DINING

Modern dining hall serving three meals a day. Dietary requirements: vegetarian, vegan, halal and others: are catered for where notified at booking.

LOCATION & SETTING

Headington School, Oxford. A green, self-contained campus in a residential Oxford suburb, with the historic city centre and the university colleges close enough to visit as part of the programme rather than as a day trip.

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Every Afternoon Is Different

In the afternoons, there is a full timetable of sport, creative workshops and outdoor challenges. Students choose what suits them, and staff encourage them to try something they have never done before. In the evenings, the whole campus comes together. This is when students from different countries make friends, when quieter students can take a bigger part, and when the campus feels most lively.

ACTIVITIES INCLUDE:

Football · Tennis · Volleyball · Arts & Crafts · Karaoke · Fashion Show · Talent Show · Drama · Quiz Night · Punting · Film Night · Disco · **Optional Extras:** Adventure Sports & Tennis Academy

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EXCURSIONS: HEADINGTON OXFORD

Three Full Days Beyond the Campus

Every two-week course includes three full-day excursions to well-known UK cities and attractions. SBC staff go with students all day and plan a full timetable for each trip, so time away from campus is structured and supervised.



LONDON

See iconic landmarks, visit museums and cultural attractions, and experience the energy of one of the world's great cities.



OXFORD

Explore museums, historic landmarks and the unique atmosphere of one of the world's most famous university cities.



THORPE PARK

Over 30 thrilling rides and roller coasters for a day of pure adventure. A day the students talk about all the way home.

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ADD EVEN MORE

To Your Summer

TENNIS ACADEMY

Focused coaching sessions where students develop technique, footwork and match play in a structured, supportive environment using Headington's on-site tennis courts. Suitable for all levels – from beginners learning the basics to experienced players looking to sharpen their game.

£295 Per Week

ADVENTURE SPORTS

A two-day experience combining water-based and land-based adventure. Students take part in activities such as canoeing, kayaking or sailing, building confidence and teamwork in a fully supervised setting. The second day brings a paintball session focused on strategy, communication and collaboration. For students who enjoy a challenge, the outdoors and working as a team.

£295 Per Week

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THEIR SUMMER ENDS.
THEIR JOURNEY CONTINUES.

The SBC Future Pathways Programme



WHAT IT IS

A seven-month online programme for SBC students aged 12 to 17, running from September to April. Students choose one of two pathways, then complete one large project during the programme, supported by four live online workshops with SBC staff.

WHAT YOUR CHILD GETS

Four live online workshops delivered by experienced SBC staff. One extended project completed across the programme. A Personal Strengths Profile to help them understand how they learn and work with others. Personalised feedback on their finished project. An SBC Future Pathways Certificate and Reference Letter.

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HOW IT WORKS: THE FOUR STAGES | FUTURE PATHWAYS PROGRAMME

SEPTEMBER

Discover Your Strengths: students complete a Personal Strengths Profile and choose their pathway. The first workshop helps them generate ideas and choose a project.

NOVEMBER

Build Your Project: students learn how to turn an idea into an achievable project, covering research, planning and organisation, with a Q&A with SBC staff.

JANUARY

Bring Your Ideas to Life: students develop their projects and build practical skills linked to their pathway, such as communication, creativity, leadership, collaboration and problem solving.

MARCH

Prepare Your Final Submission: the final workshop covers presenting ideas clearly and preparing work for submission.

APRIL

Time to Shine Online: students submit their project and a short presentation, either live at the online Time to Shine event or as a pre-recorded video. Selected students are invited to showcase their work at the live event.



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FUTURE PATHWAYS PROGRAMME





THE KIND OF PROJECTS STUDENTS TAKE ON

Students choose one of two pathways. Future Leaders identify a challenge in their school or local community, research possible solutions and develop an action plan that creates real impact. Creative Thinkers explore an issue they care about and bring their ideas to life through a creative project, such as a podcast, documentary, campaign or digital media concept.

WHY IT MATTERS:

At SBC we aim for students to come home from our programmes feeling more confident, with new friends and new ideas about what they can do. Future Pathways gives them a way to keep developing once they are back home. Over seven months, they manage their own project, solve problems and learn to present their ideas clearly. It also helps them stay in touch with SBC during the year, before the next summer.

ELIGIBILITY, DATES & INVESTMENT

- Open to SBC students aged 12 to 17.
- Runs September to April.
- £249 for the full programme.
- Every student who completes the programme receives personalised feedback, an SBC Future Pathways Certificate and a Reference Letter.
- Projects are reviewed by SBC staff, with awards for creativity, leadership, innovation and impact.

First prize

a free SBC summer programme (subject to availability and eligibility)

Second prize

a one-to-one mentoring session in a chosen subject

Third prize

a £500 SBC voucher.

AGES	ENGLISH LEVEL	COURSE LENGTH	ACADEMIC HOURS	CLASS SIZE	RESIDENTIAL OR DAY	START DATES	LOCATION
12–16	All levels	2 weeks	15 per week	15 max	Both	12-7 | 26-7	Oxford



HEAR FROM OUR FAMILIES

What parents and students say

"I had an incredible experience. The most unforgettable two weeks of my life. I loved being here with my friends and sharing this with them. Also, knowing such amazing people from other countries was amazing. People here are so kind."

Julieta
Student, Headington

"I wanted my son to improve his English, discover new horizons and meet other teenagers from other continents and cultures. As SBC checked all the boxes I registered my son for a two week program in Oxford. When reading the material distributed to parents prior arrival, I was very impressed by the level of professionalism. Upon arrival, my son immediately felt welcome and supported. He spent two intensive weeks and enjoyed every moment. He loved the classes, his professor of economy, the sport activities as well as the excursions. He very much welcome the academic messages conveyed during his economy classes. When he talks about his experience in Headington, he has a large smile on his face and sparkles in his eyes and looks forward to taking part to another SBC program next year with his friends."

Onenne
Parent, Headington

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