



Hampshire Learning

Policy on Teaching and Learning

Date of last review/update	Date of next review	Staff Involved
July 2009	August 2011	GF/SM

Policy Statement

Hampshire Learning is committed to improving the quality of learning available to all learners and potential learners adult and family learning courses in Hampshire.

Hampshire Learning aims to:

- increase access and remove barriers to learning
- increase the effectiveness of teaching and learning
- enable individuals to take responsibility for their own learning within a supportive framework
- recognise and celebrate the achievements of all its learners
- enable individual learners to make an informed choice about their future direction.

The Policy

All learners should have equal access and entitlement to:

- a range of well-resourced and structured learning opportunities
- effective teaching across all programmes
- appropriate and wide ranging assessment which identifies additional learning support needs
- effective and appropriate learning support which meets individual needs
- a quality learning experience as outlined in the Learner Entitlement Statement
- a safe learning environment.

There is effective planning and preparation for learning which includes:

- schemes of work in an agreed format which are reviewed and updated regularly

- session plans incorporating outcomes from initial and ongoing learner assessment (including health assessments for sports/exercise classes)
- learning that is differentiated to take into account levels of ability, learning styles and needs of learners, including additional support needs
- identification of suitable resources and teaching and learning materials.

The learning environment promotes:

- healthy and safe teaching and learning practices
- an inclusive approach
- accessible delivery that takes into account individual learners' starting points and meets individual learning requirements
- the need for adequate, suitable and safe teaching and learning space
- use of integrated and adaptive learning technologies and e-learning where appropriate
- learner achievement of learning goals and progression to further learning opportunities.

Teaching and learning strategies:

- address and celebrate diversity in the classroom
- develop curricular activities and provide different modes of study to meet the needs of a wide range of learners
- meet the needs of learners who require additional learning support
- address cultural diversity, learning styles and individual needs of all learners
- involve learners in assessment, review and evaluation processes
- use innovative methods for recognising and recording learners' progress and achievement
- provide effective feedback to learners on their progress and achievement
- enable individuals to take responsibility for their own learning within a supportive framework
- ensure learner progression.

Effective management of teaching and learning includes:

- relevant and realistic learning experiences, delivered by knowledgeable, experienced and qualified staff
- appropriate and relevant teaching and learning materials and resources
- review and evaluation of teaching and learning

- sharing of good / best practice within the centre, within the specialist area, and across the provider network
- continuous professional development for tutors, including development in subject specialist areas and in relation to teaching and learning
- the development of new and creative approaches to teaching and learning, in particular the use of Information Learning Technology.

Equality and diversity

Teaching and learning should be personalised to meet the needs of individual learners, including those from under-represented or disadvantaged groups. For example, tutors should use a range of strategies and teaching styles that are sensitive to individual needs. Teaching materials should be available in different formats. Teaching should be differentiated to ensure that all learners participate fully in learning.

Teaching and learning should address the needs of learners and should consider all the equality strands:

- age
- disability
- nationality, race or ethnic origin
- gender or transgender status
- religion or belief
- sexual orientation
- caring responsibilities or
- social or economic status.

Responsibility for implementing the Policy

The Policy belongs to Hampshire Learning including all providers and learners. All central staff, centre managers and tutors share responsibility for implementing the Policy.

Scope of the Policy

This Policy applies to learners on all Hampshire Learning courses. All staff and tutors will be made aware of the Policy which will be updated on an annual basis. The successful implementation of the Policy depends upon Centre Managers, with support provided by Hampshire Learning. The responsibility for monitoring the Policy lies initially with Heads of Centre, and ultimately with Hampshire Learning.