

LEARNING AND TEACHING POLICY

1. Policy Statement

This policy has been formulated in a way, which draws together various theories, practices and statutory requirements associated with learning and teaching. It is a response to the quality agenda presented by the Common Inspection Framework (Ofsted). Sportscape is committed to providing an inclusive learning environment with the core values of:

- Equality of opportunity
- Raising of standards
- Responsiveness and flexibility to the needs of our students
- Treating each other with respect
- Being purposeful in what we do

2. Scope

This policy applies to all Sportscape programmes.

3. Aim

The overall aim of this policy is to channel and direct the experience of learning and the practice of teaching in ways which maximise our students' potential taking cognisance of national benchmarks where appropriate and promoting a lifelong interest and commitment to learning.

4. Principles on which this policy and its associated practices are based

There are three general and inter-related principles which should inform our approach to learning and teaching:

- 1) The student should be at the centre of everything we do;
- 2) Everything we do is underpinned by the mission statement of providing excellences within all aspects of teaching and learning.
- 3) Everything we do should promote inclusive learning;
- 4) Everything we do should be guided by evidence-based practice which enhances successful learning.

4.1 Putting the student at the centre of the learning process places the greatest emphasis on developing individual student's capability to learn and personalising their learning. This model of teaching and learning emphasises the importance of practices such as the initial diagnostic assessment of students, identifying students' learning styles as a tool for discussing learning, differentiating classroom activities

and assessment, promoting student-centred formative assessment, developing higher order thinking skills such as analysis, synthesis and evaluation, and setting and reviewing learning targets by means of individual learning plans. Such practices are central to good, effective learning.

- 4.2** Promoting **inclusive learning** is a wide-ranging educational idea which develops further the principle of putting the student and not the provider at the centre of everything we do. It requires us to match up provision to the needs of all the prospective students served by Sportscape irrespective of their age, gender, race, ethnicity, religion and learning difficulty or disability. We will draw down additional support and resources where educationally necessary to help students achieve. We will promote equality of opportunity and tackle issues of racism and discrimination. This is what Sportscape is all about and should therefore be central to our core business, namely teaching and successful learning for all.
- 4.3** Pursuing **evidence-based practice** challenges us to consider teaching and learning practices which are less successful and concentrate on practices which have been proved to be more successful in raising student achievement and commitment to learning.

5. Students' Entitlements

Within the framework of the three general principles stated above, all Sportscape students are entitled to:

- 5.1** Information, support and guidance on the course or programme of their choice and what is expected of them, i.e. the learning requirements associated with the level of course.
- 5.2** Initial assessment of their capability to succeed on the course or programme, including any additional help they may need such as support with literacy, numeracy, study skills, ILT.
- 5.3** Access to courses or programmes all of which minimise barriers to students who have a learning difficulty and/or disability.
- 5.4** A comprehensive induction programme, including the approaches to teaching and learning that will be employed on the course or programme.
- 5.5** Where appropriate, an individual learning plan based upon the outcomes of initial assessment which identifies specific and challenging targets agreed with their tutor.
- 5.6** Continuous guidance and support from tutors addressing progress in learning and achievement and lack of progress due to learning errors and/or difficulties being experienced.

- 5.7 Guidance on the full range of learning resources available including ILT and e-learning resources;
- 5.8 Opportunities for developing their understanding and use of learning resources including ILT and e-learning.
- 5.9 Support in using learning resources including ILT and e-learning.
- 5.10 Learning environments which encourage questioning, nurture independent thinking and, where appropriate, develop higher order thinking skills which enable students to distinguish facts from values, develop and sustain arguments and make informed judgements.

All of the above entitlement statements presuppose:

- 5.11 Differentiated teaching approaches that recognise and build upon individual student's needs, interests and previous learning experience.
- 5.12 Well designed teaching and learning programmes which structure and sequence learning in a meaningful way.
- 5.13 Teaching which is provided by qualified and experienced staff who set and achieve high standards.
- 5.14 Lessons that start promptly and only in exceptional circumstances are cancelled or rescheduled.

6. Students' Responsibilities

Successful teaching and learning is a two-way process which also places responsibilities on the students. Student entitlements are most likely to be met fully when all students:

- 6.1 Make a positive commitment and contribution to their own development and learning.
- 6.2 Attend all lessons and timetabled activities as required and punctually.
- 6.3 Contribute fully and make best use of their time inside and outside the classroom, including timely completion of homework, guided self-study, working to achieve their Individual Learning Plan and providing feedback to course teams through formal and informal routes.
- 6.4 Complete and submit course work on time.
- 6.5 Act upon the advice and feedback from the teaching staff on their progress and what they need to do to improve.

- 6.6 Make a positive contribution in class.
- 6.7 Co-operate with the tutors and fellow students;
- 6.8 show courtesy and respect to others at all times and uphold Sportscape's commitment to the principles underlying equality and diversity.
- 6.9 Abide by the rules governing the use of ILT and e-learning.

7. Teaching Staff's Responsibilities

The teaching staff should ensure that:

- 7.1 There are clearly articulated teaching and learning strategies agreed and understood by all those teaching on the course/programme.
- 7.2 Such teaching and learning strategies should address how students will be helped and supported in their endeavours to meet all the learning objectives/outcomes prescribed by the course/programme.
- 7.3 Each member of the course team is clear about his/her contribution to the teaching strategy.
- 7.4 Students' entitlements are fully met and not left to chance or to be determined by the response of individual teaching staff. This is particularly important in respect of such entitlements as initial diagnostic assessment, personalising students' learning, learning plans with challenging targets set and met, identification of learning errors and difficulties, opportunities and support in ILT and e-learning and functional/key skills, listening to students' views, differentiated teaching, opportunities to develop awareness of equality and diversity issues and all students having prompt starts to lessons or practical sessions.
- 7.5 Tutors' continuing professional development, needed to meet students' entitlements, is identified and supported by Sportscape management.

8. Sportscape Responsibilities

Sportscape should ensure that:

- 8.1 All tutors are fully conversant with this policy and the demands it places on them.
- 8.2 All tutors are competent to undertake their roles and responsibilities.
- 8.3 All tutors actively embed the principles of equality and diversity in their teaching.
- 8.4 All newly appointed staff have, as part of their induction, training and development opportunities to meet the requirements of this policy;

8.5 all other teaching tutors receive training and development which enhances competence and skill in teaching and promotes and shares best practice in learning and teaching.

9. Responsibility for implementing this policy

Responsibility resides at all levels of Sportscape:

9.1 The CEO has overall responsibility for the implementation of this policy.

10. Monitoring & Evaluation

The CEO is responsible for the periodic review of this policy. The success of this policy can be evaluated by:

10.1 Student voice, including questionnaire responses, showing high levels of satisfaction with the quality of teaching they receive.

10.2 External reports on the quality of teaching and learning.

10.3 Profiles of grades awarded for the observation and assessment of teaching and learning.

10.4 Tutor feedback on the quality of support provided by Sportscape to enhance competence and skill in teaching and sharing best practice in teaching and learning.

11 Related Policies

- Assessment Policy
- Assessment Malpractice Policy
- Internal Assessment Appeals Policy
- Observation of Teaching & Learning Policy

Please note:

- We will consider any request for this policy to be made available in an alternative format or language.
- We review our policies regularly to update them and to ensure that they are accessible and fair to all. We welcome suggestions for improving the accessibility or fairness of this policy.

Approved by:	Version:	Issue Date:	Review Date:
CEO	V.1	Jan 2018	Jan 2019