



Adult Learning & Skills

Tutor Handbook

Version 1.0

September 2016

Document Control

The Tutor Handbook is for Adult Learning & Skills direct delivery tutors and tutors of sub-contractors and is intended as guidance for delivery only. This handbook is maintained and revised.

In all cases please refer to your line manager for further information..

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1. Introduction

This handbook is designed to give you the essential toolkit you need to be able to start teaching successfully. Please read it carefully as it covers current priority areas for teaching, enrichment of your courses and planning. It contains all the information you need to ensure that you have all the relevant information at your fingertips. If you are new to teaching or would like a short refresher course, please ask your manager about doing a Teaching, Learning & Assessment course (6 hours).

1.1 Current Priorities

In order to provide the best and most rewarding experience for learners, it is essential to ensure that the course you deliver focuses not only on the subject content but also on the following key areas:

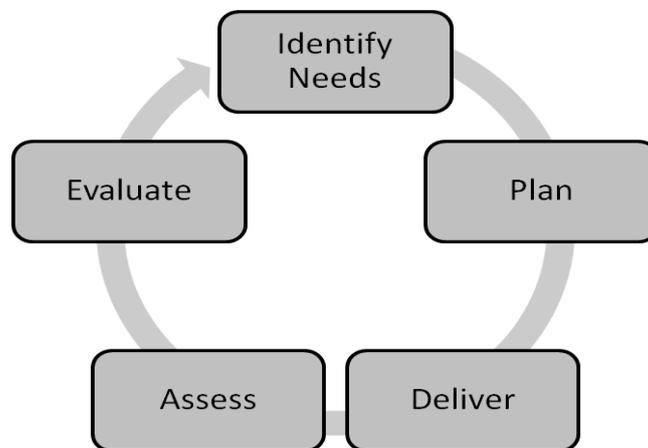
- **Health & Safety**
Courses that have an inclusion of any hazardous elements, use of sharp tools for example, must have a curriculum risk assessment. Lessons should include a reminder of safe working procedures every lesson before starting.
- **Equality and Diversity**
The Service makes equality and diversity a high priority. Adult Learning meets the needs of a wide range of vulnerable adults. The Service will support tutors to provide all learners with an equal opportunity to learn and to experience the rich diversity in the population.
- **Maths and English**
Ofsted are focussing on development of English and Maths skills across all curriculum areas. Opportunities to develop the English and Maths skills that are essential for your learners to achieve the course aims should be identified in your planning. Learners will want to become as good in the subject as you are and may need to develop these skills to get there.
- **Learning Technology**
Learners should have the opportunity to enhance their learning through the use of, among other things, mobile devices. Use of these devices should be encouraged and tutors should be aware of their use in and outside the classroom setting along with more traditional digital technology.
- **Impact on wellbeing**
The teaching and learning you deliver will have an impact beyond the classroom whether it is improved health, confidence or relationships for learners or the prospect of employment or volunteering. Recognising and recording this impact is of great value to learners.
- **Safeguarding, British Values and Prevent Duty**
In line with Government legislation, Adult Learning has developed systems for ensuring that vulnerable learners are safe and the need to prevent learners from being drawn into terrorism or extremism. **Each tutor must follow the checking procedures of their employer (DBS, induction etc.) and adhere to the providers Safeguarding and Prevent Policy.** Tutors have a responsibility to keep themselves up to date with the Safeguarding and Prevent agenda and actively promote within lessons.

- **Improving quality**

The last inspection by Ofsted (June 2016) recognised that the service was ‘good’ in the majority of its provision. A copy of the report which includes inspectors’ findings of the services strengths and areas of improvements is available on the wiki.

We now want to raise our standards even higher and aspire to Outstanding. Tutors are supported to improve what they do in a number of ways including observations, regular CPD and training opportunities focuses on improving teaching skills and the impact they have on learners progress.

2 The Learning Cycle



The learning cycle is a clear and useful way to illustrate the stages that you will need to go through to successfully deliver a course. We will explore the stages in turn.

3. Documenting the Learner's Journey

3.1 Identifying Needs – Initial Assessment

To determine the needs of learners we use a variety of tools; first, initial assessment (IA). This will tell us about their current skill levels (start point) and should ideally take the form of a task relating to the subject and level at which they are entering courses. It is also an indicator as to whether learners are on the right level of course.

If a learner is entering a course linked to a qualification then the IA needs to be linked to the syllabus of the qualification and identify what knowledge and skill the learner currently has, and what learning will be needed to be ready for the assessment. Also a requirement stated in the SFA funding rules is to use the IA (which can include declaration of previous learning) to identify any Recognised Prior Learning or Achievement (RPL/RPA). If the IA process highlights that learners does not require all of the learning linked to the qualification then the funding needs to be reduced in proportion to the % of the learning required. **To reduce funding the prior learning field need to be completed on the Enrolment Form.**

There should be an opportunity to disclose any information they see as important. The idea is to firmly establish where learners are now, at the start, as individuals so that course planning reflects their needs.

Once both you and the learner have established their start point, you can determine exactly what they want to get out of the course; their individual learning plan is where learners state their **individual learning objectives** and record their progress on the course. This is the purpose of the ILP (Individual Learning Plan).

Individual learning objectives are a very high priority and must be recorded for each learner. For some courses, learners will tell you which subject areas they would like you to cover (in arts & crafts for example) these can be written into your scheme of work. For other subjects, you may have to address personal learning objectives strategically in lesson plans. **Individual objectives should be in addition to your stated course aims and objectives.**

3.2 The Individual Learning Plan (ILP)

The new ILP puts the learner at the centre of everything to do with the course. It is their opportunity to share with you exactly what they want to get out of the course. Learners may need help with some of the terminology or an explanation of what is being asked; you must help with that as information from learners is essential if the course is truly to meet their needs and be relevant to them. The ILP is the record learners keep of the progress they have made on the course and should be revisited and signed by each learner so that they can assess whether they have met their own targets. You should now have all the information you need to plan your course fully.

Section 1 (showing sections to be completed by the tutor or centre)

Welcome to your course. Please complete these questions to help us to meet your needs and make sure that you gain the most out of your course		
Section1 (complete by tutor)		
Name	Tutor	Venue
Course Name		
The course objectives		
<input type="checkbox"/>		
Qualification aim (if applicable)		
Initial assessment outcome detail and results		
Working at: (level)		

The remaining sections are to be completed by the learner as fully as possible. The greater the extent to which learners engage with this process, the better the outcomes for them will be.

Section 2 (general information from the learner and first opportunity to have input into the course)

Section 2 (completed by learner)
Do you have any previous experience/qualifications in this or a similar subject? If so, please specify
Is there anything you would like us to know about you as an adult learner? (E.g. A disability, your schooling, how you learn best, any strong likes or dislikes about learning?)
Your ideas – the course is already planned BUT, if you have other ideas, please share them with your tutor and they will try their best to include these. For example, can you learn outside one week? Research healthier recipe options? Use the internet to find something out?

Individual Learning Goals (High Priority)

YOUR individual goals – work with your tutor to make these achievable. For example, “I will learn English” is a HUGE goal; “I will learn and use five new spelling rules,” is more realistic and achievable.		
I want to do this course to improve my (Tick as many as you like)	For example...	Halfway check – how are you getting on?
<input type="checkbox"/> subject knowledge (multiplication, grammar, sewing, painting)	<i>I want to mend my jeans</i>	<i>I have learnt two new methods to mend clothes and I will try to mend my jeans next week.</i>

Once you have this information from learners and in conjunction with the outcomes from your initial assessment activity, you will have identified the learner’s needs. Please note though, that as the course progresses and learners develop skills and knowledge, these needs are likely to change. You must be ready to adapt your planning to accommodate this.

Progress Log

For accredited courses only, there is an additional, **compulsory** element to the ILP- the progress log which enables much more frequent and detailed monitoring of learners progress and achievement. It is **optional** for non- accredited learning:

ILP 16/17. Essential for accredited course and optional for non-accredited courses. Print out this page as required.

Date	Today I learned about:	Now I can / I need more help with / Next I want to learn:	Tutor Feedback
		<input checked="" type="checkbox"/>  	
		<input checked="" type="checkbox"/>  	

Half Way Check and End Of Course Review.

Learners should revisit their ILPs at a point mid-way through the course to see how they are progressing (see illustration under individual learning goals).

At the end of the course there is no longer a separate feedback form for learners to complete. Instead, it is incorporated into the ILP as an end of course review. The information requested is related to teaching and learning and the progress learners have made on the course relating to both the course objectives and their own learning objectives.

ED2 Home to Individual Learning Plan 16/17 – Essential for all learners. your needs and make sure

End of course review – This section is used to help review the course and see how you achieved your goals
Please think about the course as a whole and comment on aspects that were most important to you

One of the most enjoyable parts of the course was... because...	The most helpful activities (teaching methods) I found were.... because...
Having completed this course I now feel able to... However, I am still unsure about.....	One of the least enjoyable parts of the course was... because...

Thinking back to the start of the course, did you meet the course objectives? Tick and comment on as many as you like

<input type="checkbox"/>

If you shared your aims at the start of the course, how well did your tutor include these into the course?

There is also a requirement to report back progression data and learners are asked to complete *Destination* information as the end of the course which is then transferred to the register along with the Wider Impact declarations:

If your status has changed from the start of the course, what will you be doing now? please ✓

1	In paid employment for 16 hours+ per week	
2	In paid work for less than 16 hours per week	
3	Self-employed 16h hours +	
4	Self-employed less than 16 hours	
5	Not in paid work, but looking for work and available to start work	
6	Not in paid work and not looking for work (including retired).	
7	Voluntary work	
8	Gap year before starting HE	
9	Traineeship	
10	Apprenticeship	
11	Supported Internship	
12	Other Course (Part-time)	
13	Other Course (Full-time)	
14	Higher Education	
15	Supported independent	
16	Independent living	
17	Learner returning home	
18	Long term residential placement	
19	Other outcome not listed	
*	No change	

Next steps

Would you like more information on: please ✓

3.3 Registers

The final part of the tracking process is the register. You must complete this at the start of each lesson and complete the relevant columns (A, B and Wider Impact columns) at the end of each term/course. Guidance for the appropriate codes to use is on the register form.

Note- The above ILP is generic, suitable for both RARPA (non-accredited) and accredited courses. Alternative versions are available for ALDD and Direct delivery courses.

4. Plan

The general planning document you will use is the scheme of work. It is a plan for the course and will change, if necessary, as you progress and the needs of your learners change. It forms the foundation of your course and is fundamentally important. We will now explore each section in turn to enable you to use it effectively.

4.1 Scheme of Work

Page 1- Basic information, course aims and enrichment.

ED1		SCHEME OF WORK 16/17	
Centre:		Course Code:	
Course		Session length:	
Tutor:		Number of sessions:	
Aims of course (leading to course objectives for advertising and measuring success):		Assumed Knowledge (Accredited courses only)	
To enrich the learners' experience and in line with Ofsted priorities, how will you embed the following into your teaching and how you will know that they have been developed?			
Health & Safety (how do you ensure learners are safe and keep others safe?) <i>e.g. A key learning objective is on the safe use of IT, recorded on ILPs. Drawing up session rules as a group.</i>			
Equality & Diversity (how are learners from all backgrounds and levels making progress?) <i>e.g. Learners support each other in pairs for key tasks, homework is offered to extend learning. Course content and resources reflect the diversity of the group. British values of democracy, rule of law, individual liberty and mutual respect for those of different faiths and beliefs are promoted and encouraged through raising awareness of different festivals etc. We will be using voting systems to choose topics.</i>			
Maths and English (how will learners use & develop these skills? Record here which maths AND English skills learners will develop in order to meet the course aims) <i>e.g. A handout and visual example to support the calculations required in wk 3 are provided. Asking "Why have I used this semi-colon here?" during presentations/on handouts etc.</i>			
Learning Technology (how will you use technology to increase interactivity and creativity?) <i>e.g. Learners are emailed with a challenge/question before each class or to give feedback on sessions. Learners are given guidance on how to safely evaluate websites to guard against extremist views (Prevent). Learners will use their own devices to vote on the next topic.</i>			

Aims

The course aims must be recorded on p1 and describe the general purpose of the course- what will be new to learners, what they will encounter or what they will be able to do at the end that they can't do now. They are long-term and expressed in general terms. Here are some aims:

- To **introduce** learners to basic use of the Internet
- To **develop** learners' skill in keeping bees
- To **increase awareness** of the variety of birdlife in Cambridgeshire

Enrichment

This section of the scheme of work is where you show additional benefits to learners beyond the core subject. The table on the front of the form is now divided into 8 sections (pp 1&2) each forming a

single enrichment “strand” with 4 strands dedicated to wellbeing or *Wider Impacts*. What you should aim to do is establish, through a statement in each box, how you plan to address each strand during the course (this does not mean you have to address them all on a weekly basis).

Here is an explanation of each strand in turn:

Health & Safety

You must ensure that learners understand how to learn safely. All learners must receive a health and safety induction during the first lesson; fire evacuation procedure, use of equipment etc. (they will sign the ILP to acknowledge this).

Courses with a potentially hazardous element (use of power tools for example) must have a curriculum risk assessment carried out, signed by you and kept in the course file.

Equality & Diversity

In very general terms, there are 3 fundamental areas to E&D in the classroom; dealing with discrimination, differentiated teaching and learning and bringing the world into your classroom. Consider the following:

- Include E&D induction and explain complaints procedure
- Resources accessible for all learners and adapted to meet special needs if identified
- Learners able to discuss or request additional support at any time during the course
- Diversity included and celebrated in references and examples (including images in handouts) from other countries and people. “bringing the world into the classroom”
- Incorporate personalised learning strategies in your planning documents (Scheme of Work, lesson plans), delivery and assessment

In addition as part of the Prevent programme, there is now strong emphasis on the promotion of British values. These include the following:

“Democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs”.

This includes complying with the Equality Act 2010 and preventing discrimination against those with protected characteristics:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

Behaviour in class

Effective learning takes place in a classes, workshops or labs where there is tolerance and mutual respect as set out in the Equality Act and where those with the protected characteristics receive fair treatment, so that all are treated equally.

All providers should have a code of conduct which requires all students to behave with tolerance and mutual respect of others.

By maintaining these standards of behaviour in class teachers, lectures and trainers will be promoting British values. What follows is a detailed guide with examples of how to embed British values into your course. It should be noted though that these values are a very good working framework by which to set ground rules for your class and thereby embedding them into your course in a more general, over-arching and inclusive way. This should be done as soon as possible, during the first class is recommended.

The Law and Democracy

Teaching provides opportunities for discussions which focus on both democracy and the rule of law. Texts, images or objects can be chosen for their opportunities to allow learners to explore the issue of rule of law and equally they can be chosen to refer to issues around democracy. Learners are introduced to a range of texts, images and types of writing, art, culture etc. This could include media articles, TV programmes and music. Political texts could be analysed for persuasive language. Television, social media including blogs and radio reports can be analysed to show how persuasive techniques and language are used to present or manipulate the reader, viewer or listener. This will support students in developing a critical analysis all forms of media and to build resilience to resist exploitation by extremists or others who may want to take advantage of vulnerable individuals.

Individual liberty

Learners can explore individual liberty through a study of texts, audio, video, objects or images. Learners can also explore individual freedom by discussing their options during the course (completing ILPs for example and their input into course content) and after completing their courses. This provides an opportunity to refer to individual liberty to make choices in terms of progressing in education or future careers.

Challenging extremism

The Prevent duty is not intended to stop students debating controversial ideas

If learners make comments which could be regarded as extremist staff should encourage the students:

- to think critically
- to consider whether the evidence they have is accurate and full
- to consider whether they have received an partial and/or unsustainable interpretation of evidence
- to consider alternative interpretations and views

Staff should use opportunities to challenge extremist narratives through discussion with Learners. If staff do not feel confident in challenging extremist ideas with their learners they should ask for support. This will normally be through the Safeguarding officer.

If learners behave in a way which contravenes the equality and diversity aspects of the code of conduct which they have signed then this is a disciplinary issue e.g. refusing to work with a gay student or a student of a different ethnicity. It should be dealt with through normal provider

disciplinary processes. Your organisation Safeguarding officer should be notified of examples where extremism has been challenged.

Maths & English

You are not expected to deliver maths and English directly unless it is essential to the course but:

- Highlight English and maths in your lessons, where possible. E.g. calculations needed, weights and measures used or writing and speaking skills.
- You must identify opportunities to practise/ improve maths and English skills where possible in accordance with course aims and learners’ specific learning objectives.
- Learners want to become as good at the subject as you are and that will mean using English and maths skills that you use in your chosen area of expertise.
- When you include these skills in the course this is known as **embedding**.

Learning Technology

As with maths and English, you are not expected to deliver IT skills directly unless it is integral to the course but you will be expected to take all possible opportunities, for you and your learners, to use technology for their learning.

- Make use of ILT equipment available in the classroom, or for loan at your centre (interactive whiteboard, computers, and digital projector) and plan a range of ILT activities (see the resources available on the Wiki)
- Encourage learners to use recommended websites at home to support and reinforce independent learning. Encourage learners to use their own technology (mobile devices) in class where appropriate
- Use digital recording equipment (cameras, video, voice recorders etc.) to record learner progress and achievement where possible
- Encourage use of E-mail (or class blog, or online learning environment) as a means of communication between learners and tutor outside the classroom
- You can set up and use your own course group on Edmodo to communicate with your learners or for them to communicate with each other, to set tasks and for learners to complete quizzes etc.

Wellbeing

ED1 SCHEME OF WORK 16/17	
WIDER IMPACT PLANNING - Wellbeing (see guidance below)	
HEALTH (includes all aspects of health) e.g. Plan to be outdoors, include physical activity, cook healthier alternatives, discuss or use vocab for mindfulness/work life balance/health in the news/health benefits/healthy eating	
RELATIONSHIPS e.g. Group/air work or projects, learners make something for someone else, help others/community, create opportunities for learners to interact and get to know each other.	
PROGRESSION (further learning, qualification, volunteering, work experience, form a club) e.g. employer visit, IAG, link with AL&S centres, CLAS partnership, signposting	
INDEPENDENCE, CONFIDENCE, CONNECTIONS e.g. learning to do something independently (can link to IT), community involvement, improve network, exhibit art work, speak in public, use public transport, create a CV.	

This section emphasizes the fact that for adults, a programme of learning can have a broad impact on the individual **in addition to** the knowledge and skills developed in the subject itself – particularly in terms of health and wellbeing. This is simplified into four areas – **Health, Relationships, Progression and Independence/Confidence/Connections**.

Please see the section later in this handbook which describes the process of how the wider impact for the learners is captured and recorded. At the planning stage, in the scheme of work, our aim is to consider the content of the course and identify what aspects of wellbeing the lessons might address alongside the subject itself. What can you plan to increase the likelihood that a learner will feel they have improved wellbeing as a result of your course?

Example – Cookery

Health Discuss healthy eating, discuss the role of physical activity in weight management, discuss energy balance (consuming/burning calories), make healthier alternatives, cook for specific dietary needs, discuss how learners feel the food they eat affects their health.

Relationships Share meals, consider social aspects, looking after family

Progression Adapt/develop recipes, research recipes, plan menus

Independence/Confidence/Connections Cook independently, cook for others, use the internet to find recipes.

Example – Modern Foreign Languages e.g. French

Health - Discuss health and whether learning French can affect aspects of health, discuss topical health matters in France. Hold some lessons outside, walk and talk.

Relationships Plan to ensure learners talk to different people in the group, learn how to develop conversations in French, form a club, communicate better with friends/family/community).

Progression How will learners use the language they learn? Explore options for improving further, capturing progress, improve job prospects or join a French-speaking group.

Independence/Confidence/Connections Teach someone else something learned, speak in front of an audience.

Summary of session topics, teaching objectives and session aims (Page 3 of the Scheme of Work)

ED1		SCHEME OF WORK 18/17			Cambridgeshire County Council
Week or date	Summary of session topics, teaching objectives and session aims	SMART learning objectives (Ensure these are specific and measurable e.g. Fill the kettle with 0.5 litres of water and switch on)	Assessment for learning (How will you ensure learners make the best possible progress in the session- Q&A, Observation, Marked activity, peer assessment?)	Teaching activities & Resources (Ensure you use a broad range)	Tutor reflection and feedback from learners Did you make changes- if so, what did learners say about the teaching and learning in the session? How do you think it went? Are learners making sufficient progress? How will this impact on future sessions?
First session (week 1)	(Describe your arrangements for initial assessment activity here and how it will inform future sessions)				

The topics are what you intend to cover for that lesson and you can simply describe that in general terms. They can form your aims for the lesson. The *teaching objectives* will give you an opportunity to plan exactly what **you** intend to do to prepare learners for the activities from which they will achieve the *learning objectives*. The *learning objectives* are the stepping stones on the way to achieving the aims and writing them needs to be approached in a particular way.

They should be expressed as specific action statements as this is what **the learners** will be doing as distinct from your teaching objectives. Objectives must be clear, SMART and there must be a strong link between these and the activities planned to achieve them. Learning outcomes are what have been achieved as a result of completion of the course.

Here are some examples illustrating actions words which can be used for writing learning objectives.

Demonstrate	Correct	Identify	Design
Coordinate	Evaluate	Compare	Name
Select	Structure	Combine	Perform
Apply	Measure	Compose	Select

For example, these could be written as:

By the end of the lesson learners will be able to...

- **Demonstrate** two different ways to open a word document
- **Name** 5 different types of stars
- **Evaluate** own performance in a therapy session
- **Identify and name** the stages in a bee's lifecycle

The key thing is that objectives should be the *fundamental* or *core* skills and knowledge required to achieve the aims of the session and the course. If you wanted to use a word such as *create* as an objective, you must be sure you consider all of the skills required which might then show you that a set of skills is required to create something. For example:

"Create a new word document"

This looks very straightforward but in order to do this, learners will have to be able to navigate to a certain place onscreen, select Word from a menu, click or double click on it, identify where to find the icon for a new document, examine and choose a suitable format and then click *Create*. *Create a new word document* starts to resemble a topic or an aim. Remember that getting your objectives right will make effective assessment of skills and knowledge much easier (see Assessment below).

Learner activities

What type of activities are you planning for learners so that they can achieve the objectives? They may be working in pairs or small groups, continuing a project, taking part in a quiz. Be creative. The more active the learners are, the more they are going to enjoy the lessons, the better they will learn. Activities must though, be designed to make learners think and allow them to make **progress** during the lesson. You should have a clear idea of how much progress you expect learners to make each lesson and also the progress they should have made at specific points on the course (where you should reflect on this and make any necessary changes to your planning).

Assessment

Assessment is the means by which you and your learners can judge whether they are learning and have attained knowledge or skills and how you generate opportunities to provide feedback to learners on how to overcome difficulties they encounter, ensuring they know what to do in order to improve.

This can be done formally, with a test or informally by asking questions and promoting discussion, doing a quiz, observing learners performing a task or by learners themselves in either self or peer assessment.

Only assess skills or knowledge you have taught and focus on the objectives you have set for each session. The main point is to be able to provide feedback to learners to help them progress quicker.

Resources

This is where you record what equipment, photocopying, tools, paper etc. you will need to conduct the class and all its activities.

Tutor Reflection

You are strongly encouraged to reflect on each week's lesson your scheme of work promptly. Comparing an outline plan with what actually happened in the lesson is a good start point for reflection when completing and adapting the scheme of work after each session. Listen to what your learners tell you; ask them whether they feel they are progressing.

If you have been observed, you will also be required to record learner feedback relating to changes you have made to your teaching and learning resulting from any post-observation action plan the observer has advised (these will be agreed with your line manager). This will form confirmed concrete evidence of the impact of any changes you make. **The observation will not be signed off as complete until this evidence has been gathered and recorded- it is the tutor's responsibility to do this.** It is therefore very important to develop dialogue as an open method of communication between you and your learners and using the scheme of work will help develop this culture.

Please refer to the Improving Teaching & Learning (observations) handbook for details about preparation for and the tutor's responsibilities surrounding the observation process.

The Scheme of Work and Lesson planning

Lessons must be planned. The scheme of work is the central planning document and is designed to enable you to plan and record activities and resources for individual sessions fully without the need for a separate lesson plan (which you can still complete if you prefer). Therefore, it is not absolutely necessary to write a lesson plan provided the scheme of work is complete. You may however, prefer to write an outline plan to help you.

The key to effective planning is to ensure you have **SMART** learning objectives, that the activities/tasks are designed to enable learners to achieve these and that your assessment matches the task and ensures learners know what they need to do to improve.

The learning objectives should be:

- **Specific**- not vague or general- state exactly what needs to be done
- **Measurable**- You are able to check that the target has been met. Being specific will help with measurability
- **Achievable**- Make sure the target is within learners' capabilities and is possible to meet
- **Realistic**- Must be achievable with available resources, time and experience and is worthwhile. Links closely to achievability
- **Time bound**- By when? Include a timescale when writing outcomes, be clear about when the target will be met (usually by the end of the lesson).

Full guidance on completing the scheme of work is contained in it.

5. Deliver

5.1 Differentiation or Personalised learning

Differentiation attempts to ensure that **ALL** learners have the opportunity to learn, despite their many differences. We teach **individuals**, so it is an aspect of **personalised learning**. It used to be called "**mixed ability teaching**", but learners have more differences than just ability.

When planning a lesson we should be taking into consideration not only the learner's ability but also:

- Confidence levels
- Specific learning difficulties (e.g. dyslexia)
- Preferred learning style or the way they learn best
- Speed of learning
- Background
- Level of pre-existing subject knowledge

Support all learners to achieve their objectives and have extension activities ready to stretch those that are able to go further. Be prepared to explain things in more than one way. You can also pair more experienced learners with those who are less so.

Differentiation can be by:

- **Objective**- for example you could expect more able or experienced learners to complete more stages in an activity
- **Task**- for example asking more able learners to attempt more complex activities. The lesson plan form has a column for this- "**extension activities**" and additional outcomes should be written for these learners. This is part of "**stretch and challenge**".
- **The level of support** provided

Each session should follow a rhythm, a time line, a succession of activities in order to keep actively learning and making progress.

You should be aiming for a “**learner-centred**” approach to teaching and learning rather than “teacher-led”. This means that learners should be working and engaged in the activities all the time. Tutors are supposed to be facilitators, coaching learners on how to overcome difficulties and what they need to do to improve. We should aim for learners to be in charge of their own learning, independent of the tutor.

Make sure your **classroom lay-out** is appropriate for your sessions, for example U-shaped, boardroom (a big table accommodating everybody) or “café style”.

Fundamentally, it’s all about getting the right amount of variety into your lessons to ensure that all needs are catered for.

While you still have to have the essential elements in your lesson, in order to successfully teach you can add to the lesson or change the tasks, so that you can keep interest levels high:

- Initial activity (ice breaker) - something for learners to do when they arrive and you are waiting for the class to gather before starting. It could be a short quiz, 10 questions on last week’s lesson or on general knowledge. You could ask learners to complete it in pairs and give answers at the end of the class. (This does not have to be related to the course but should act as a springboard for learners to prepare for the lesson).
- Demonstrations
- Group/paired task (‘buzz groups’), ask learners to evaluate or discuss a topic, create a movement sequence, work on a case study. Give a mini presentation.
- Web searches provide a wealth of knowledge and build confidence and IT skills.
- Supplement your explanation and demonstration with YouTube or PowerPoint presentation where this would add to your lesson or reinforce it when learners can access it away from the classroom.
- Quizzes are a good way to assess learning and team quizzes inject some healthy competition, you could even offer a prize.
- Brain storm - ask for a list of suggestions related to a particular theme. Use this as a basis for a subsequent activity.
- Never miss an opportunity to follow where your learners might want to go, in a discussion for example. It might mean deviating from your lesson plan but it will allow learners to express themselves. You might be able to skilfully guide them, providing a valuable learning experience. You can return to your plan later in the lesson or next time (this is a feature of outstanding teaching & learning).

Allowing your lessons to settle into a predictable pattern, for example, learners arrive, learners start, learners continue, tutor gives feedback, learners go home, is unlikely to provide an increasing challenge which will be needed to ensure that learners make the best and quickest possible progress. Effective teaching and learning requires some **innovation** at times. These innovations might not work but they ought to be tried, feedback from learners sought and recorded and adjustments made. This is a much better pattern if a pattern is to be adopted.

6. Assess

You will have already completed initial assessment at the start of the course. You may be teaching an accredited course (which has a formal qualification at the end) in which case, there will be an end of course assessment (summative assessment, **assessment of learning**). Details of this will be included in the exams handbook. It may also be the case that learners bring evidence of either accredited prior learning (APL) or recognised prior learning (RPL) and can take the form of photographic or portfolio based evidence for example. In either case, this must be recorded on ILPs as it not only ensures a more accurate learner profile but also might affect available funding. For that reason centre managers need to know about this.

It is more likely however, that there is no requirement for formal assessment during your course and it will therefore be informal. This is known as formative or ongoing assessment (**assessment for learning**).

It can be described as the process by which ongoing judgements are made, in many different ways, about learners' work in order to help them know what they have to do to improve and therefore progress. The assessment is typically used to adapt the teaching or activities to meet the learners' needs. The aim is to increase the rate at which learners make progress.

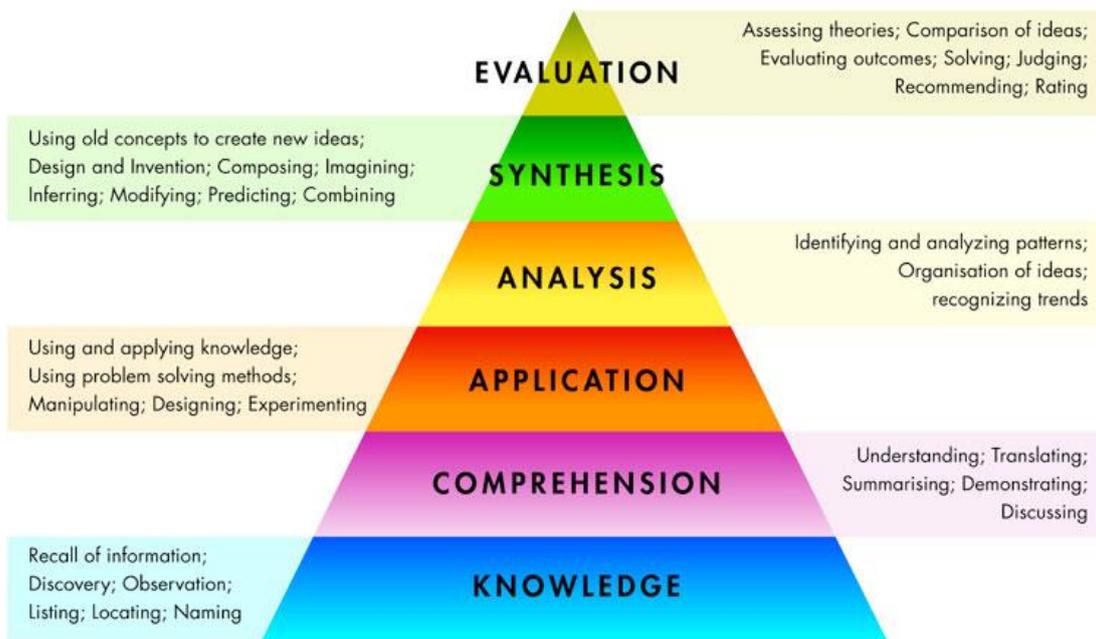
As mentioned before it can be done through questioning or quizzes, observation or successful completion of a series of stages or tasks which will be observed and feedback given. The key to assessment is the generation of feedback (from the tutor or learners' peers) during or after an activity which enables the learner to progress more quickly. Fundamental to this will be the effective use of questions. What follows is a detailed guide to effective questioning technique.

6.1 Bloom's Taxonomy and Effective Questioning

Named after Dr. Benjamin Bloom, Bloom's Taxonomy is a classification of different levels of learning. At the bottom of the pyramid are the easier levels, knowledge and comprehension; further up, the skills required increase in difficulty and therefore in challenge to learners. Recall, at the bottom is easy; evaluation, at the top, requires much more complex, higher order skills.

You can base your course (or lesson) on Bloom's Taxonomy by planning the easier activities at the start and gradually moving up the pyramid to the more complex tasks. Here though, it is going to be used as a model for designing part of your assessment strategy, specifically, asking the right *questions* to enable learners to progress.

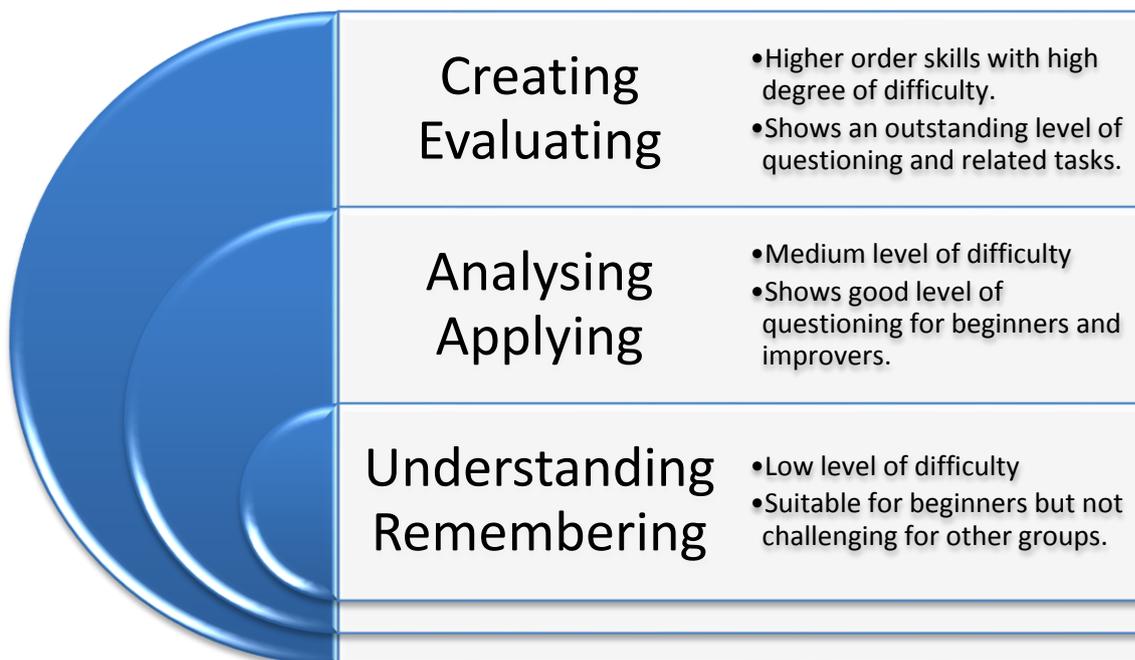
BLOOMS TAXONOMY



6.2 Bloom's Taxonomy and Assessment

Questioning will form the cornerstone of your assessment strategy as it is vital in order to generate feedback to learners enabling them to progress further, faster.

What follows is a guide for new tutors which will help you to design your questioning strategies in order to suit your learners' needs, to generate the feedback they need in order to improve and to provide the appropriate level of *challenge* to achieve that.



Remembering and Understanding are at the bottom of Bloom's Taxonomy and therefore represent the least challenging tasks for learners. Most questioning addresses these levels only requiring recall or simple demonstrations of comprehension (and can include closed questions but open questions are better). They are therefore not a sustained challenge for learners but are nonetheless an essential part of questioning as an assessment tool.

This level of questioning should be used as a basis for the next level; used at both task and lesson level but not used as the sole strategy over an entire course. You could easily find that the only way to effectively check understanding is to get learners to *apply* skills or knowledge in new contexts.

Applying and Analysing. Applying skills or knowledge is the next level up: greater challenge for learners but not as much as **analysis** which requires more developed skills. Both offer medium degrees of difficulty but application is closer to understanding while analysis is closer to evaluation. Open questions should be used to challenge learners to think about and apply knowledge and skills in unfamiliar contexts.

Utilising questioning at this level can be applied in activity, lesson or course levels as long as unfamiliarity of context and difficulty increases as you must increase the challenge at some level. For most AL&S courses, successful application of skills and knowledge will be the target level.

Evaluation and Creativity. Creativity relates closely to analysis and is a higher order skill. It provides the greatest challenge to learners and therefore questioning that requires learners to demonstrate evaluative and creative skills should be seen as a way of extending learning or providing the highest level of challenge. This might be demonstrated by skilful leadership of in-class discussion by a tutor who steers learners towards using these skills or takes unplanned opportunities to experiment with, practice or develop these skills and increase learners' confidence in using them.

The tendency is for tutors to ask questions that relate only to knowledge and comprehension. This is appropriate for beginners or for immediate checking of understanding but should not be relied upon as the sole questioning technique. Challenge your learners; get them to apply new skills and knowledge and use questions that require them to do this.

6.3 Tips for Effective Questioning- Generating Feedback, Building Skills

- Use the following points and questions as a guide to designing your questioning techniques to suit your learners and to generate feedback for them so they can progress quickly. Does the questioning:
- **Maintain the flow** of the learning within the lesson- ensure you manage discussion, take opportunities to extend learning by exploring unplanned opportunities?
- **Engage** learners with the learning- ask questions of a group or groups of learners rather than just individuals. Do the learning activities provide the opportunity for this? **Ensure you allow sufficient time** for learners to discuss the questions and their responses.

- **Assess** what has been **learned**- are your questions focussed and targeted? Do they provide opportunities for feedback to learners? Do they provide opportunities for dialogue? Do they show you and your learners that they have learned?
- **Check** that what has been **learnt** is **understood** and can be used- how can what has been learned be applied to new, unfamiliar situations?
- **Test** learners' **memory** and comprehension- are there quizzes, interactive question and answer sessions?
- **Seek** the **views and opinions** of learners- does this build a sense of value within the group?
- **Provide an opportunity** for learners to share their opinions/views and seek responses from their peers do group activities provide this or are learners working solely as individuals? Would group activities be appropriate and provide this opportunity if it's not there
- **Encourage creative thought and imaginative or innovative thinking**- Ask "what if?" type questions or "in what way might...?"
- **Foster speculation, hypothesis and idea/opinion forming** exploring new alternatives and ideas?
- **Create** a sense of **shared learning** and avoid the feel of a 'lecture' integrating questions and related activities to challenge learners' thinking, opinions and views using discussion or "rhetorical" questions.
- **Challenge** the level of thinking and possibly mark a change to a **higher order** of thinking- by getting learners to ask the questions.
- **Model** higher order thinking using examples and building on the learners' responses.

Innovation- adapting and responding

The central theme within Cambridgeshire Adult Learning & Skills is improving teaching and learning. In order to achieve this, tutors should feel free and encouraged to innovate: to experiment with their teaching and learning methods; to be responsive, adapting to learners' needs and requirements as they change and develop; to improve as part of the normal weekly routine. This "bottom up" approach to learning can be achieved in the following ways:

- **Feedback from learners**- responding to requests directly from learners both before and after any innovation is tried. Any feedback from learners after an experiment with a new method or strategy should be recorded as anecdotal evidence and appropriate changes should be made to your scheme of work.
- **Staff development training**- focussed on teaching and learning rather than subject specialism (which is your own responsibility).
- **Sharing best practice**- learning from peers, developing and adapting or combining resources and techniques to suit your learners (this will include observations).
- **Your own research** or trial and error which can then be shared.

6.4 Measuring the Wider Impact

The planning section of this handbook described how you can plan your delivery to increase the likelihood that a learner will feel they have improved wellbeing as a result of attending your course. This is known as a 'wider impact' of the course or learning programme.

We have developed a process for capturing the wider impact after a couple of years of pilot work to identify the best approach. At the moment, the data we have collected will highlight what we have achieved so far. In the future, we anticipate that we may well be set targets to achieve particular outcomes for learners, so, we are preparing ourselves for this.

The process flow is

- 1) Tutor plans the delivery to address appropriate health and wellbeing aspects in four simplified categories
 - a. **Health,**
 - b. **Relationships,**
 - c. **Progression and**
 - d. **Independence/Confidence/Connections**
- 2) Learners identify how they feel the course benefits them using the ILP
- 3) Tutor transfers information to the register in the same four category areas (you are encouraged to draw upon your knowledge of the group in order to do this). There is also a category 5 'no impact' This is for a learner's declaration that their health and wellbeing is not impacted only
- 4) Data input to Adult Learning & Skills system
- 5) Reporting and interpretation of data

7 Evaluate

Finally, in order to improve the experience for your learners, you should be evaluating as you go. You should do this on the scheme of work (it is advisable to reflect on strengths and weaknesses after each lesson but recording it on the scheme of work can be less frequent) **The end of session plenary** is an essential source of information from learners to enable you to do this effectively. If you have tried something new you must end the session with an opportunity for learners to feed back (the following week will be too late). This information will provide a balanced view for evaluation.

It is important that you focus on the **progress learners are making** and any factors that are affecting it. At the end of the course your centre manager will ask you to evaluate the course as part of ongoing improvement; record this on the scheme of work.

Your learners will also do this as part of completing their ILPs. As mentioned before, the feedback information requested on the ILP relates directly to learners course and individual goals. It is essential that you take this information into consideration when completing your own end of course reflection/ review which you will find at the end of the scheme of work:

ED1 SCHEME OF WORK 16/17 

Tutor Reflection- In order to make changes and improvements as an ongoing process, use this section periodically to record feedback from learners (ask for this in plenary sessions at the end of lessons) particularly if you have tried something new, it is also vital that you are aware of the progress learners are making- in the lesson and on the course and if there are factors affecting it so that you can make appropriate changes to your planning. These might be closely related to what learners are telling you. For example, a chain of events might be as follows:
 "Learners making insufficient progress on area and volumes. Introduced much more 3-Dimensional activity to encourage learners to approach it differently. Feedback was very positive with all learners making better progress now. Learners asked to have more activities like this as it is far more engaging and clearer to them what is expected and required. Will modify handling number in a similar way".

This same process will apply post- observation where it is your responsibility to gather evidence of the impact of changes you have made to teaching, learning and assessment in the form of feedback from your learners on those changes. This means you should ask them directly and record their responses. It will not provide good evidence if closed questions are used so questions should be framed to promote individual responses that reflect learners' own experiences for example:
 "During the course changes have been made to activities/ content/ teaching methods. What was the effect of those changes on your learning?"

Use the space below to add your end of course self-assessment and reflection in preparation for improving your teaching, learning and assessment for the next course:
 (Think about what went well? what could have been improved? What did you try new? How did learners progress, learners feedback etc)

8. Support for Tutors

Whether you are a new tutor or have worked for several years, then it is important to know what support and help is available for you.

- Your **Provider/Centre Manager** is your first point of contact, 'with any queries regarding your centre, classes or your learners.
- **Contract Managers** are available to support in all other subject areas in the same way.

- **Tutor Wiki and Forums**

The Wiki is where the latest documents, training updates and news for Adult Learning is stored. Link for the Wiki is: <http://cambsacl.pbworks.com>

- **Edmodo**

Edmodo is a free online learning site which resembles Facebook in its design. It is a useful addition to the range of learning technology available to you as a tutor. It can support Word documents, PowerPoints and video and links to other sites and is therefore an effective tool to support your teaching and your learners and an easily accessible supplement to your course content.

It is easy to use and recommended that you start a group for your class in case any of your learners want to use it. Training on using the site will be given as part of your induction. If you want to have a look at it, visit www.edmodo.com , sign up as a teacher and explore the site.

- **CPD and Training Opportunities**

Through out the year CPD and Training opportunities will be shared via our Provider/Centre Manager.