Teaching and Learning Toolkit

Good Learning: WLD Style

Respond and adapt—to learners' needs

Subject and Pedagogy—not just excellent knowledge of the subject but knowing how to engage students in this subject

Relationships—teachers genuinely enjoy the company of young people

Striking the right balance—between 'teacher-led' and 'student-centred' teaching; and in pace of lesson

Trying new approaches—taking (calculated) risks

Presentation of Work

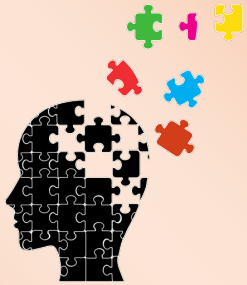
Stretch and Challenge

- Use the following words to extend thinking around a topic: BUT, BECAUSE, SO...
- Pose—Pause—Pounce and Bounce
- Use HOW and WHY question stems
- Use students as experts
- Pace—countdown timers

Resilience

Understanding from Memory

- Mini-whiteboards
- Quick quizzes
- 'Throw-back Thursday'
- Subject-specific vocabulary
- *'Just a Minute'*
- *'Prepare to Teach a lesson on...'*
- Flashcards
- Knowledge Organisers
- Tell students stories



High expectations

Engagement/enjoyment

Exam Technique

- Use WAGOLLs to exemplify good answers
- Look at length of good answers
- Past questions
- Timing
- Select key words from question
- Highlight key words
- Annotate where necessary
- Exam Wrappers—post-exam evaluation about revision technique, time spent revising, etc.
- Topic Ranking—student view
- Give 'toolkits' for each type of

Praise

Facilitating Feedback:

- Ask students to 'Try 3B4ME'
- Try 'class feedback sheets'
- Give **feedback as actions**:
  - ⇒Re-draft/re-do
  - ⇒Rehearse or repeat
  - ⇒Revisit and respond
  - ⇒Re-learn and re-test
  - ⇒Research and record
- Allow 'pause' lessons to encourage students responding to your feedback (MAD or DIRT time)

Literacy Improvements

Engaging Boys

- Direct to have planner and equipment ready
- Design lessons that end in a product
- Structure lessons as competitive games (award points when doing AfL activities)
- Give them motor activities
- Allow boys to address unsolved problems
- Combine teamwork and competition
- Focus on independent discovery and self-direction
- Clear instructions