

## Tolley Pedagogy

The Tolley pedagogy is multi-faceted. We recognise that learners have different styles of learning and so we use a variety of teaching methods to transfer knowledge in the most appropriate way to learners of all abilities and approaches.

Tutors practise an open, collaborative style of teaching for both face-to-face and online courses, with an emphasis on active engagement with learners. At the beginning of a course tutors take time to build a relationship with each learner, understand their background, previous experience, and style of learning. This approach enables tutors to tweak their teaching styles and the way in which information is presented to facilitate effective knowledge transfer.

Our learning delivery in class follows a stepped approach:

- Tutors start the session with a recap of previous learning
- We present new material in small steps with learner practice after each step
- Tutors ask lots of questions and check the responses of all learners
- Our material provides models (illustrations, examples, prompts)
- Tutors guide learner practice (short presentation, guided practice followed by review/feedback)
- Tutors check learner understanding (learners summarise, agree/disagree with others' answers)

- We aim to obtain a high success rate (>80% achievement rate)
- We provide scaffolds for difficult tasks (support that can be withdrawn later)
- We expect and monitor independent practice through the provision of question practice
- We engage learners in regular reviews (coaching and progress checks during class)

In line with the layout of the Tolley Manuals, tutors start and end each session with reference to the learning objectives (at the beginning of the session) and knowledge diagnostics (at the end of the session) with a focus on:

- What (you are going to be able to do)
- Why (is it important)
- How (we're going to go through it)

Learner progress is formally evaluated throughout our programme through the completion of practice and mock exams. All practice papers are marked, and feedback is provided with a focus on development points and additional help. Tutors also assess learner understanding informally during courses through independent learning, polls, and quizzes.



Jonathan Scriven – Director of Tax Markets