

HOW WE TEACH...



QUESTIONING

So that feedback deepens understanding and ensures progress.



COLD CALL

Give time to think. Choose at random or target individual pupils.



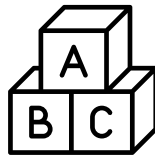
ENCOURAGE PARTICIPATION

Child does not have answer. Ask another child. Return to original child for answer or explanation.



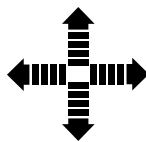
CHECK FOR UNDERSTANDING

Ask a question. Ask a further question. Check for deeper understanding.



A B C

Ask a question. Bounce to another child to develop. Ask another child to challenge answer.



PROBING QUESTIONS

Ask a child a question. Follow up with probing questions. Ask another child to continue.



WORKSHOP

Acknowledge first response. Give supportive, formative feedback. Invite child to give an improved answer.



WHOLE CLASS RESPONSE

Ask question and give a timeframe. Build in thinking time. 1-2-3-Show me.

KAGAN STRUCTURE

Pair share



Round Robin



Rally Coach



Stand up,
Hand up,
Pair up



WHAT IS IT?

Questioning in lessons is found everywhere and occurs in different forms. It takes place in each part of a teaching and learning cycle. Questioning works to enhance the principles of explanation and modelling.

WHY IS IT IMPORTANT?

Questioning allows teachers to deepen and develop a child's understanding. Teachers embed a culture where simple or incomplete answers are not accepted - teachers should 'dig deep' to find out more. At the same time, we want children to think deeply therefore, we allow them time to think.

SUMMARY

The more that teachers embed a culture of good questioning in their classroom the more children develop high levels of academic rigour. There is less chance of knowledge being unchallenged meaning pupils become better learners.