



Quiz



Quiz: Please complete the questions

Quiz

1. True or false? The only purpose of questioning is to check for pupil understanding?
2. Asking the class 'Does that make sense?' is an example of what type of question?
 - A. A follow-up question
 - B. A check for understanding question
 - C. A self-report question
3. True or false? On average, a typical teacher waits about 3 seconds before taking an answer to a question?



Answers

1. False. Checking for pupil understanding is one of the main purposes behind teacher questioning, but it is not the only purpose for posing questions to your class.
2. C. A self-report question
3. False. On average a typical teacher only waits about 1 second before taking an answer for a question



Using questioning to extend and challenge thinking

Facilitator Name



Seminar norms

Throughout the seminar, please:



Be present



Be proactive



Critique with kindness

Seminar objectives

By the end of this seminar, you will:

- reflect on your established classroom culture around questioning and engagement;
- understand strategies to extend and challenge pupils' thinking;
- consider your response to pupils' verbal answers;
- recognise where questioning can extend and challenge pupil thinking.

Related ECF statements

Learn that...	Learn how to...
Classroom Practice (Standard 4 – Plan and teach well structured lessons)	
<p>4.6 Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems</p>	<p>Stimulate pupil thinking and check for understanding, by:</p> <p>4m Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers).</p> <p>4n Providing appropriate wait time between question and response where more developed responses are required.</p>

Great teachers...

Ask questions that:

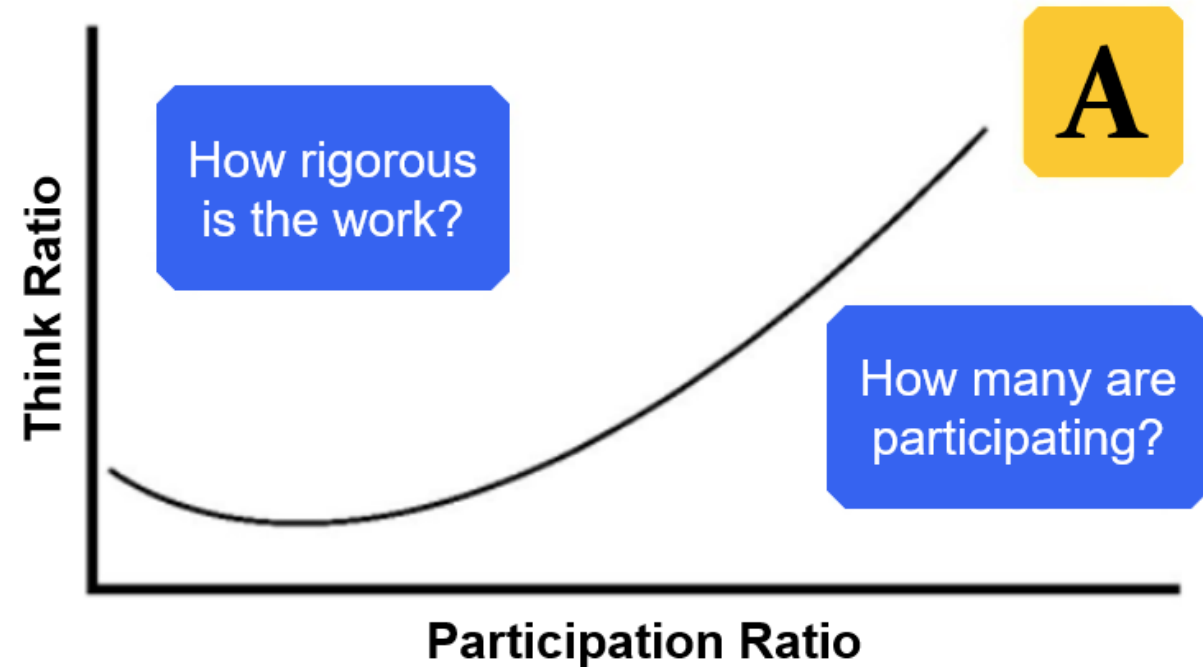
Assess pupil understanding

Promote pupil thinking

(Great Teaching Toolkit: Evidence Review, 2019)



A culture for questioning



PR – How many are participating?
TR – How deep is the thinking?



~~ECF Standard 1: Set high expectations –~~
Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine



Effective questioning

Ask a large number of questions

Asking a large number of questions helps pupils practise new concepts. It gives you information on levels of knowledge and understanding

Avoid asking 'self-report' questions

Avoid asking questions where pupils need to rate their confidence levels or answer rhetorical questions

Give an appropriate 'Wait Time'

Optimal 'Wait Time' can be 3 -15 seconds depending on the question type and purpose

Can check the understanding of the whole class

Plan opportunities to capture the understanding of all pupils

Effective questioning



Ask a large number of questions

Avoid asking 'self-report' questions

Give an appropriate 'Wait Time'

Can check the understanding of the whole class



1. How do you feel these strategies support you to make accurate judgements and inferences about pupil understanding?

2. Share any examples of how you have demonstrated these strategies in your own practice

3. Did any particular strategy have a larger impact on your practice than the rest?



**Is it more effective to
ask open or closed
questions?**

Extend and challenge

Do not complete pupils' answers

- Challenge pupils to give you the correct answer

Ask follow-up questions

- Ask how or why
- Ask for another way to answer
- Ask for better vocabulary
- Ask pupils to integrate a related skill

Questioning in action

Ask a large number of questions

Avoid asking 'self-report' questions

Give an appropriate 'Wait Time'

Can check the understanding of the whole class

Do not complete pupils' answers

Ask follow-up questions

Questioning in action



Video

1. Does not complete pupils' answer.
2. Ask follow-up questions:
 - How and why

Questioning in action



Video

1. Do not complete pupil's answer.
2. Ask follow-up questions:
 - Ask for another way to answer
 - Ask for better vocabulary

How to respond

- Answers correctly
- Answers correctly, but hesitantly
- Answers partially incorrect
- Answers incorrectly

Answers incorrectly

Teacher: Who can identify the verb in this sentence...? Zaine?

“The frightened boy crept past the sleeping giant.’

Pupil: frightened

Teacher: It’s not frightened. Remember that a verb is a doing word. Which word shows what he is doing?

Pupil: crept

Teacher: That’s right. Can you think of another verb?

Pupil: sang?

Teacher: Sang, well done, What would that be in the present tense?

Scenarios

Answers correctly, but hesitantly

Teacher: Who kills Macbeth?

Pupil:MacDuff?

Answers partially correct

Teacher: Why do we have night and day?

Pupil: The Earth is moving around the sun. When the Earth faces towards the sun it is day, and when it faces away from the sun it is night.

Answers correctly

Teacher: What time is being displayed on the clock?

Pupil: Twenty minutes past six.

Application to practice



Consider a lesson you will deliver tomorrow:

- Have you planned to ask any open questions in the lesson?
- Where might it be appropriate to ask a follow-up question that extends and challenges thinking? What might the question be?
- Are you clear on what constitutes a model answer for every key question you plan to ask?

Next steps

- Identify two actions you will take away from this seminar to implement in practice.
- Identify any next steps that you could take to support you in doing this.





Thank you.

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