

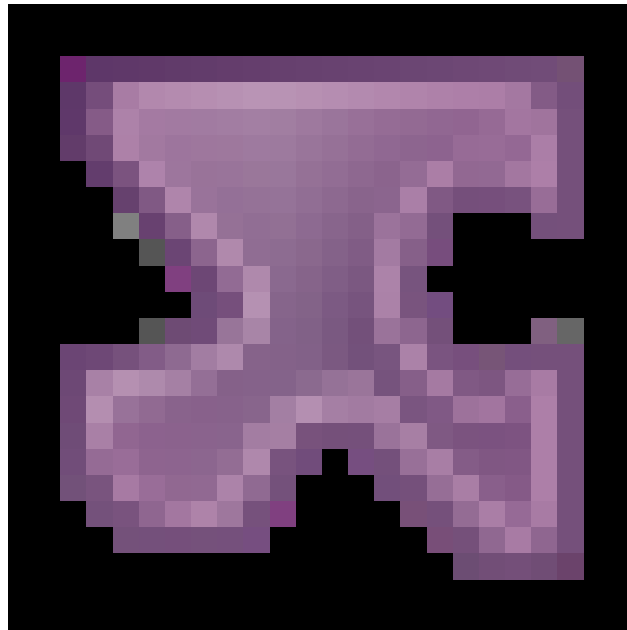


High-quality classroom talk is a powerful tool for learning (EEF, 2019). It can support pupils to articulate key ideas, consolidate learning and extend their vocabulary. This is supported by the work of Rosenshine (2012) who found that the most effective teachers spent more than half of the class time explaining, modelling and asking questions. Questioning is a vital teacher tool for two main reasons (Rosenhine, 2012):

- It enables you to assess pupils' understanding to determine whether there is a need for additional instruction.
- It enables you to provide pupils with the opportunity to practise what is being taught, consolidating and extending learning.

In this section, you will explore how questioning can be used to check for pupil understanding and build learning. Start by listening to Claire Stoneman talk about using questioning as part of effective classroom practice and answer the questions below in the notes tab (or your own notebook):

- When might you use questioning in a lesson?
- What are Sherrington's (2019) four '*relevant instructional procedures*' of questioning?
- How do you think questioning links to effective explanations and modelling?



Direct Link: [The importance of questioning - Claire Stoneman](#)

Transcript: [The importance of questioning - Claire Stoneman](#)