

Questioning

What makes questions effective?

- Put two or three key questions in your plan. Sequence the questions to get increasingly challenging
- Link questions to the lesson objectives (you could put them in the scheme of work)
- Teach basic skills through questions that break the skill down into small steps
- Have more open, higher order questions than anything else
- Phrase closed questions so that they are low risk (eg instead of saying “what is the answer?” say “what do you think is the answer”)
- Give pupils opportunities to ask their own questions
- Give pupils the opportunity to feedback to each other
- Make sure that risks are acceptable in your classroom

What?

How?

When?

Some good questions ...







- How did you work that out?
- Why do you think that?
- What makes this a good ...?
- What could we do to improve this ...?
- What do you think ...?
- What do you think would happen if ...?
- What are you expecting?
- How do we know that?
- What is he really saying?
- How else would you ...?
- Which is more important?
- What do you notice?

Where?

Why?

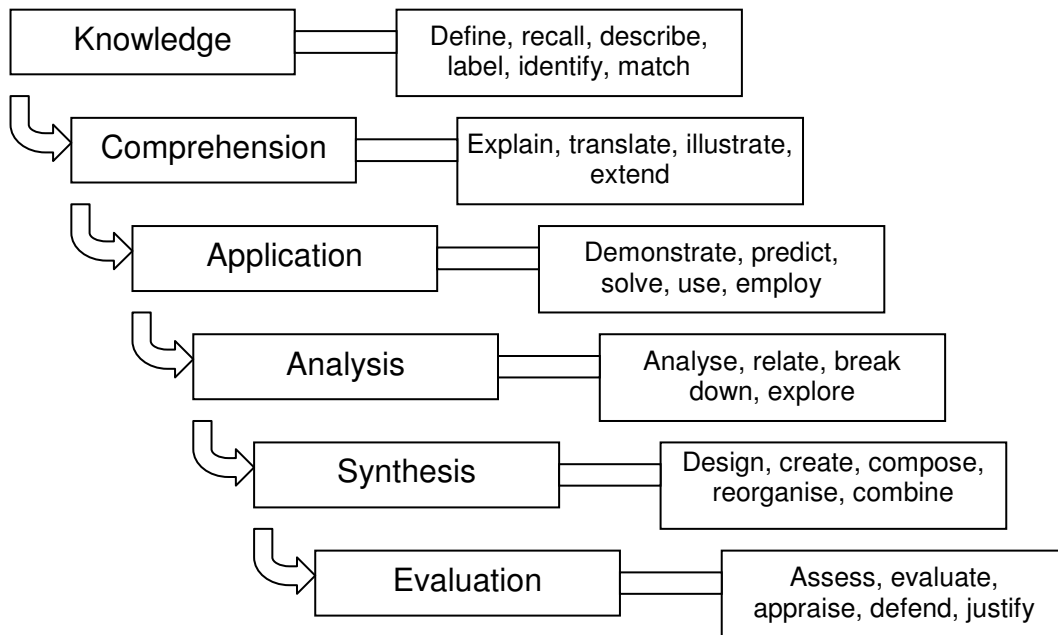
Who?

Tactics for creating a good climate for questioning

		
<p>No Hands no-one puts their hands up, the teacher picks a pupil to answer. They are allowed to say they don't want to answer</p>	<p>Collaboration time pupils discuss their answer with another pupil before replying</p>	<p>How did you get that question an apparently incorrect answer, it may come from some very good thinking, may even be correct!</p>
		
<p>Wait Time if there is no answer don't answer it yourself or rephrase it. Wait a few seconds instead.</p>	<p>Write/Draw and Show pupils have mini whiteboards, coloured cards or any relevant cards/objects which they select and show to answer the question</p>	<p>Left hand/right hand give pupils two or more different gestures as responses (e.g. to express like or dislike, agree, disagree, true or false)</p>

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How to plan a sequence of increasingly challenging questions (based on Bloom's Taxonomy)



Vocab:


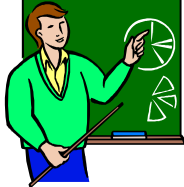




Open questions: There are a variety of acceptable answers. Thinking skills.

Close Questions: There is only one (or a few) correct answer. Factual recall.

Lower order questions: Factual, descriptive, easy questions.

Higher order questions: Sophisticated thinking, harder questions.

Top Tips:

		
Always think ... why am I asking this?	Do I always plan sequences of questions to get increasingly challenging?	Do I give pupils time to answer?
		
Have I got strategies to make sure that every pupil feels included (no one pupil dominates)?	Is the answer obvious (or is it a "guess what's in my head" type question)?	If a pupil's response seems wrong or odd do you ask further questions to understand the pupils thinking?

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