



# Teaching and Learning Excellence @BSM

## February 2022: Effective Questioning

**A Teachers' beliefs about their students and what they can achieve have a substantial impact on students' learning and progress.**

Effective questions are a great way of formative assessment; systematically checking pupils learning, deepening thinking, and encouraging participation. Effective, deep, and targeted questioning encourages pupils to explain their understanding. It often uses answers from pupils as teaching prompts and can challenge pupils if explanations do not reflect pupils' ability. Unless challenged by quality questions, it's all too easy for some learners to think superficially or get away with doing just enough to get by. By asking questions that provoke learners to become more focused and enquiring, teachers are pushing learners to close the gap and generate proof whether they have achieved their learning goals.

**FOCUSED**  
**IDENTIFIED**  
**RELENTLESSLY CHALLENGING**  
**SCAFFOLDED**  
**TARGETTED**



**How does it link into our whole school teaching and learning? Quality FIRST teaching**

Technique	Possible Strategies
<b>FIRST Questioning</b> Focused, Identified, Relentlessly Challenging, Scaffolding Targeted	<b>IT'S ALL ABOUT THE WHO AS WELL AS THE WHAT</b> Planning targeted questions for specific children and scaffolding questions according to ability
<b>Thinking Time</b> Allowing time to formulate an answer before giving it	Think Pair Share, Wait time, Phone a friend, White boards
<b>Stretch Questioning</b> Using questions and criteria as a springboard for developed, extended, explained answers	Serial questioning (follow up questions), Pose Pause Pounce Bounce, Question Trails, Minimum requirements – number of words, time, connectives/BLT, PEE
<b>Einstein Questioning</b> Formulating questions which need 'brain power', 'fat' questions which are not just one-word knowledge checks are but explained developed thinking, open ended questioning	Higher order questions, Blooms question stems Question grids, Questions that probe assumptions Questions that ask for consequences and implications Thought provoking questions
<b>F.A.I.L. Questioning</b> First Attempt in Learning	Challenging 'I don't know' Not accepting answers below ability Using misconceptions as teaching tools Revisit pupils who gave a wrong answer

**IT IS ESSENTIAL THAT THE QUESTIONS MATCHES THE CHILD – REMEMBER TEACHING TO THE TOP AND SCAFFOLDING FOR THOSE WHO NEED IT**

**Deliberate practice is planning on purpose for the pupils in front of you to maximise progress for all**

**Further reading:**

Rosenshine's Principles in Action, Tom Sherrington  
 Retrieval Practice, Kate Jones  
 The Learning Rainforest, Tom Sherrington  
 Boys don't try, Mark Roberts & Matt Pinkett  
 mrgordonteacher blogs  
 mrthorntonteach blogs





# Teaching and Learning Excellence @BSM

## February 2022: Effective Questioning

**Classroom strategies – remember FIRST (focused, identified, relentlessly challenging, scaffolded, targeted)**

**No hands up** – children should not be volunteering answers to questions, questioning should be FIRST questioning. Make pupils aware that they may be picked on and craft appropriate questions for the pupils you choose; challenging, deep, extended, challenging misconceptions, checking understanding, or recalling prior learning

**Introduce a wait time** – give pupils time to think about answers after you have asked a question, allowing them processing time and time to formulate an answer. This will improve pupils' retention, more considered responses, confidence, and higher level of interaction. Be patient. This could also include whiteboards or discussion with peers.

**Plan ahead** – When planning lessons, consider the types of questions you want to ask. Plan which essential knowledge to need to tease out, check and embed. Plan what content you want to ask about, and who needs to answer the questions, and write them down. There will be more questions in the lessons but a well thought out plan will ensure you focus and target where appropriate.

**Don't dismiss answers, but challenge misconceptions** – every contribution is valuable, even wrong answers can become a teaching tool. Challenge wrong answers and work with pupils through their answers and why it may be wrong, allowing time to rethink. If one pupil thinks it others may too and so use the wrong answer as a tool to correct or embed for others.

**Challenge 'I don't know'** – why is a pupil answering I don't know – NEVER accept it. Either challenge them on it if you know they know the answer and are refusing to give it OR ask another pupil to help and then revisit the I don't know and ask the pupil to repeat the answer (this can be done immediately or at a later stage). Reword the question, revisit the question, or revisit the answer.

**BUG the question** – help pupils understand the questions by BUGing those written down. BOX the command word, UNDERLINE key words and the GLANCE over the question whilst answering.



### **How to support at home**

**Ask your children about their learning** – what can they remember from their lessons? What have they learnt today? Involve yourself in their books and Homework

**Ask your children higher order thinking questions** – ask children questions which don't have any specific right or wrong answers but require extended responses and for children to think about more than just repeating facts. The grid below will help with the start of questions.

	is	did	was	could	il
What					
Where					
Who					
Why					
How					