

How to make behaviour good for questioning

- No hands up -> So Teacher can ask at random
- Have something for all pupils to do (differentiate)
- Start with superficial questioning (recap, what did we learn last, prior knowledge, IR), helps settle pupils and gets rid of work refusers as they can do it, the longer the starter task the better
- Use non-verbals to deal with behaviour
- Timed activities (you have ___ minutes?)
- Ask pupils to explain what the class has to do before they do it (ask naughty kids – keeps them on task)

How to deliver the material

- Give thinking time
- Use pupil names when asking questions
- Ask LCD (lowest common denominator) to gauge pupil progress (least able but confident to give answers)
- Listen to the answer of the question posed from pupil and don't be afraid to address misconceptions
- Viewpoint questions (why + description/justify)
[highest leverage questions]
- Pose questions that link to the work done but they need to apply their knowledge
- Mixture of high/low order questions
- Whiteboard maybe useful (to check progress and understanding)
- Is the classroom set up for questioning? Can you see everyone and pupils interact with you and each other?

What is good Questioning?

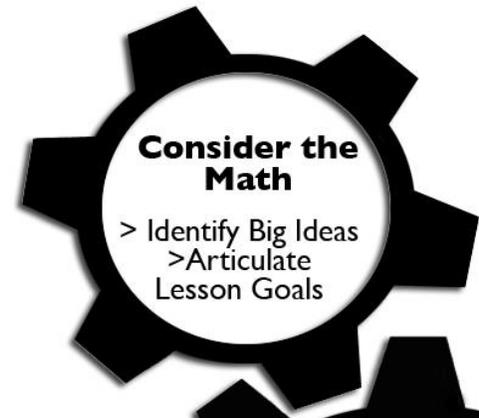


Usefulness

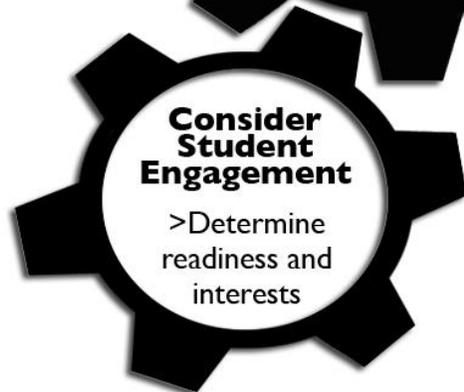
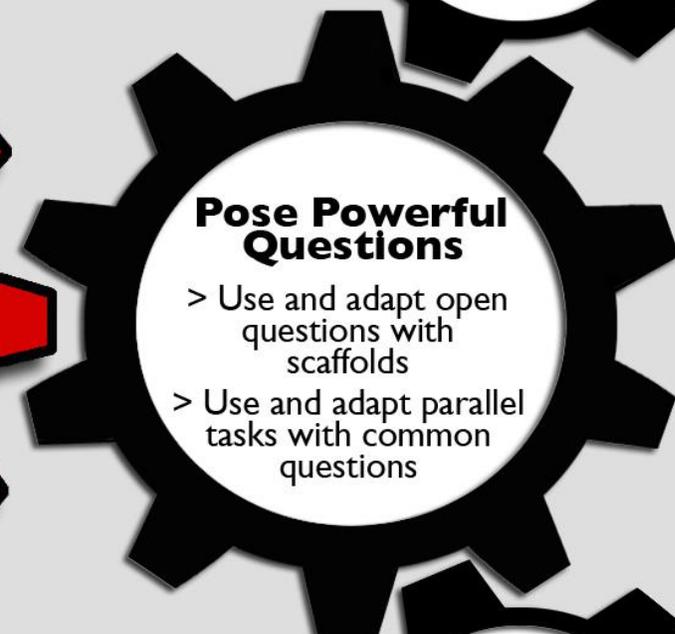
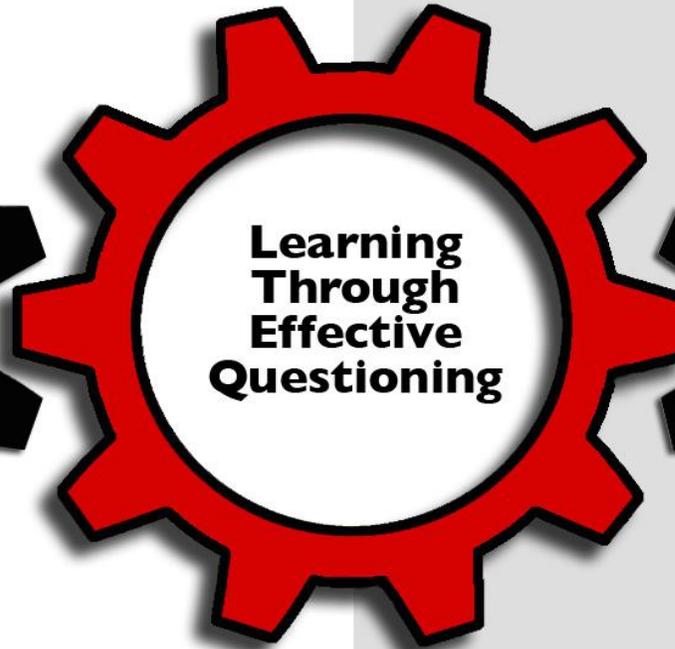
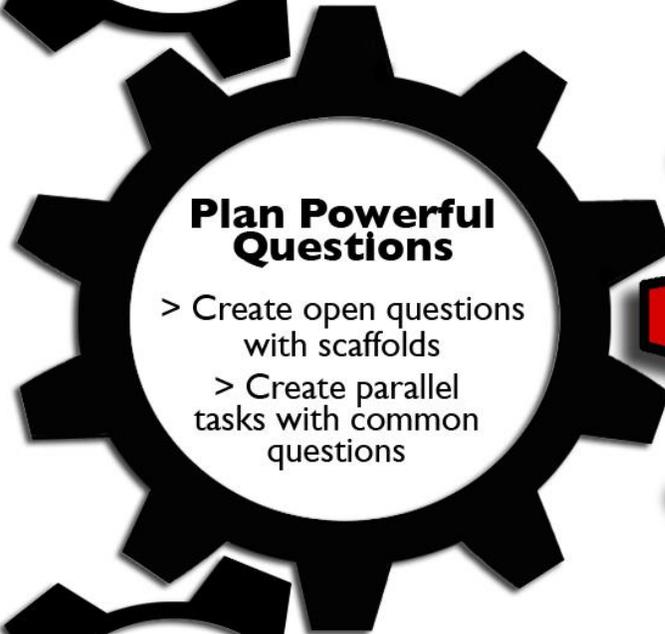
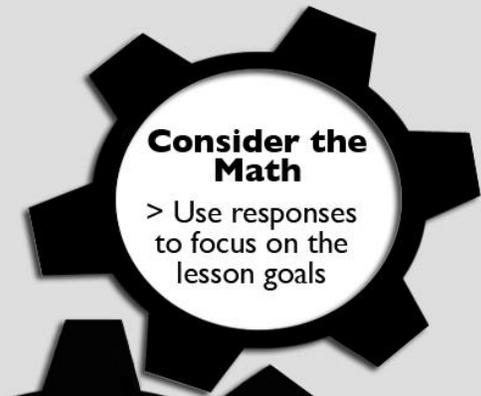
- Limit questions/ make them count/ make them purposeful
- **Use questions that lead into something and are not just answered and left behind
- Let questions feed into each other
- Identify misconceptions and check progress
- Questioning can change based on key stage and class

Planning

- What are the 3/4 main things I want pupils to know and be able to answer?
- What form will I ask the questions in (verbal/written) and when in the lesson will I ask them?
- **Exam implication: what criteria makes a good answer?

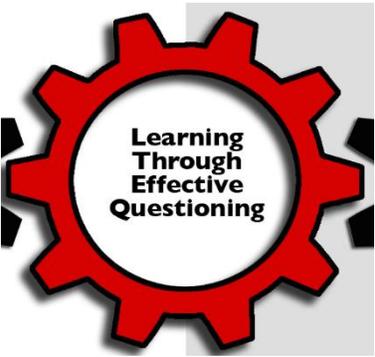


OUTSIDE THE CLASSROOM



INSIDE THE CLASSROOM





The 3 Part Lesson Game Plan

1. Starter activity → 2. Teach them how to do something and let them practice it → 3. Give them a question to see if they can do it

Step 1: Plan the questions you are going to ask in the lesson (what is the big over arching question? Limit procedural questions).

Step 2: Ask superficial questions to gauge progress from last lesson or prior knowledge + to settle behaviour. Assess

Step 3: Introduce learning aims, big question and material

Step 4: Demonstrate how to do something/ teach that skill.

Step 5: The class practices that something/ that skill.

Step 6: The class tests themselves to see if they are up to standard (consolidate their knowledge). E.g. exam questions, plenary question

Step 7: Application question or set it as homework (Extended abstract).