

QUESTIONING AND MODELLING

TLC Session 2 Tuesday 25 Nov

Reviewing targets from session 1

The screenshot displays the 'My School - Home' page for Groby Community College. The page is organized into several sections around a central user profile. The central profile includes a photo of a woman and a tree logo. The sections are as follows:

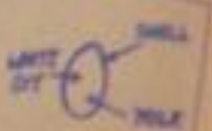
- QA Teaching and Learning**
- My Action Research Group**: My Mentoring group - Click to leave group. Includes a dropdown menu with 'BT Mrs S Beckett' and a 'Join' button.
- My Professional Standards**: Complete questions. Action research triad record - Professional Practice.
- Line Managers Professional Dialogue**: Professional Practice, Professional Outcomes, Professional Relationships, Professional Development, Professional Conduct.
- My Leadership Standards**: Complete questions, Report.
- My CPD Support**: Coaching report.
- My CPD**: My Choices - 22% Complete.
- My Performance Management**: Edit Report - Complete.
- My Curriculum Area Results**: KS4 Maths (Headline (1) | Edit Report (1)), KS5 Maths (Headline (1) | Edit Report (1)).
- My Teaching Results (SISRA)**: Maths - My Teaching Group.
- My Teaching Standard**: Maths - Outstanding.

The browser address bar shows the URL: <http://groby.my-school.org.uk/2013/14/home.php>. The page header includes the school name 'Groby Community College' and the school year '2013/14'. The Windows taskbar at the bottom shows the date and time as 12:45 on 04/09/2014.



Egg Sucking For The Curious
 * INTRODUCTION: VERY EASY

1. So just what is an egg?
2. AND WHAT, THEN, IS AN EGG?
3. SUCKING: THE CHALLENGE



I'VE GOT AN OSTRICH EGG AT HOME BUT I DON'T THINK

I'LL BE HAVING A GO WITH THAT. WELL, NOT YET'

You can't teach your granny to suck eggs

Anne Fletcher, 85, and a crate of free range. No problem!



The background. He was obliged to answer questions for hours and a time when that person you can't teach an old dog new tricks. The other option was finally excluded as the answer that he had often got the opportunity to explain in all sorts of ways. **The technique.** Having a preference to suck eggs through the being such. The process also involves many involving the physical process. **When** I was asked the possibility of being able to suck a hard-boiled egg through the shell. I was told that the process is not possible. **The result.** It was a bit of a disappointment. I had been told that I could suck a hard-boiled egg through the shell. I had been told that I could suck a hard-boiled egg through the shell. I had been told that I could suck a hard-boiled egg through the shell.

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Robert & Claman, Hello!
Maxim: Can I get some advice on My Sheep please?
 I'll put you through. (Pause. A different voice.)
Claman: Can I help you?
 Yes, I'd like to know what substances you can use. My Sheep on.
 Hang on... oh yes, you can use it on wood, glass, mirrors, tablework, tiles and enamel.
What about toilets?
 I can't see why not, inside the toilet?
 How do you mean?
 Well suppose you wanted to get a



bit of a shove on your I'm sorry?
 A shove on your face? Did you say sheep? Oh no. Please. Are you serious? Well, we were trying if it's possible to get I can't help you.

Outstanding questioning

Range of differentiated questions used throughout the lesson

Probing students to justify and explain thought processes

Thinking time given

Understanding is checked in a range of ways

Teacher uses dialogue effectively to ensure learning of a very high quality

Students are actively engaged in asking the questions



Quality Questioning for Learning

Engaging with research

- Sutton Trust
- Geoff Petty

Sutton Trust

The two factors with the strongest evidence of improving pupil attainment are:

teachers' content knowledge, including their ability to understand how students think about a subject and identify common misconceptions

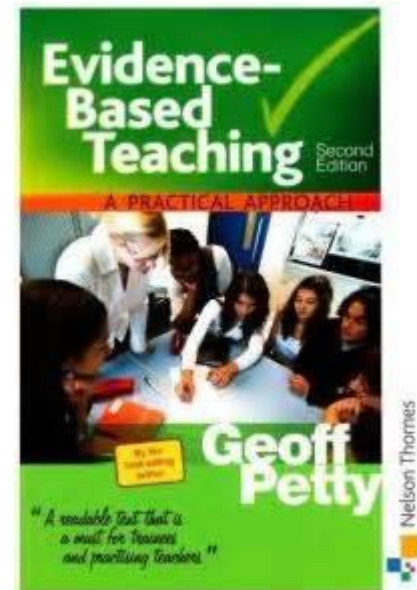
quality of instruction, which includes using strategies like effective questioning and the use of assessment

What makes great teaching? – Robert Coe

'asking a large number of questions and checking the responses of all students'

The toolkit

Geoff Petty on questioning



These are the answers – what was the question?

135

84% of lessons

62% of questions

15% of pupils

Answers:

135 is the average number of questions in a 1 hour lesson

84% of lessons start with a question

62% of questions are closed

15% of pupils never answer a question

Questioning is a crucial skill

Questioning techniques

- Hands down
- Increase wait time
- Pupils encouraged to consult in their group/with a partner in order to formulate an answer. Buzz groups
- Teacher involves a number of pupils in the answer to a single question, creating the opportunity for discussion, eg “What do you think?” “Do you agree with that answer?”
- Use of wrong answers to develop understanding
- linking question stems to blooms
- Opportunities for pupils to formulate questions

Tips for asking questions

- Extend thinking time after you have asked a question
- Adopt a rule of 'No hands up'
- Avoid the temptation to prompt, provide the answer or move on to someone else
- If pupils cannot answer a question, leave it with them and say you will come back to them after they have thought about it. Don't forget to go back!
- Ask pupils to work in pairs on your questions – discussion encourages collaboration and clarification of thought

Personalised questioning using BLOOMS

Which parts could not be true?

KNOWLEDGE

What happened in the story?

Why did Goldilocks like little bear's bed best?

COMPREHENSION

Why did Goldilocks like the little bears bed best?

Was Goldilocks good or bad? Why?

APPLICATION

What would have happened if Goldilocks had come to your house?

What happened in the story?

ANALYSIS

Which parts could not be true?

Can you think of a different ending?

SYNTHESIS

Can you think of a different ending?

What would have happened if Goldilocks had come to your house?

EVALUATION

Was Goldilocks good or bad and why?

Evaluation

Generating new ideas, products, or ways of viewing things. Designing, constructing, planning, producing, inventing

Synthesis

Justifying a decision or course of action. Checking, hypothesising, critiquing, experimenting, judging

Analysis

Breaking information into parts to explore understandings and relationships. Comparing, organising, deconstructing, interrogating, finding

Application

Using information in another familiar situation. Implementing, carrying out, using, executing

Comprehension

Explaining ideas or concepts. Interpreting, summarising, paraphrasing, classifying, explaining

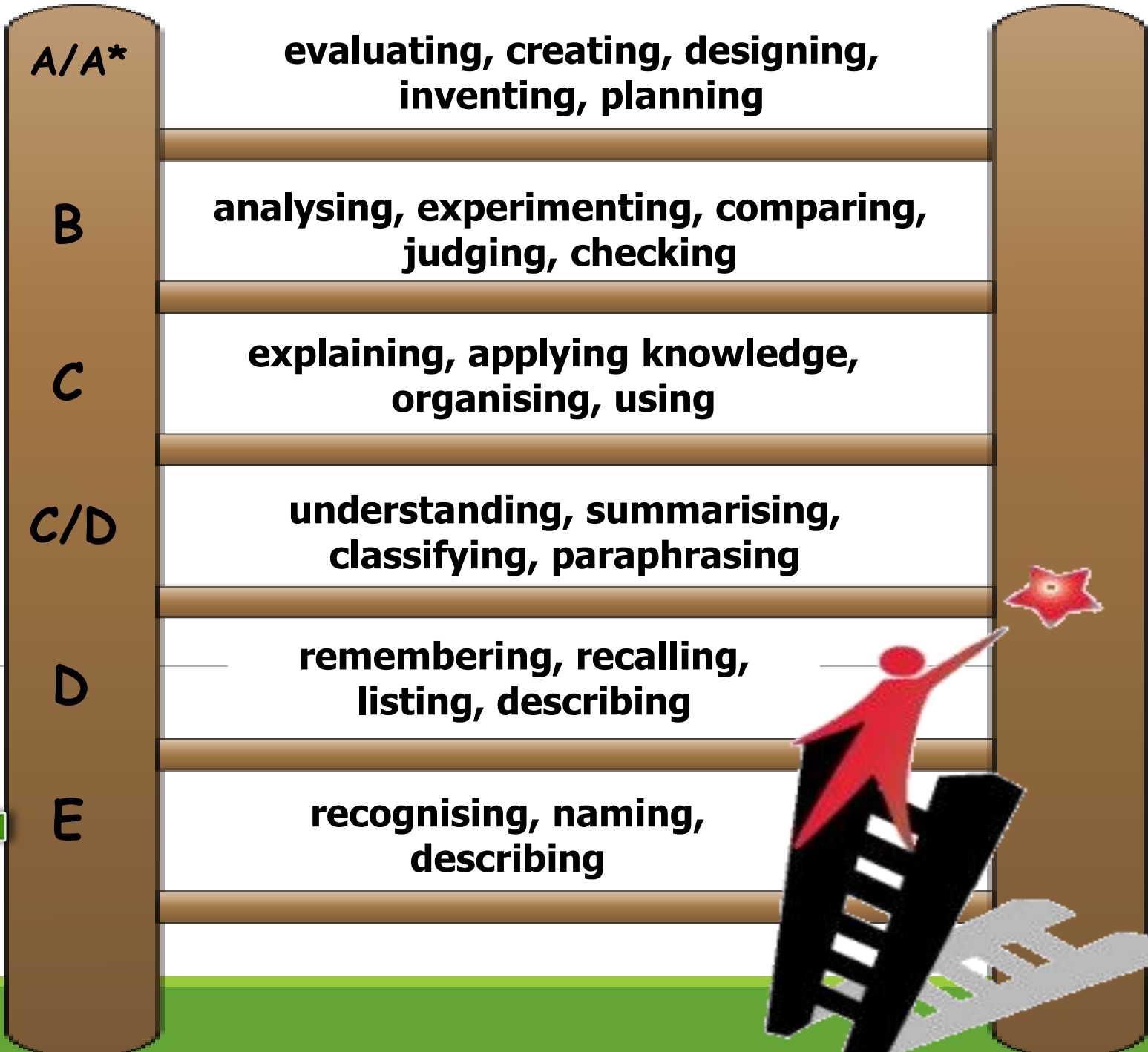
Knowledge

Recalling information. Recognising, listing, describing, retrieving, naming.

QUESTIONING FOR LEARNING: BLOOM'S TAXONOMY

All of these come into effect when you offer pupils' the assessment grids

Steps to Success



yes,
self-delusion
IS actually
quite a pleasant
place to be...



We don't always do what we think we're doing...

Studies have shown that teachers typically ask 3 to 4 questions per minute in a questioning session.

It stands to reason that the questions asked do not require much higher order thinking.

Most research suggests that the use of higher-level questioning is positively linked to improved pupil achievement.

The implication is that teachers should plan for and ask questions requiring higher order thinking by pupils.



The quality of a question is not judged by its complexity but by the complexity of thinking it provokes.

Joseph O'Connor

A quality questions is clear and concise.

What a Quality Questioning Classroom Looks Like

Shared Beliefs	Behaviors	Student Outcomes
<p>Good questions help students learn.</p> <p>All students can respond to all questions.</p> <p>All students' answers deserve respect.</p> <p>Think time is important.</p> <p>Students will ask questions when confused or curious.</p> <p>All students can think and reason—beyond rote memory.</p> <p>Divergent thinking is important.</p> <p>Not all questions have one right answer.</p>	<p>Teachers</p> <ul style="list-style-type: none"> • Ask clear, focused, and purposeful questions • Ask questions at all cognitive levels • Allow Wait Time 1 after asking • Allow Wait Time 2 after students answer • Give each student an equal chance to answer • Invite and allow time for student questions <p>During recitations, teachers</p> <ul style="list-style-type: none"> • Use a variety of response formats • Give appropriate feedback • Help students answer correctly—rephrase, prompt, and cue when needed • Ensure that correct answers are heard by all 	<p>In the classroom, students</p> <ul style="list-style-type: none"> • Know facts • Develop understandings based on facts • Use knowledge to solve problems and make decisions • Develop new products and ideas • Make inferences and draw conclusions • Hypothesize and speculate • Know and use effective questioning skills: <ul style="list-style-type: none"> —rephrase, cue, probe, and redirect —use Wait Times 1 and 2 —give meaningful feedback —ask questions at different cognitive levels • Thoughtfully answer teacher and peer questions • Ask many high-quality questions

Targets on Myschool

Open v closed questions

Thinking time

Probing questions using blooms

Hands up v targeted

Differentiation

Pose Pause Bounce and Pounce

Assertive questioning

Hinge questions

Targets on Myschool

Choose some of the questioning and modelling techniques to focus on before the next session. Write your targets on myschool

The screenshot shows the Myschool website for Groby Community College. The browser address bar displays 'http://myschool.org.uk/2013/Use-Print.php'. The page header includes the school name 'Groby Community College', the school year '2013/14', and user login information: 'Logged in as Ms A Payne (Logout) User Manager: Ms_Sisson (BT 455 67 05 05 05)'. The main content area is divided into several sections:

- QA Teaching and Learning**
- My Action Research Group**: My heading group - Click to leave group. Members: Ms V Bridge (B), Ms V Evans (E), Mrs S Gibson (G). A dropdown menu shows 'BT (Mrs S Besson)' and a 'Join' button.
- My Professional Standards**: Complete questions. Includes links for 'Action research triad record - Professional Practice', 'Line Managers Professional Dialogue' (Professional Practice, Professional Outcomes, Professional Relationships, Professional Development, Professional Conduct), and 'My Leadership Standards' (Complete questions, Report).
- My CPD Support**: Coaching report.
- My CPD**: My Choices - 20% Complete.
- My Performance Management**: Edit Report - Complete.
- My Curriculum Area Results**: Includes 'KS4 Maths' and 'KS5 Maths', each with 'Headline (X) [Edit Report ()]' and 'Headline (Y) [Edit Report ()]'.
- My Teaching Results (SISRA)**: Maths - My Teaching Group.
- My Teaching Standard**: Maths - Outstanding.

A central profile picture of a woman is displayed with the Myschool logo below it. The Windows taskbar at the bottom shows the time as 12:48 on 05/06/2014.