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**F&G Primary SCITT TRAINING PLAN**

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| DATE; 23/04/2020 | VENUE; Harrison Primary School | STAFF; Rose Wade and Richard Peplow |
| SESSION FOCUS: Classroom Talk and Questioning |
| TEACHING STANDARDS: 1,2,4,5,6 |
| SESSION OUTLINE: See attached Powerpoint and TS tasks |
| PRE SESSION TASKS: Familiarise yourself with an **image** of blooms taxonomy. |
| TEACHING & LEARNING STRATEGIES:* Group activity
* Paired work
* Presentation
 | KEY QUESTIONS:* What is the purpose of questioning?
* How do you deal with answers effectively?
* What are the common pitfalls of questioning?
* What is Blooms Taxonomy?
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| BIBLIOGRAPHY (sources from session content):[http://www.nsead.org/downloads/Effective\_Questioning&Talk.pdf](http://www.nsead.org/downloads/Effective_Questioning%26Talk.pdf) |
| RESOURCES TO BE PROVIDED:* Sugar paper
* Board Pens
* Post its
 | RECOMMENDED READING FOR TRAINEES including subject knowledge where appropriate:* Oops – Hywel Roberts
* Making every lesson count – Shaun Allison and Andy Tharby
* Visible learning for teachers – John Hattie
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| RECOMMENDED WEBSITE LINKS FOR TRAINEES:[http://www.nsead.org/downloads/Effective\_Questioning&Talk.pdf](http://www.nsead.org/downloads/Effective_Questioning%26Talk.pdf) |
| HOW HAVE YOU MADE REFERENCE TO OUR CURRENT SCITT AREAS OF FOCUS?(PLEASE INDICATE BELOW) |
| PLANNING including how to address possible pupil misconceptionsAddressing misconceptions through questioning. | BEHAVIOUR MANAGEMENTDiscussion around ‘no hands up’ pros and cons. | ASSESSMENTAFL through questioning. | Providing for the needs of pupils including SEND, EAL, G&T, disadvantaged (LAC and FSM) |
| LEARNING OUTCOMES;*As a result of this session you will*:* Develop understanding of the purpose of questioning
* Develop understanding of how to deal with answers effectively
* Learn about common pitfalls of questioning
* Consider dialogic and exploratory talk approaches to classroom talk
* Become familiar with the Bloom’s taxonomy model when developing questioning
 | POST SESSION TASK:Teachers’ Standards task (see Powerpoint and task document) |