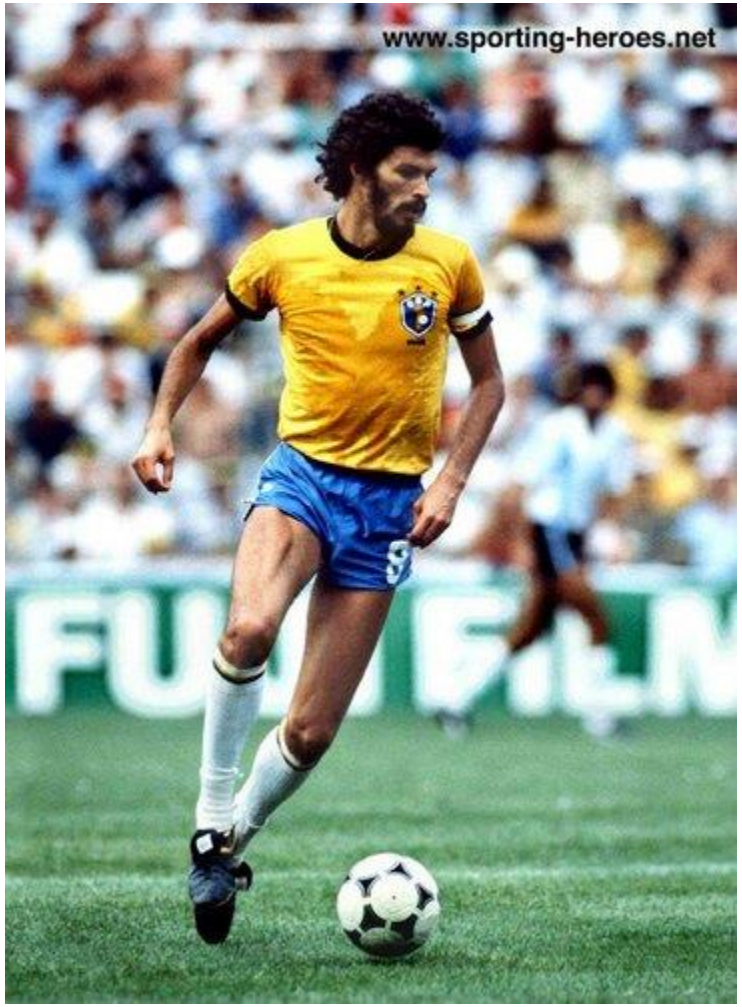
What does effective questioning look like for SEND STUDENTS?

Fareham&Gosport Primary SCITT

Baycroft

In the beginning …



No one can teach, if by teaching we mean the transmission of knowledge from one person to another.

The most that can be done is that one person more knowledgeable than another can, by asking him* a series of questions, stimulate the other to think, and so cause him to learn for himself*.

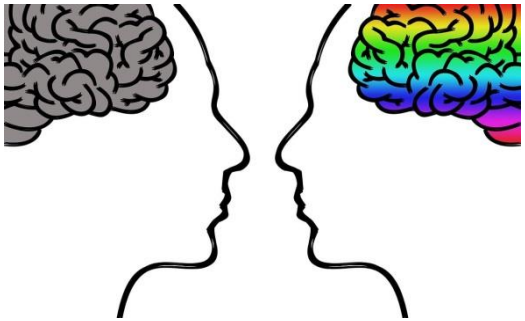
Socrates

(or her / herself!- *Ed*)

Educational Research shows that:

- Oral language is critical for literacy development and educational success.
- We “need to attend to children’s oral language development in planning and delivering programs to support early literacy”

- In many early education settings (and homes), the push toward “outcomes” measurement has meant sacrificing rich oral language experiences (role play, imaginative play, shared and guided reading).



Task 1 Why do we ask questions?

THINK

1. Think about it on your own for 1 minute

PAIR

2. Discuss it with a partner for 1 minute.

SHARE

3. Group discussion.

In school we as educators ask up to two questions every minute i.e. up to 400 in a day, making it around 70,000 a year.

Questioning accounts for up to a third of all teaching time.

Why do we ask questions?

"Good learning starts with good questions, rather than good answers." Rowe 2014

RANKING TASK IN GROUPS

Why do we ask questions?

Why do we ask questions?

"To manage and organise pupils' behaviour"
"To find out what pupils know"
"To stimulate interest in a new topic"
"To focus on an issue or topic"
"To structure a task for maximum learning"
"To identify / diagnose difficulties or blocks to learning"
"To stimulate pupils to ask questions"
"To give pupils the opportunity to assimilate, reflect and learn through discussion"

Why do we ask questions?

"**High-level questioning** can be used as a tool for assessment for learning. We can:

- Use questions to find out what students know, understand and can do

- Analyse student's responses and their questions in order to find out what they know, understand and can do
- Use questions to find out what student's specific misconceptions are in order to target teaching more effectively
- Use student's questions to assess understanding."

> Vaidate students achievements and oracy.

The purpose of Questioning

- To interest, engage and challenge pupils;
- To check on prior knowledge and understanding;
- To stimulate recall, mobilising existing knowledge and experience in order to create new understanding and meaning;
- To focus pupils' thinking on key concepts and issues;
- To help pupils to extend their thinking from the concrete and factual to the analytical and evaluative;
- To lead pupils through a planned sequence which progressively establishes key understandings;
- To promote reasoning, problem solving, evaluation and the formulation of hypotheses; to promote pupils' thinking about the way they have learned.

Research (Wragg and Brown, 2001) suggests that lessons where questioning is most effective are likely to have a number of specific characteristics. These are:

- **where questions have been planned, visually displayed and closely linked to the objectives of the lesson;**

- **where the learning of basic skills has been enhanced by frequent questioning following the exposition of new content that has been broken down into bite-size pieces;**

- **where each step has been followed by guided practice that provides opportunities for pupils to consolidate what they have learnt and which allows teachers to check understanding;**

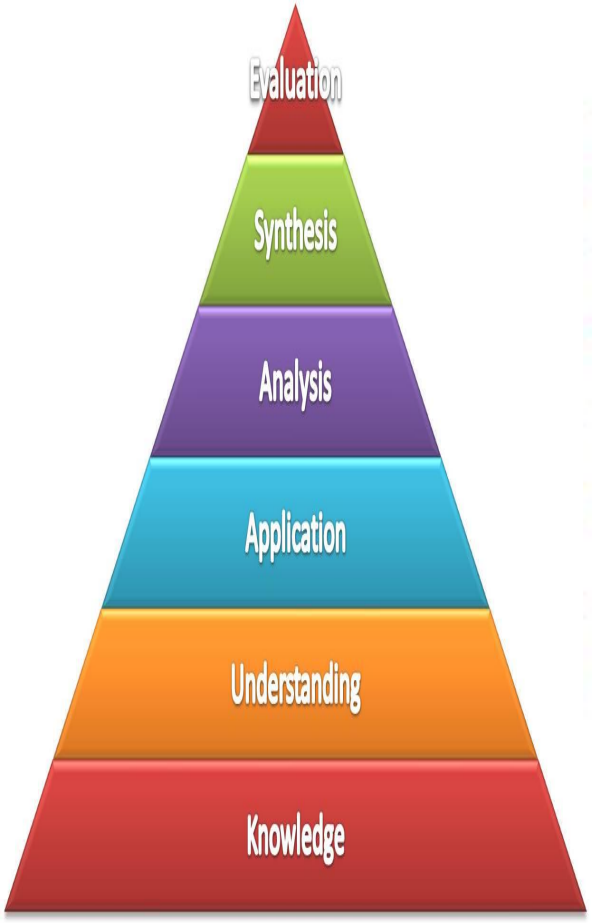
- **where closed questions have been used to check factual understanding and recall;**

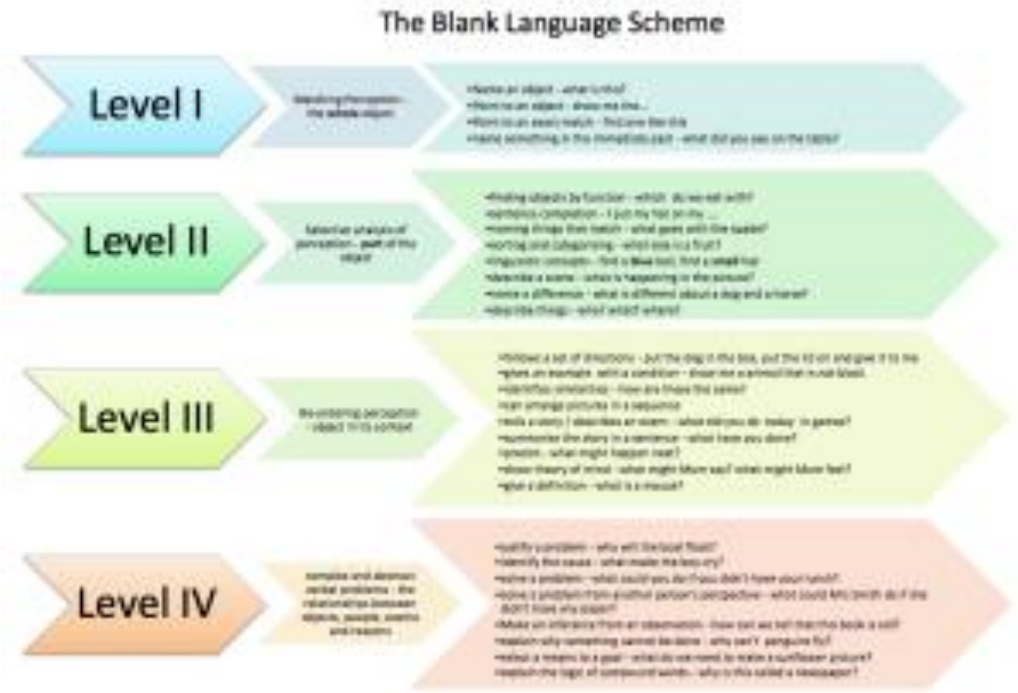
- **where open questions have predominated in lessons;**

- **where sequences of questions have been planned so that cognitive levels increase as the questioning continues. This ensures that pupils have been encouraged to answer questions that demand increasingly higher-order thinking skills;**

- **where the classroom climate has been such that pupils have felt secure enough to take risks, be tentative and make mistakes.**

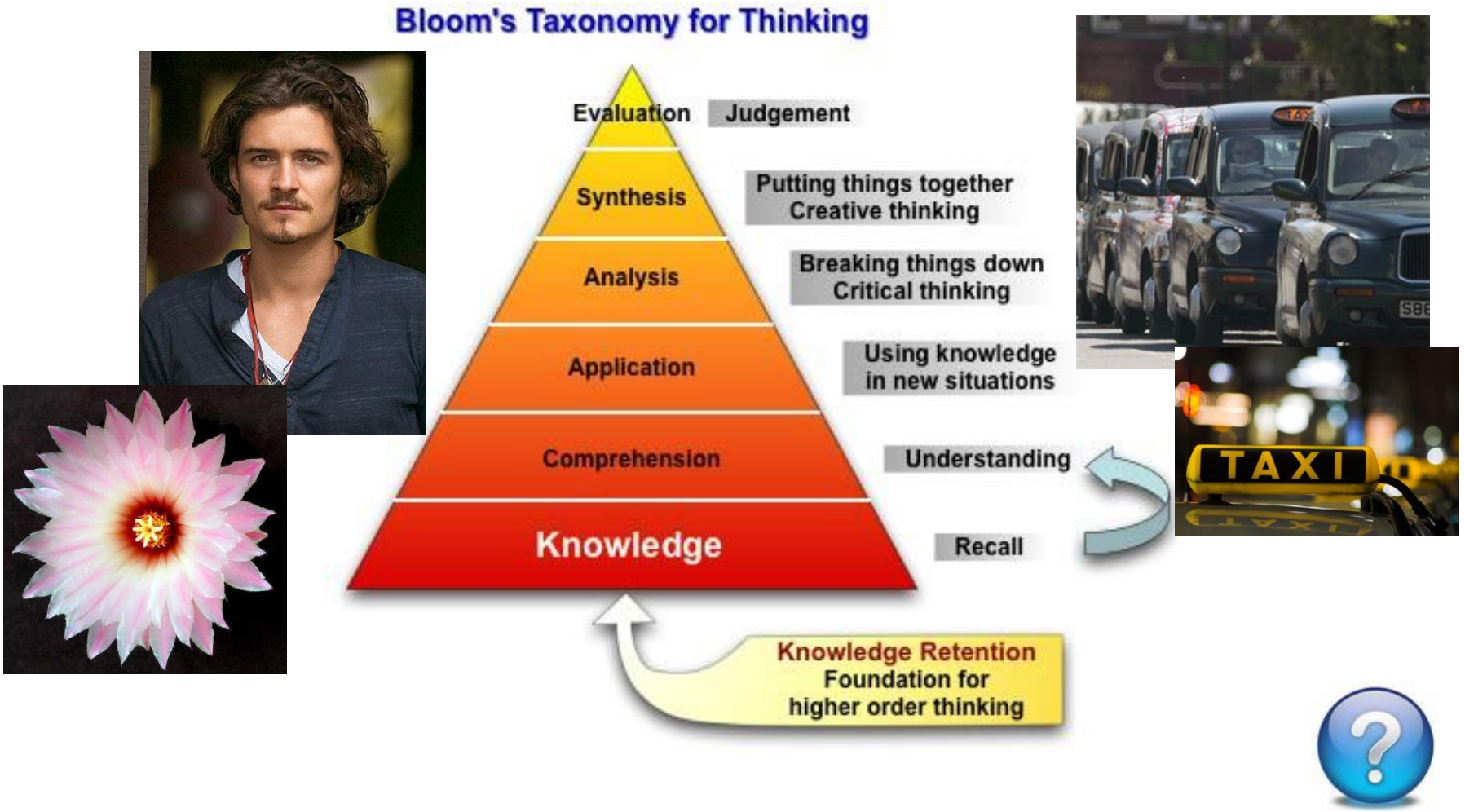
At Baycroft we have had previous training in 2 Specific Methods





Lower vs higher order

"Only 8% of teacher questions are higher order."



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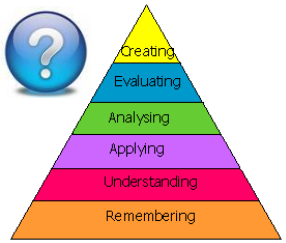
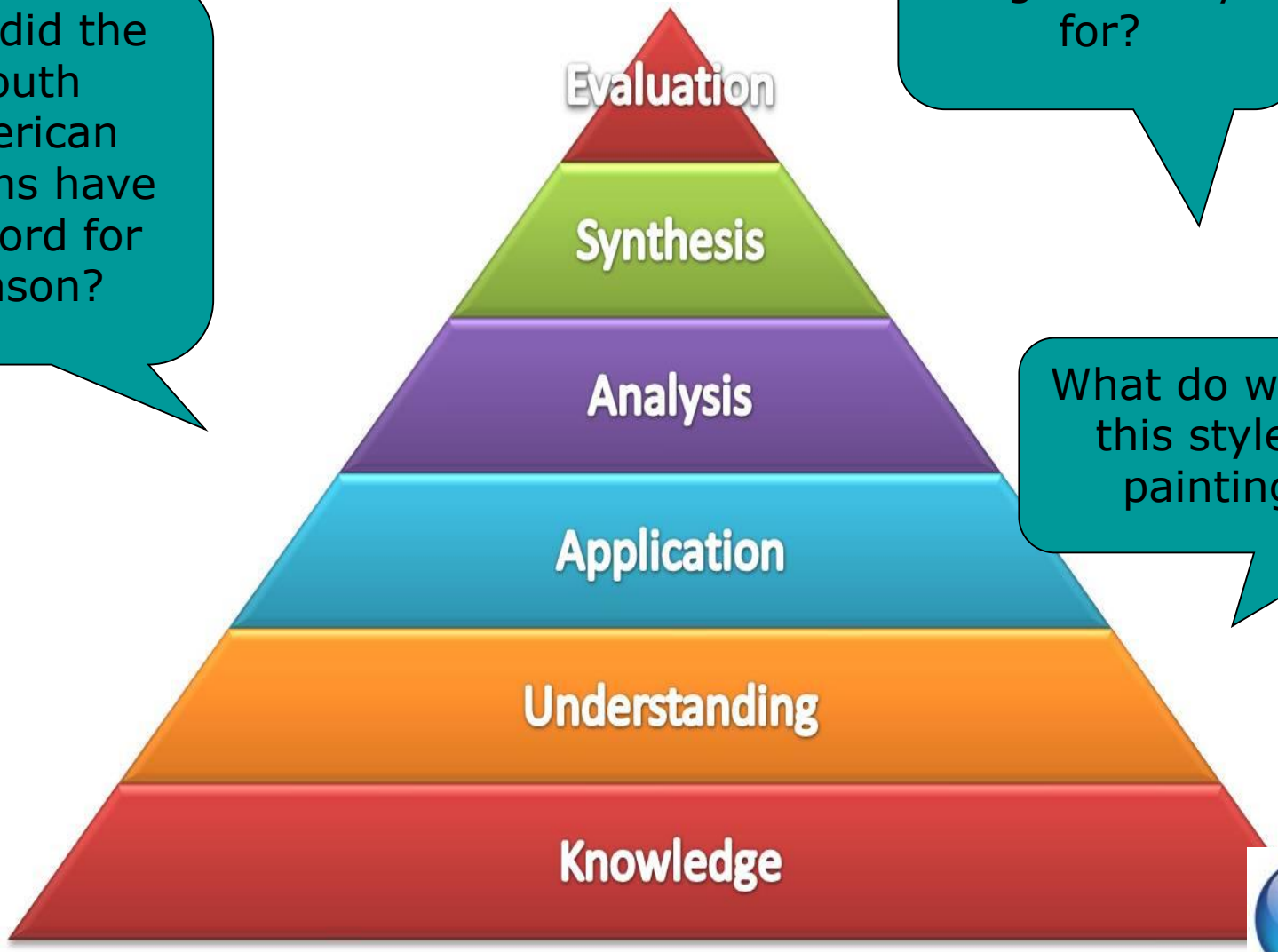


Lower order questions	Higher order questions
require learners to remember	require learners to think
tend to be closed, with a single right answer	tend to be open, with a variety of possible answers
are likely to begin with "what", "who", "when" or "where"	are likely to begin with "how" or "why"

Good question?

What could you use trigonometry for?

Why did the South American Indians have no word for season?



What do we call this style of painting?

Do I sequence my question so that it helps learning to enable progression from Lower to Higher Order thinking?

So what do we do to establish a classroom climate for effective questioning

graffiti task

Classroom strategies

Definition of the word “nanosecond” ?

“The period of time between a teacher asking a pupil a question and then deciding the silence is unbearable.”

But seriously …

Most questions asked in the classroom are answered in less than a second.

That's the average time educators allow between posing a question and accepting an answer, throwing the question to someone else or even answering it themselves.

But seriously …

Studies have found that if teachers increase the wait time, the number and quality of the responses improves.

For a lower-order recall question, **three seconds** was found to be the optimum wait time, while wait times of more than **10 seconds** produced even better results with higher-order questions.

When would it be acceptable not to tell a student **immediately** whether their answer was right or wrong?

How might these questions benefit learning?

How did you get to that answer?

What are your reasons for saying that?

Is there another way to do that?

What is interesting about this?

What follows from that observation?

How could we test this out?

Is this always true?

What if …?

What are we showing we understand if we say this?

How can we change our habits?

Extend thinking time.

Use a planned mix of conscripts and volunteers.

Phone a friend.

Preview the big questions.

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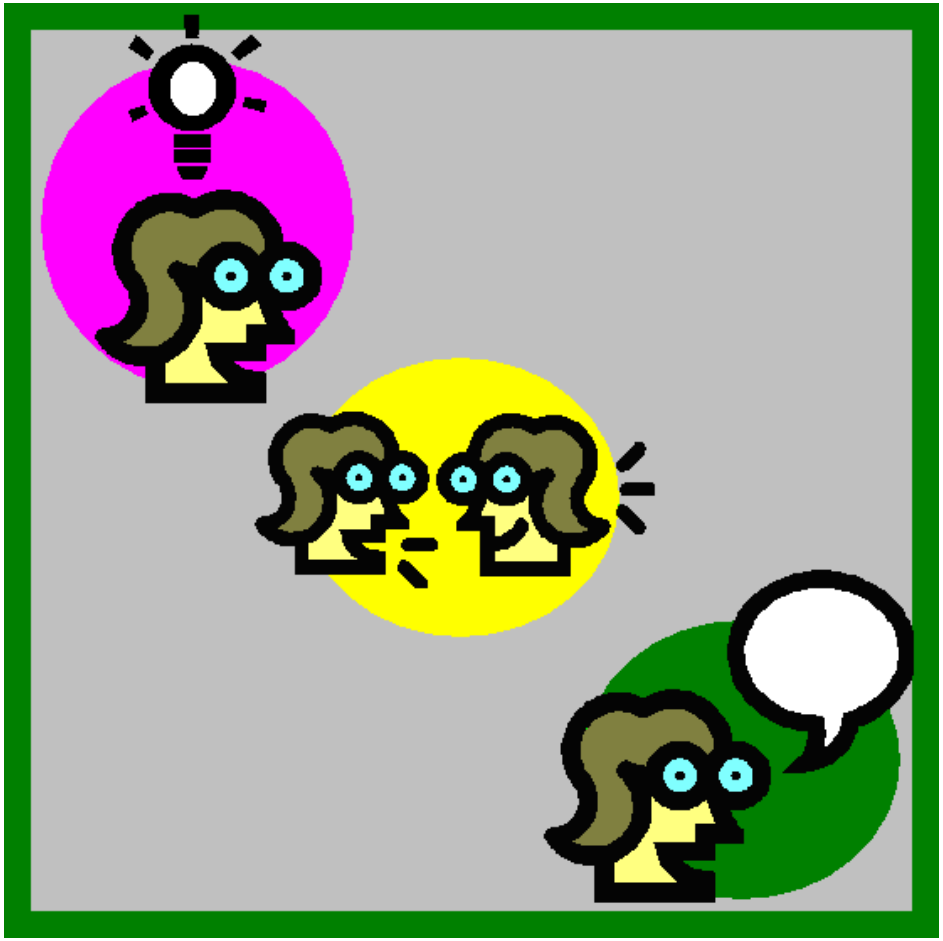
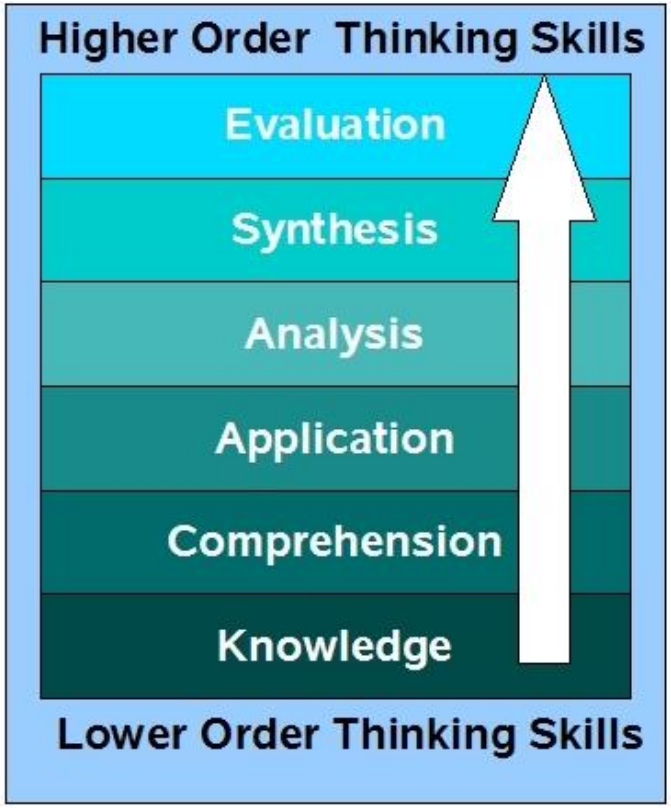
Think – Pair - Share.



Specify minimum number of words in answer.

Sequence questions to provide challenge.



Ask pupils to analyse a bank of questions and evaluate which are the hardest.

No Hands.

Select pupils at random to answer questions.

Provide criteria for quality answers.

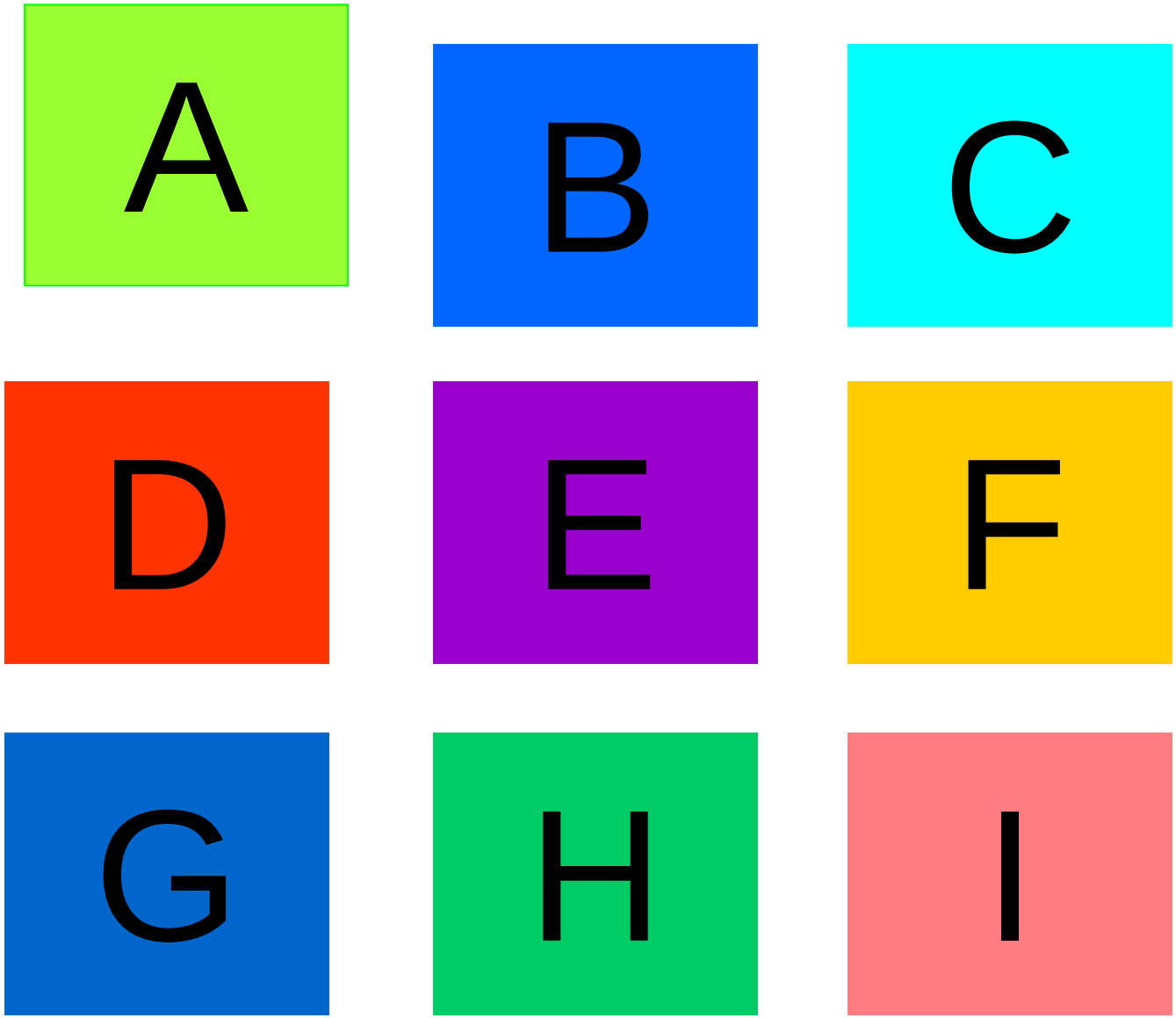
Implications for Teaching and Blanks Task

You have 8SLp for a lesson on habitats. Using the IfT and Blanks levels how you will target your questioning to encourage oracy and discussion?

Question Design Task

Blanks Questions

Blooms Questions


A
B
C
D
E
F
G
H
I

Which techniques from today's session are already embedded in your practice?

If you had to pass on one tip for classroom practice from today's session to an NQT, what would it be?

What was that nanosecond joke again?

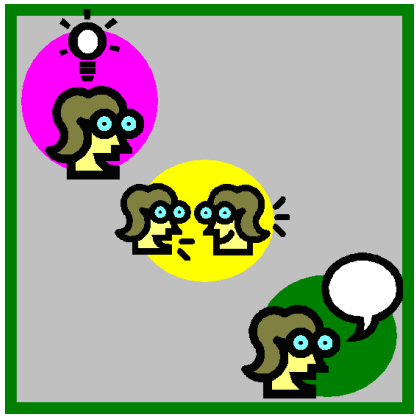
PS How relevant was the joke to your own practice?

How can this technique make a difference in the classroom?

How might Bloom's Taxonomy inform your lesson planning?

If the answer is “OfSTED”, what is the question?

When would it be acceptable not to tell a student straight away if their answer was right or wrong?



Which part of this technique might require the most careful management? Why?

We've put this stuff on a hand out!

Students' Questions

Aren't you going to answer my question?

Are you disrespecting my question?

Are you disrespecting my question about dark matter?

Are you saying I'm thick?

Why haven't you answered my question?

Thinking culture – a checklist

Do you ask pupils to come up with their own ideas and to think aloud?

Do you encourage your pupils to explain their reasons for their answers?

Do your pupils get the opportunity to ask their own questions?

Do you treat all answers with equal contempt?

Is it okay to give a wrong answer in your classroom?

Is everybody's opinion valued by everyone?

What else should be on this checklist and why?