

How to use questioning techniques to support AfL



AIMS:

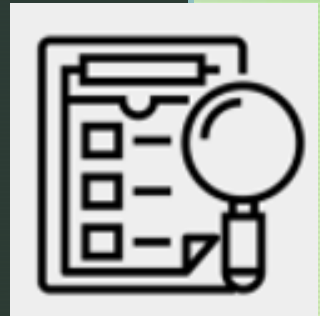
To recognise the impact of questioning on children's progress and development.

To discuss the process of assessment for learning.

To implement research based approaches into our daily practice.

To analyse different questioning techniques to elicit effective responses.

To identify future plans / next steps.





On average how many questions do you ask in a lesson and are they of a similar or different style?



Questioning

One of the strongest implications from Rosenshine 'Principles of Instruction' is that effective questioning lies at the heart of great instructional teaching...this needs to be a **highly interactive, dynamic, responsive process.**

Tom Sherrington (Rosenhine's Principles in Action)



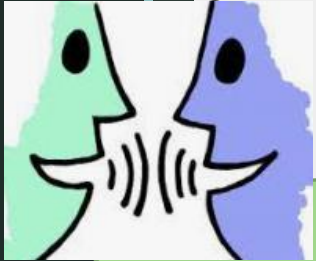
Provides children with the opportunities to ask questions for themselves



Challenges levels of thinking



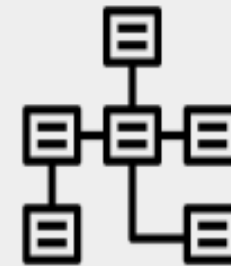
Allows teachers to check for understanding



Can you think of or share an example when you have used any of these strategies effectively?



Engages students in the learning process

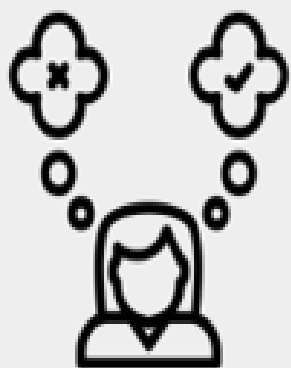
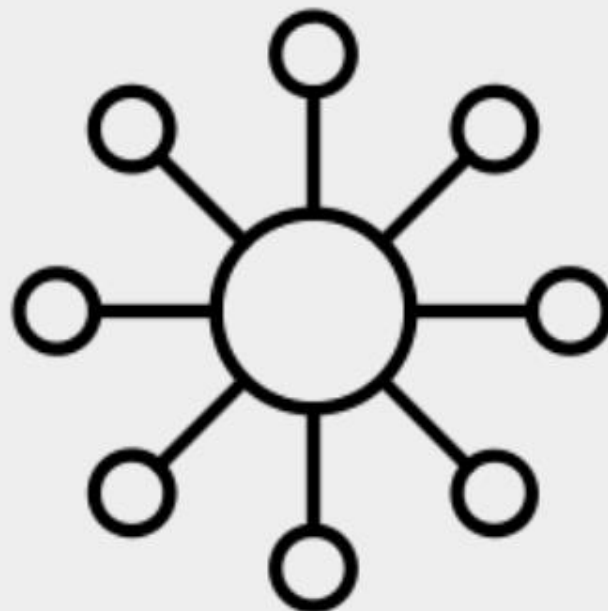


Questions help students practise new information and connect new material to prior learning

Checking for understanding

How do you check for understanding?

What strategies do you use?



Allows teachers to check for understanding

**What does this look like in....
your classroom?**

Intervention groups?

1:1 tutoring?



Questioning

‘ a highly interactive, dynamic, responsive process’

Tom Sherrington



Key questions
pre-prepared and
answered



Retrieval questions



Testing understanding,
even if it is right



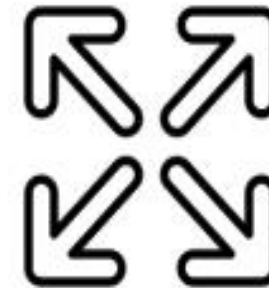
Probe further to develop
understanding



Cold calling



Discussion questions and
feedback



Elaborate

Dylan William: What do we Mean by Assessment for Learning?

“Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.”

Where the learner is now



What learning needs to take place to get to where they need to be

Where the learner is going



Assessment for Learning in action

'By sitting besides, literally or metaphorically, teachers gather the evidence which they interpret to provide information about what the students have learnt, how successful their teaching has been, and what to do next. They also, and more importantly, enable and encourage students themselves to develop an understanding of what and how they are learning, to recognise and value achievement, and to take responsibility for directing and regulating their own learning.'

Swaffield 2009



When should we collect information?

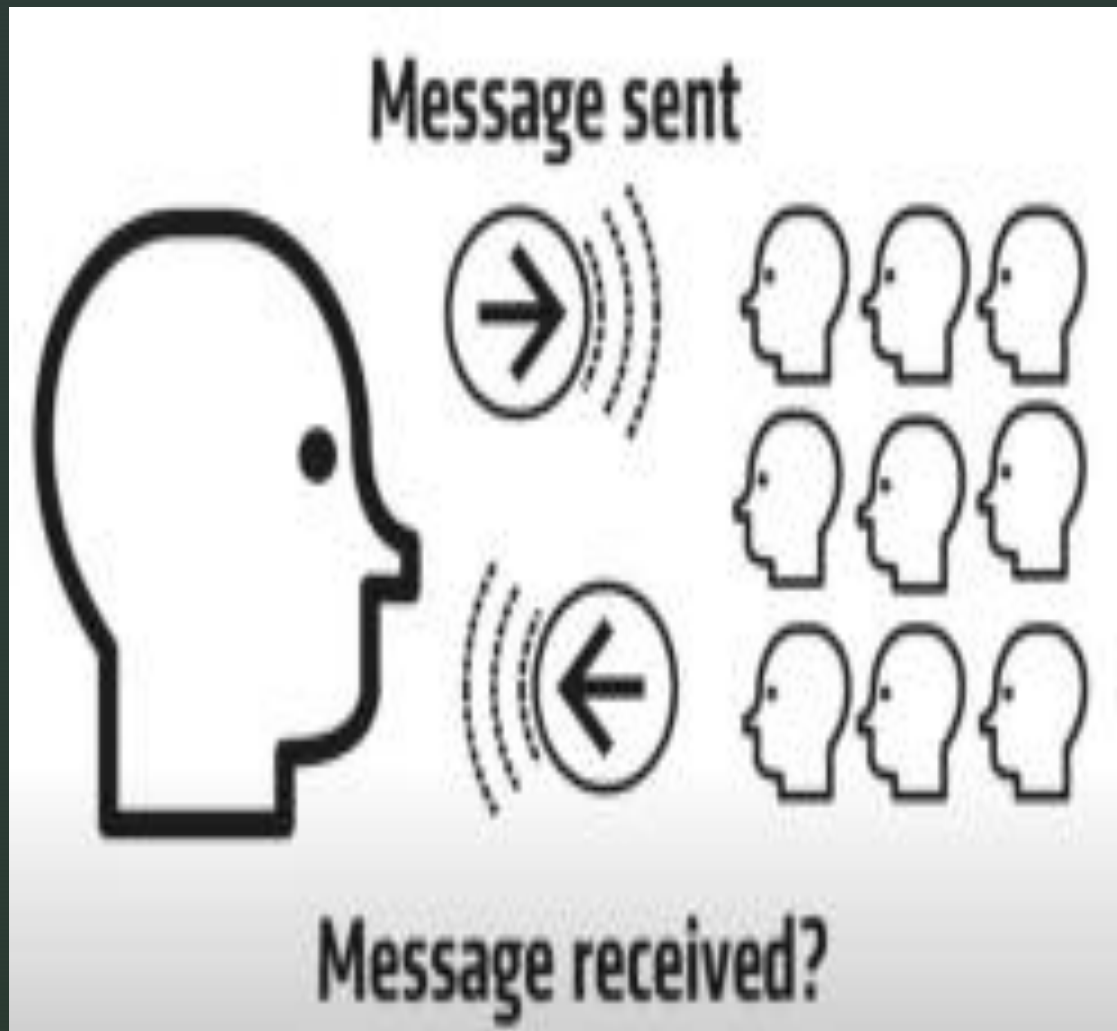


Why is this important?

Why should we collect information?
What do we want to achieve?

What are the barriers when checking for understanding (AfL)?





Have you
understood?

What have
you
understood?



Which questioning techniques might
you use and why?



So what could this look like in practice?



Provides children with the opportunities to ask questions for themselves



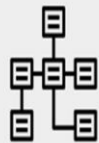
Challenges levels of thinking



Allows teachers to check for understanding



Engages students in the learning process



Questions help students practise new information and connect new material to prior learning

1. Think, pair, share
 2. Cold calling
 3. Process questions
 4. Pre-call
 5. Turn and talk
 6. Rally robin
 7. 4 corners
 8. Make a list
 9. Stash and flash
 10. Probing questions
 11. No opt out
 12. Say it again, better
 13. Brain dump
 14. Quizzes, low stakes testing
 15. Affirm and seek
 16. Self and peer assessment
 17. Thinking and linking
 18. Quiz, quiz, trade
- and so on.....

WHAT THE HECK IS COLD CALLING?

An approach to moderating discussions in which the teacher calls on students whether they have raised their hands or not

Cold Calling

Two main purposes:

Making all students think
Provides feedback to you as the teacher

ARGUMENTS IN FAVOR OF COLD CALLING

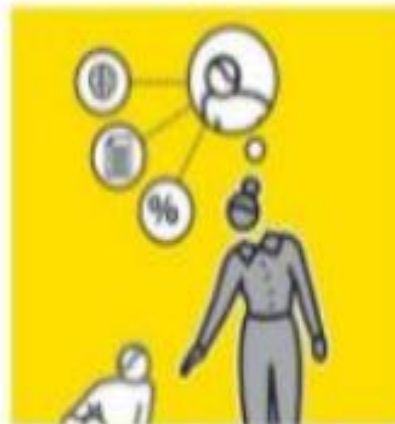
1. Checks for Understanding
2. Time Saving
3. Distribute Work Broadly
4. Practice Listening and Speaking Skills
5. Builds Community
6. Promotes Engagement
7. Gets Better Each Time



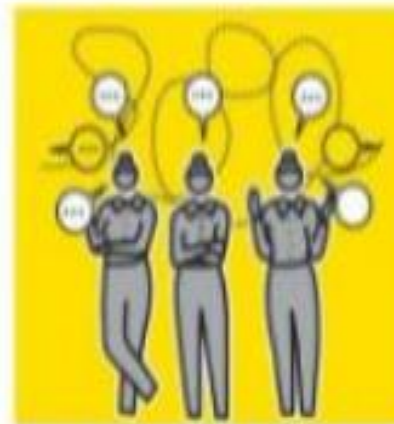
ASK THE CLASS
THE QUESTION



GIVE THINKING TIME



SELECT SOMEONE
TO RESPOND



RESPOND TO THE
ANSWERS



SELECT ANOTHER
STUDENT AND
RESPOND AGAIN

Say it again better

Sets the standard for the depth of verbal responses you expect from students

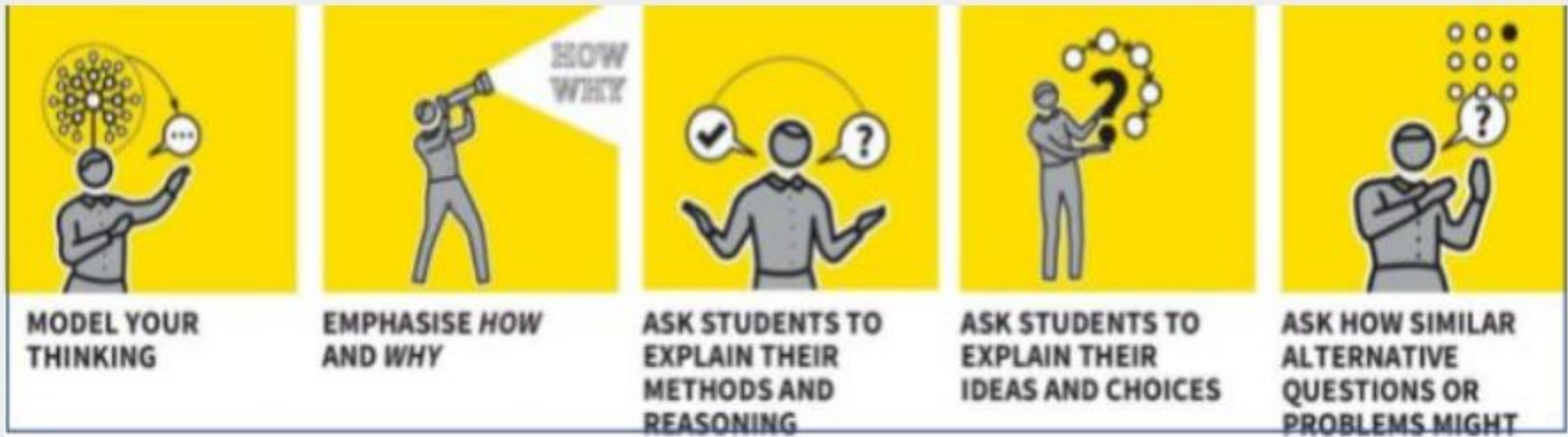
Supports their oracy skills



Process Questions

‘Teachers should encourage metacognitive talk during lessons’ EEF

Discussions focus on questions such as How do we know? How do we work it out?



Probing Questions

Used to develop children's understanding and probe their schema for the ideas being discussed.

Similar to elaboration



**ASK A STUDENT
A QUESTION**



**FOLLOW-UP WITH A
PROBING QUESTION**



**LISTEN AND
PROBE FURTHER**



**ASK ANOTHER
STUDENT TO
CONTINUE**



**CHECK FOR
UNDERSTANDING
FROM OTHERS**



AFFIRM & SEEK

In addition to the retrieval practice itself, the most useful outcome from a quiz is that each student learns where they have gaps in their knowledge and the teacher learns what the common gaps are. After answers have been checked give affirmative praise for good overall performance but also take time to ask students for examples of questions they got wrong. Explore the reasons, re-teaching as needed. Do as much of this as the time allows.

No opt out

Defined by Doug Lemov in Teach Like a Champion

Powerful routine established for when students respond with 'I don't know.'



Ask a
question



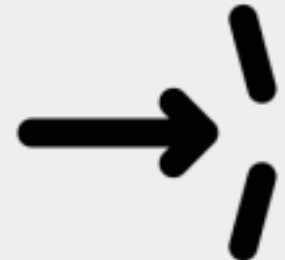
Explore



Provide the
correct
answer



Go back
and check



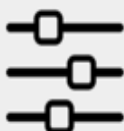
Break the
habit



Minute by minute, Day by day



Ongoing readings throughout to check the direction of the lesson



Allow constant refinements and influences your teaching



To ensure these key components are threaded through every learning interaction with every children it is imperative that we use 'daily review' to ensure learning is not lost and gaps do not widen or appear.

Daily review is a good opportunity for formative assessment- it allows teachers to elicit the current level of understanding in the classroom and identify any previously missed misconceptions.

How to provide challenge and depth into your practice through questioning activities.

Sentence Completion	• Present students with a series of sentence starters that require deep thought to complete. • E.g. <i>Plant pathogens of food crops are especially serious because...</i>
Misconceptions Retrieval	• Give students a series of statements and they have to explain whether the statements is correct or why it is a misconception. • Requires students to think deeply about the information being presented to them. • Excellent example of this on Rachel Ball's blog, The Educational Imposters: https://theeducationalimposters.wordpress.com/2020/11/21/retrieval-practice-my-next-steps/
Multiple Choice Questions with explanation	• Students are given a series of MCQs and have to explain why the answer they have chosen is the correct one. • This involves careful design of the MCQs as all answers need to be somewhat plausible for a student to have to think hard.

So what?

What will I **review** in my current practice? – What is working well?

What can I **adapt** to broaden my repertoire?

What is my next **development** step that I want to explore?