Great Teaching: Reflecting on Classroom Practice

Developing formative assessment for quality first teaching

Toolkit

SAMPLE

GREAT TEACHING

Contents

Click on the section to go directly to that page

Questioning

GREAT TEACHING

Formative Assessment Focus: Questioning

Name of Strategy/Activity: Pupils Generating Questions

Why use:

- To develop curious, reflective learners
- To develop self-regulation and monitoring of learning
- To engage pupils in learning
- To develop interactive and inclusive learning
- To redress the balance of adult/pupil talk in the classroom

In every subject in every lesson, we want pupils to not only be curious, but to be able to explore their curiosity. Encouraging pupils to pose their own questions, and teaching them how to do this, is essential to the above.

How to use:

- Explicitly teach pupils how to generate questions.
- Explore the difference between closed and open questions and the purpose of both.
- Model how to generate questions by narrating thought processes and 'thinking aloud'. E.g. What questions are raised as you read a text; begin to write a story, examine an historical artefact etc?
- Support pupils in generating questions through prompts such as a question hand (for younger pupils) or question-generation grid.
- Some of the more abstract and open questions will be difficult concepts for some pupils (eg. 'Why?' or 'How might?') and will need plenty of modelling and discussion.
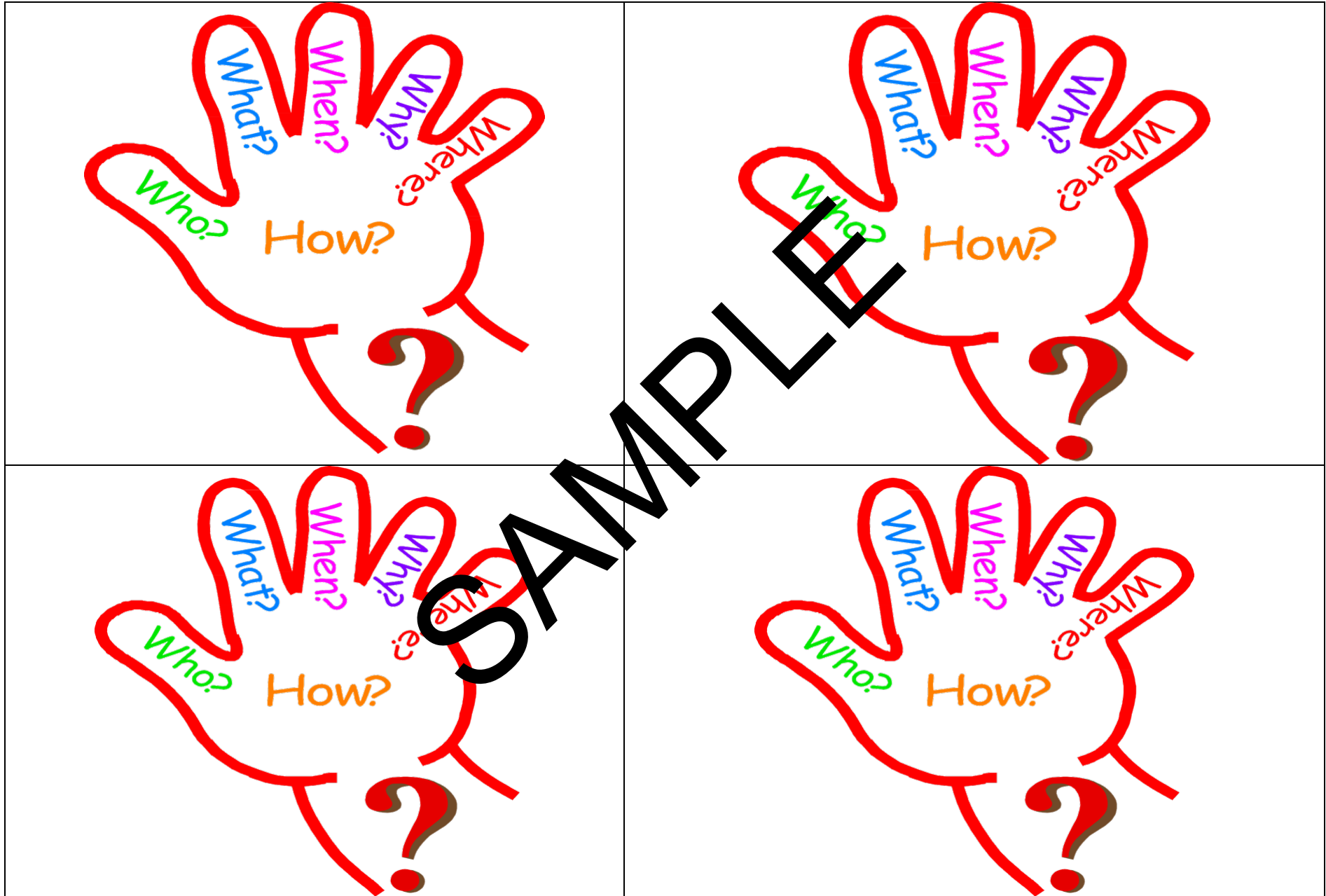
When to use:

- In every lesson.

Variations/Next Steps:

- Increase the range of prompts available to support the pupils in question generation e.g. Question hands, question matrices, KWL grids, QUADS grids, the ABC approach etc.
- Allow time for pupils to discuss their questions before posing e.g. What do we want to find out? What would be the best question to ask to find this out? How might I find out more after listening to an answer by asking another question? Etc.
- It can also be very beneficial to give the pupils 'answer prompts' to help them articulate their responses to the questions being asked.

Resources/Websites for Reference

See below.

SAMPLE

Question Matrix

	What	Where	When	Who	Why	How
is						
did						
can						
would						
will						
might						

To use the matrix, choose a question word from the top row and the next word from the first column. Generate questions relating to the text read.

1. Place a counter in the box selected and/or
2. Write the question generated in the box.

Question Matrix

	What	Where	When	Who	Why	How
is						
did						
can						
would						
will						
might						

SAMPLE

Question Matrix

	What	Where	When	Who	Why	How
is						
did						
can						
would						
will						
might						

Question Matrix

	What	Where	When	Who	Why	How
is						
did						
can						
would						
will						
might						

Question Matrix

	What	Where	When	Who	Why	How
is						
did						
can						
would						
will						
might						

Question Matrix

	What	Where	When	Who	Why	How
is						
did						
can						
would						
will						
might						

Questioning Prompts

What do you think…….?

How do you know ?

Why do you think that……?

Do you have a reason……?

How can you be sure……?

Is this always so?

Is there another way/reason/idea?

What if/ What if . . .. does not?

Where is there another example of this?

What do you think happens next?

How would you feel here?

How can you prove that?

Do you agree?

Does anyone have a different view?

SAMPLE