



## Questioning

# amazon' questioning

**Effectiveness:** 

**Time saving:** 

**Engagement:** 

Please **try**.

Please **rate**.

Please **pass comments and ratings** to [gjd@josephrowntree.york.sch.uk](mailto:gjd@josephrowntree.york.sch.uk) or via our school website.

Please **add any new suggested strategies** you'd like to add to the pack.

# **SECTION 1**

## **THE STRATEGIES**

# 'THE PIT'

## WHAT IS IT?

When marking a set of assignments, sorting the books into piles according to similar targets as you go along.

Give each a colour code.

Open the lesson by sitting students together who have the same target.

Don't tell them what they have in common but ask them, as a starter, to work it out.

Differentiated tasks for each group should allow students to develop progress towards that target in that lesson.



## SUITABLE FOR:

Pre-teaching assessment, developing and starting discussion, stretching and challenging.

Effectiveness: 

Participation: 

Engagement: 



# ‘INTELLIGENT INTERRUPTION’

## WHAT IS IT?

Not questioning as such. At a convenient point in the lesson, ask a student to make an “**intelligent interruption**” – a comment based loosely on the work studied.

## SUITABLE FOR:

A trigger into whole class discussion. A way to broaden and link to prior learning. A way of checking engagement.



Effectiveness:   
Participation:   
Engagement: 



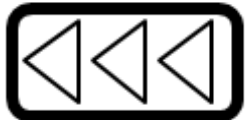
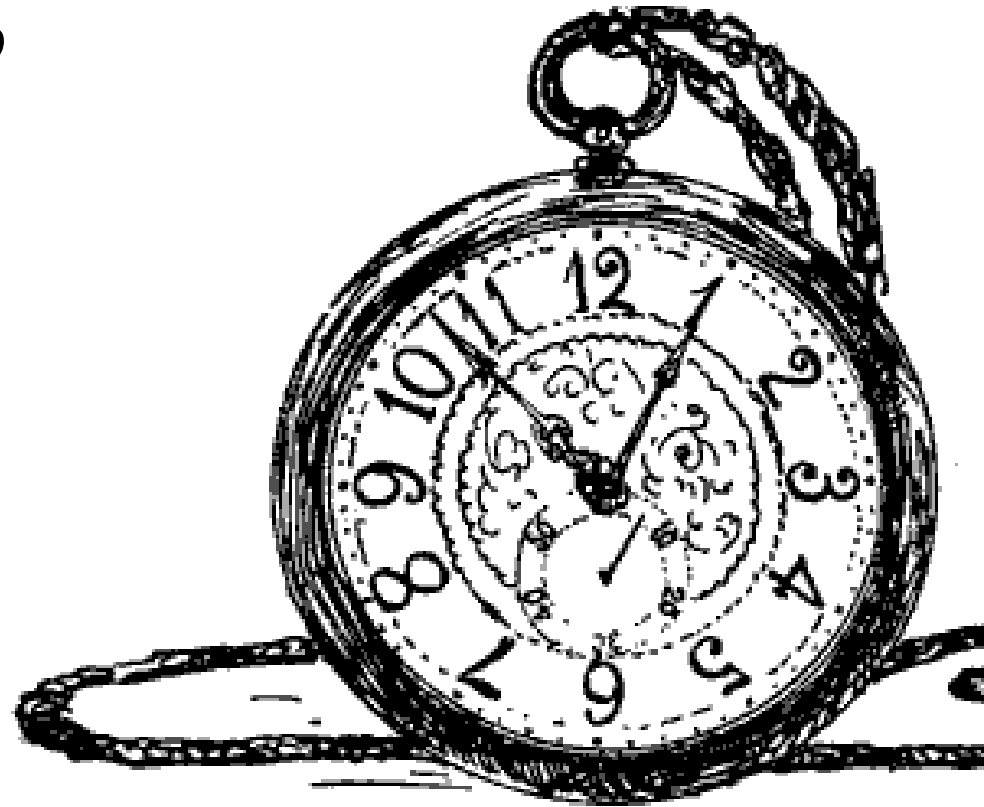
# 'THE 2 MINUTE CHALLENGE'

## WHAT IS IT?

It doesn't have to start as a 2 minute challenge – you can begin with 30 seconds, for example, or even go to 5 with an able group. Ask a question or give a prompt statement and then give students a period of time to fill in their answer. Reward highly at the end.

## SUITABLE FOR:

Plenary / starter to map progress, developing resilience, breaking down the quiet class.



Effectiveness: 

Participation: 

Engagement: 

# SPEAKING FRAMES

This shows...

From this I can  
infer that...

This makes  
the  
audience  
feel...

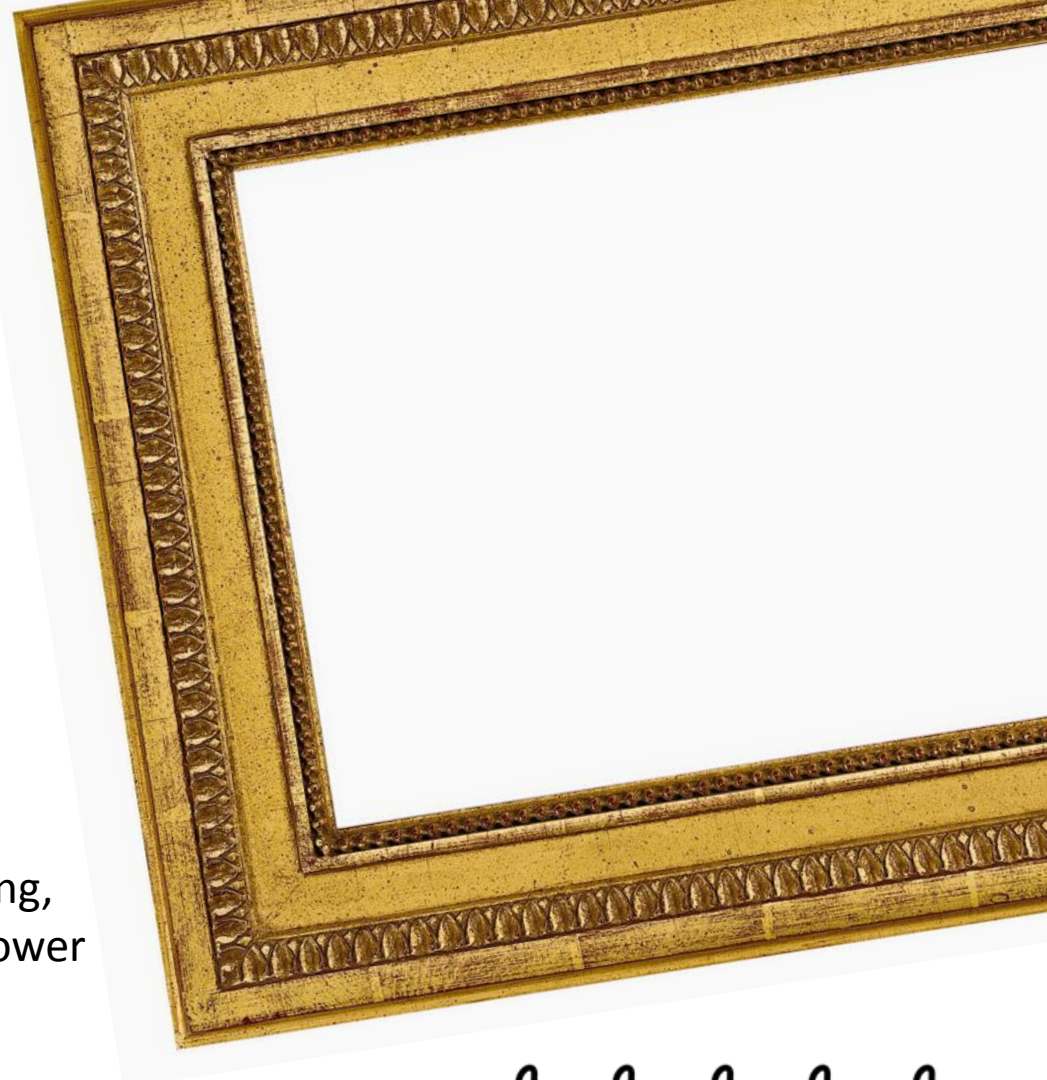
This  
emphasises...

## WHAT IS IT?

Like a writing frame, prompt sentences used to get students started and develop their answers.

## SUITABLE FOR:

Talk used to scaffold writing, reluctant or quiet groups, lower ability learners, etc.



Effectiveness:   
Participation:   
Engagement: 

# HANDS DOWN


## WHAT IS IT?

Do not accept hands up responses, **especially** for questions that use recall. Realise that the student with their hand up thinks they know the answer – the ones without don't. See this as an opportunity.

## SUITABLE FOR:

All classes.



Effectiveness:   
Participation:   
Engagement: 



# THINKING TIME

## WHAT IS IT?

To develop answers, do nothing. Ask a question and then leave a pause. A long one if need be. Realise that during observations time speeds up so count to a number in your head. Develop a “carry on” gesture or use follow-ups but don’t allow them out of the spotlight.

## SUITABLE FOR:

The student who likes to give a quick answer and then disappear.



Effectiveness: 

Participation: 

Engagement: 

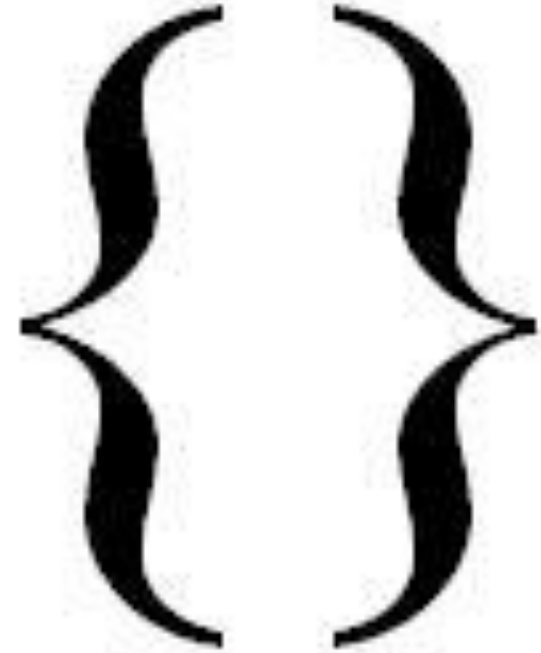
# TSST BRACKETS

## WHAT IS IT?

Put up the acronym TSST if you like to explain to students what's going to happen – essentially you ask a question or make a comment and you need to hear from two students before you can comment again. You can then extend this to TSSSSSST...

## SUITABLE FOR:

Taking groups from teacher-reliant “volleyballing” to more sustainable “basketballing”



**Effectiveness:**  **Participation:**  **Engagement:** 

# BOUNCE QUESTIONS

## WHAT IS IT?

Once a student has answered the question, take it immediately to another –

e.g.:

Kelly – can you help Mark with this?

David – what do you think?

Jane – is that always the case?

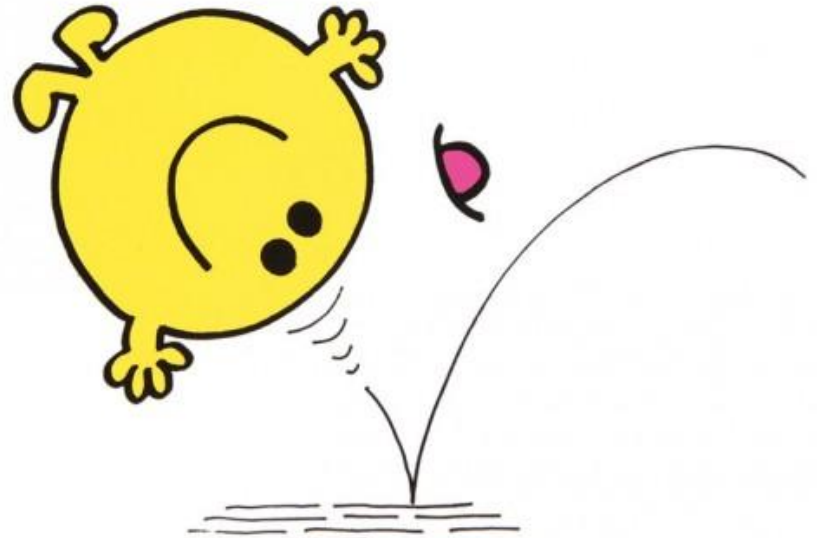
## SUITABLE FOR:

Quieter groups.



# MR. BOUNCE

*by Roger Hargreaves*



Effectiveness: 

Participation: 

Engagement: 

# RANDOM NAME GENERATORS

## WHAT IS IT?

I've seen it done with lollipop sticks but an electronic one (see staff folder – Teaching and Learning) works just as well. Can add drama – who will it be?

## SUITABLE FOR:

The large class where quiet ones get lost and where, despite your best efforts, the loud ones just shout out.



**Effectiveness:**  **Participation:**  **Engagement:** 

# STUDENT TEACHES

## WHAT IS IT?

Exactly as it says. You sit down. They stand up. Ask one or two up and give them the pen – encourage them to take questions from the class. You can even hot-seat the child with the difficult question.

## SUITABLE FOR:

Works a treat with more able groups.



**I**   
**to Teach**

Effectiveness:   
Participation:   
Engagement: 



# THEY QUESTION

## WHAT IS IT?

Give them time if they need it but they start the lesson by sharing questions for you – or end it. Either way, this could even end up becoming the objective for this or the next lesson...

## SUITABLE FOR:

Lessons where you are using pre-teaching assessment at the beginning of a unit or at the end to audit what needs returning to.



**Effectiveness:** 

**Participation:** 

**Engagement:** 

# SECTION 2

## HOW TO RATE

**Effectiveness:**   
**Participation:**   
**Engagement:** 

Only informs delivery in a general way and doesn't help to tailor to a particular class.

One word or undeveloped answers.

Students don't engage with the questioning and tend to repeat existing knowledge.



**Effectiveness:** 

**Participation:** 

**Engagement:** 

Gives a sense of current ability to assist with overall planning.

Students give more extended answers but still rely on teacher to drive them.

Students starting to use and appreciate thinking time.

**Effectiveness:** 

**Participation:** 

**Engagement:** 

Assists planning for groups of students.

Students respond to each other but teacher still drives talk.

Students listening to each other – some more willing to participate.

**Effectiveness:** 

**Participation:** 

**Engagement:** 

Assists planning for individual student needs.

Deep, quality answers supported by others in the group. Teacher facilitates.

All but a few students involved over a normal series of lessons.

**Effectiveness:** 

**Participation:** 

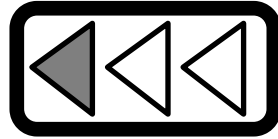
**Engagement:** 

Greatly assists planning for individual student needs.

Questions are asked by teachers and students of each other. Answers are detailed.

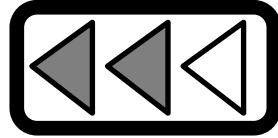
A culture of participation where students attempt even more challenging questions.

# Replay value:



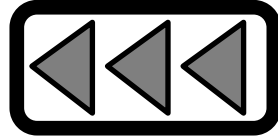
Works well but needs setting up  
and planning.

# Replay value:



Can be used off the cuff but only in lessons where the topic lends itself to it.

# Replay value:



Can be easily adapted as a regular feature to everyday practice.