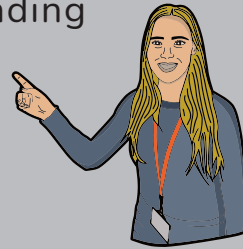


Questioning and Check for Understanding

SUMMARY

What Every Teacher Needs to Know
by Jade Pearce | illustrated by Zeph Bennett

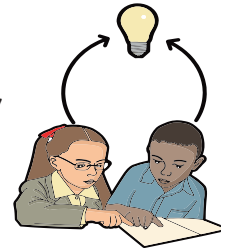


Thinking Time



Teachers should give pupils 3-5 seconds of wait time after asking a factual question before requesting a pupil's response. Longer wait times may be needed for more complex questions.

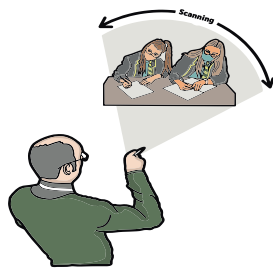
Paired discussions give pupils time to discuss their thinking before the teachers asks for contributions to whole-class discussions. To ensure they are effective give clear instructions for discussions, ensure pupils complete individual work first, and circulate the room to listen to discussions, checking pupils are on task and identifying feedback.



Paired Discussions

Cold Calling

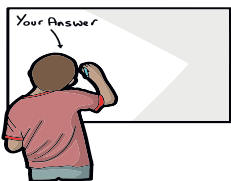
Select a pupil to respond to the question regardless of whether they have raised their hands. This should be used alongside thinking time and paired discussions and we should tell pupils why we are using cold calling.



This includes pupils answering questions, summarising new material, solving problems or completing tasks. When using questions, ask numerous questions to probe understanding and involve multiple pupils.

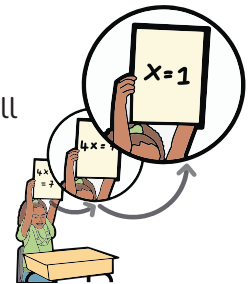
Check for Understanding

Asking Questions



Pupils are not likely to accurately report their own understanding when asked to do so. Therefore, questions or tasks that allow pupils to demonstrate their understanding should be used instead.

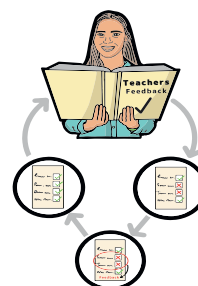
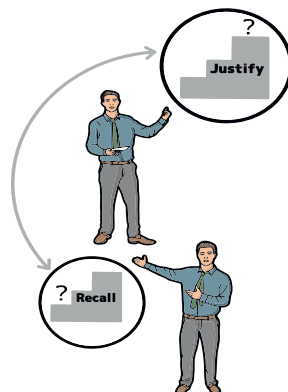
Use strategies such as mini white boards to assess the learning of all pupils at one time.



Whole-Class Response

Higher and Lower Level Questioning

A mix of both lower level cognitive questions that focus on factual recall, and higher level cognitive questions that require pupils to use higher order thinking skills (such as giving reasons, causes, consequences, justifications, comparisons, evaluations and evidence) should be used.



Show high expectations for pupils' responses through requiring pupils to answer in full sentences and to elaborate on initial answers, and dealing with incorrect or incomplete answers effectively by asking another question or giving additional information that will help the pupil answer the question correctly.

Reactions to Pupil Responses