

A woman with dark, curly hair is shown from the chest up, looking upwards and to the right with a thoughtful expression. Her hands are resting on her cheeks. The background is a light, textured grey. Overlaid on the background are several hand-drawn question marks of various sizes and orientations. A prominent yellow lightbulb with radiating lines is positioned in the upper right quadrant, symbolizing an idea or insight.

Intensive Training and Practice (ITaP)

Lead Lecture






Assessment

Pivotal area: Questioning
Key Question: How do I use
effective questioning to assess
pupils' understanding and
plan next steps in learning?

Assessment - Questioning

PGCE: Term 3 – 4 days	ITTECF links BCU Curriculum Key Theme D	Practicable skills	Contributing research and reading
BA: Year 3 – 5 days			
<p>Pivotal area: Questioning</p> <p>Key question: How do I use effective questioning to assess pupils' understanding and plan next steps in learning?</p>	<p>ITaP outcomes <u>Classroom Practice</u> Learn that...</p> <ul style="list-style-type: none"> 6. Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems <p>Learn how to...</p> <ul style="list-style-type: none"> l) Plan activities around what you want pupils to think hard about. m) Include a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers). n) Provide appropriate wait time between question and response where more developed responses are required. <p><u>Assessment</u> Learn that...</p> <ul style="list-style-type: none"> 1. Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs 4. To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect. 5. High quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve. <p>Learn how to...</p> <ul style="list-style-type: none"> a) Plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps). f) Structure questions to enable the identification of knowledge gaps and misconceptions g) Prompt pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. i) Focusing on specific actions for pupils and providing time for pupils to respond to feedback. 	<p>Plan for effective questioning</p> <p>Manage the questioning process and pupils' responses:</p> <ul style="list-style-type: none"> Cold calling No opt out Think, Pair, Share Show- me boards (mini-whiteboards) Check for understanding Questioning to extend understanding - Say it again, better Hinge questions Probing questions Process questions Allow thinking time <p>Make decisions based on pupils' responses: Re-teach Defer Move on</p>	<p>Paul J., & Wiliam, D. (1998). <i>Inside the black box : raising standards through classroom assessment</i>. King's College London, School of Education.</p> <p>Broadfoot, P. M., Daugherty, R., Gardner, J., Gipps, C. V., Harlen, W., James, M., & Stobart, G. (1999). <i>Assessment for learning: beyond the black box</i>. Cambridge, UK: University of Cambridge School of Education.</p> <p>Education Endowment Foundation (2022) <i>Moving forwards, making a difference, A planning guide for schools 2022-2023</i>. London. Available at: https://d2tic4wvo1iusb.cloudfront.net/production/documents/School_Planning_Guide_2022-23.pdf?v=1715728309</p> <p>Payne, J. (2017). <i>Making Every Primary Lesson Count: Six principles to support great teaching and learning</i> (1st ed.). Crown House Publishing.</p> <p>Sherrington, T (2019) <i>Rosenshine's Principles In Action</i>, John Catt Educational, Limited, London.</p> <p>Sherrington (2019) <i>Revisiting Dylan Wiliam's Five Brilliant Formative Assessment Strategies</i>. Available at: https://teacherhead.com/2019/01/10/revisiting-dylan-wiliams-five-brilliant-formative-assessment-strategies/</p> <p>Sherrington, T (2020) <i>Teaching WalkThrus: Five-Step Guides to Instructional Coaching</i>, John Catt Educational, Limited, London.</p> <p>Sherrington, T. & Caviglioli, O. (2021) <i>Teaching WalkThrus 2 : five-step guides to instructional coaching</i>. Melton, Woodbridge: John Catt Educational Ltd.</p> <p>Wiliam, D (2015). Designing Great Hinge Questions. <i>Educational leadership: journal of the Department of Supervision and Curriculum Development, N.E.A.</i> 73. pp 40-44.</p>

Adapted five-stage framework

INTRODUCE 	ANALYSE 	PREPARE 	ENACT 	ASSESS 
Learning about the theory of teaching and learning	Using representations to analyse expert teaching	Use approximations to practice and get feedback	Receive support to apply learning in the classroom	Tracking trainees' growth and knowledge
<ul style="list-style-type: none"> - Lectures - Seminars - Assigned reading and research 	<ul style="list-style-type: none"> - Lesson observations - Video deconstruction - Lesson transcripts - Expert modelling - Professional discussions 	<ul style="list-style-type: none"> - Deliberate practice - Instructional rehearsal - Co-planning 	<ul style="list-style-type: none"> - Instructional coaching - Team teaching - Independent teaching 	<ul style="list-style-type: none"> - Lesson observation - Professional discussion - Critical incident - Self-reflection - Group reflection - Target setting

The adaptation of five-stage framework, drawn from research by Grossman (2018) on teaching core practices to trainees supported the design of our ITaP models and the creation of a tightly co-ordinated set of activities that bridge pedagogical theory and teaching practice. The activities chosen to address each of the five elements of the framework are a guide and may vary between ITaPs.

Day 1 University	Day 2 School	Day 3 University	Day 4 - blended School (am) University (pm)
<p>Introduce – lead lecture</p> <p>Assessment and Questioning</p> <ul style="list-style-type: none"> Review of purpose of (formative) assessment and its key principles. Theoretical input questioning as a core formative assessment technique <p>Pivotal focus - Questioning</p> <ul style="list-style-type: none"> Rosenshine’s principles Principles of effective questioning Checking for understanding Hinge questions The importance of planning for effective questioning Introducing a repertoire of questioning techniques 	<p>Analyse:</p> <ul style="list-style-type: none"> Observe lesson taught by Placement Mentor – AT records observations and reflections on use of questioning to check understanding and impact on pupils’ learning in relation to the learning intentions and success criteria (scaffolded observation) 	<p>Seminar 2 (groups)</p> <p>Review of directed tasks from Day 1</p> <p>Analyse:</p> <ul style="list-style-type: none"> Professional discussion and reflection of Day 2 observation (with Lead Mentor and peers) A focus on identifying the links between theory and practice <p>Introduce:</p> <ul style="list-style-type: none"> Questioning for deeper understanding: <ul style="list-style-type: none"> Probing questions Process questions Hinge questions for checking specific misconceptions <p>Making decisions based on pupils’ responses</p>	<p>Enact –</p> <ul style="list-style-type: none"> Independent teaching – observation of agreed questioning focus by Placement Mentor, should include hinge questions at identified points in the lesson. <p>Assess</p> <ul style="list-style-type: none"> Instructional Coaching Deconstruction and professional discussion of lesson observation –targeted feedback and target setting
<p>Seminar 1 (groups)</p> <p>Introduce and Analyse:</p> <ul style="list-style-type: none"> Exploration of questioning techniques - including example/s of practice (video) deconstruction and analysis: <ul style="list-style-type: none"> Say it again, say it better Cold calling No opt out Think, pair, share <p>Prepare:</p> <ul style="list-style-type: none"> Prepare for observation of Placement Mentor’s teaching 	<p>Prepare:</p> <ul style="list-style-type: none"> Plan and prepare – supporting teaching in another lesson taught on the same day Identify questions relating to the LO/SC and answers that children would give to demonstrate their understanding Consider questioning techniques that could be used to elicit these 	<p>Seminar 3</p> <p>Prepare:</p> <ul style="list-style-type: none"> Co-planning – refining the questioning for Day 4. Paired work with Lead Mentor guidance. Identify questions to be asked (script) and questioning technique/s to be used. Discuss expected responses (if intended impact is to be achieved) Consider possible decisions based on responses <p>Prepare:</p> <ul style="list-style-type: none"> Deliberate practice – use of questioning with peers in preparation to enact in school on Day 4. Feedback from peers and Lead Mentor Self –reflection 	<p>Seminar 4 (Teams)</p> <p>Assess:</p> <ul style="list-style-type: none"> Professional Discussions and reflections with Lead Mentors and Peers on Day 4 (am) in school <p>Prepare:</p> <ul style="list-style-type: none"> Application in planning and teaching for the following week in school (to enable AT to work towards target/s set following observation of teaching) <p><i>Opportunity for application in other contexts</i></p> <p>Assess in a different context:</p> <ul style="list-style-type: none"> Observation of the following week’s teaching, professional discussion including feedback against target and any further development targets in relation to this.
	<p>Prepare:</p> <ul style="list-style-type: none"> Observe initial teaching input from teacher and note key understanding and questions asked (for use when supporting in independent learning) <p>Enact:</p> <ul style="list-style-type: none"> Small group- intervention, support or challenge Reflect on practice and impact on learning 		
	<p>Prepare:</p> <ul style="list-style-type: none"> Professional discussion with the Professional Mentor about focus of the lesson on day 4 		
<p>Directed Tasks – Introduce and Analyse</p> <ul style="list-style-type: none"> Reading: Payne, J. (2017). Making Every Primary Lesson Count – Chapter 6, Questioning Video – watch/analyse: Show-me-boards 	<p>Directed Task - Prepare</p> <ul style="list-style-type: none"> Plan lesson for Day 4 – bring to university for Day 3 to develop and refine questioning aspects. 	<p>Directed Task - Prepare</p> <ul style="list-style-type: none"> Independent refinement of planning 	<p>Directed Task – Assess</p> <ul style="list-style-type: none"> Critical Incident – professional discussion with Lead Mentor and Placement Mentor for Progress Meeting 2



Learn that...

- Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.
- Effective use of questioning to check for understanding during lessons can have significant positive impact on securing deeper learning.
- More effective teachers ask more questions and systematically check pupils' understanding.
- Taking time to plan questions which relate to key learning intentions and success criteria results in more purposeful questioning.
- Effective use of questioning helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear or much of the lesson content has been 'covered'.
- Effective teachers have a repertoire of questioning techniques that they use and combine for maximum impact when assessing knowledge and understanding and moving learning forward.



Learn how to...

- Plan for the use of hinge questions linked to lesson objectives, thinking ahead about what would indicate understanding.
- Employ a range of techniques to manage the questioning process and pupils' responses.




Principles of Instruction

Research-Based Strategies That All Teachers Should Know

<https://teachinghow2s.com/blog/principles-of-instruction>

01 DAILY REVIEW




Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS




Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS




The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS




Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE




Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING




Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE




A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS




Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Rosenshine (2012) presented 10 'researched – based' principles of instruction and suggestions for classroom practice.



This ITaP will focus on two of the principles

Sherrington (2019) groups these two principles into one strand entitled 'Questioning'.

03 ASK QUESTIONS

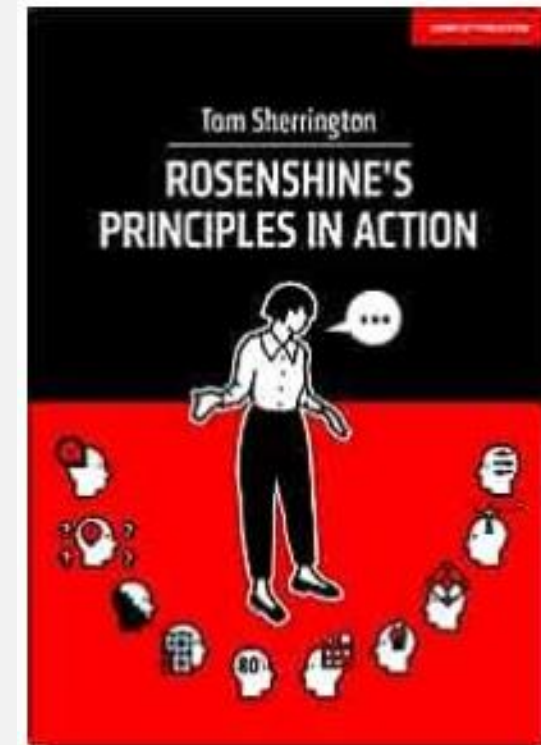


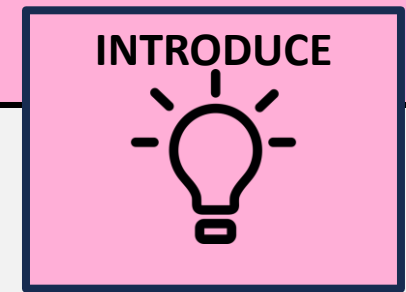
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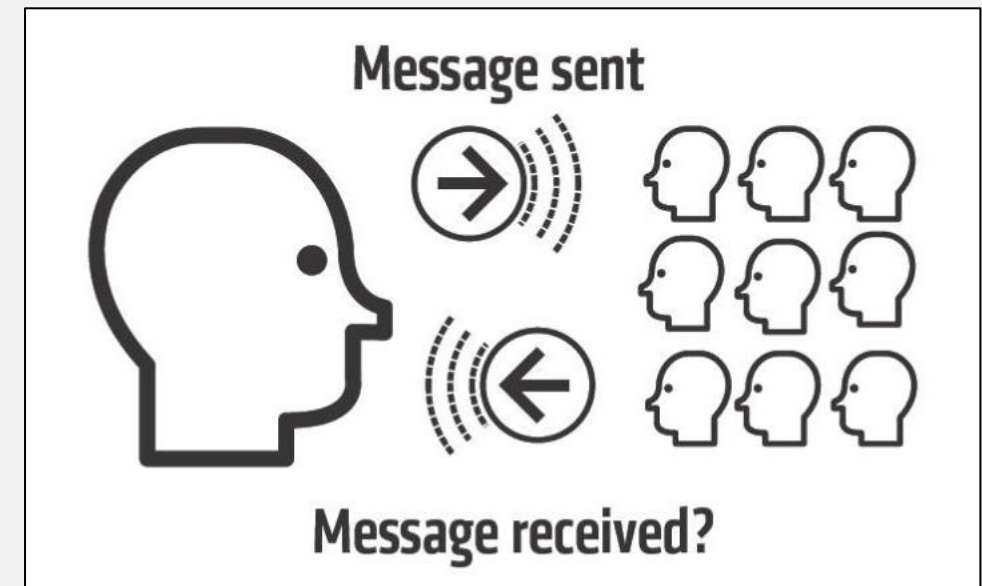
Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.





Effective questioning includes...

- Asking a large number of questions and checking for understanding
- Asking pupils to explain what they have learned
- Checking the responses of all pupils
- Providing systematic feedback and corrections

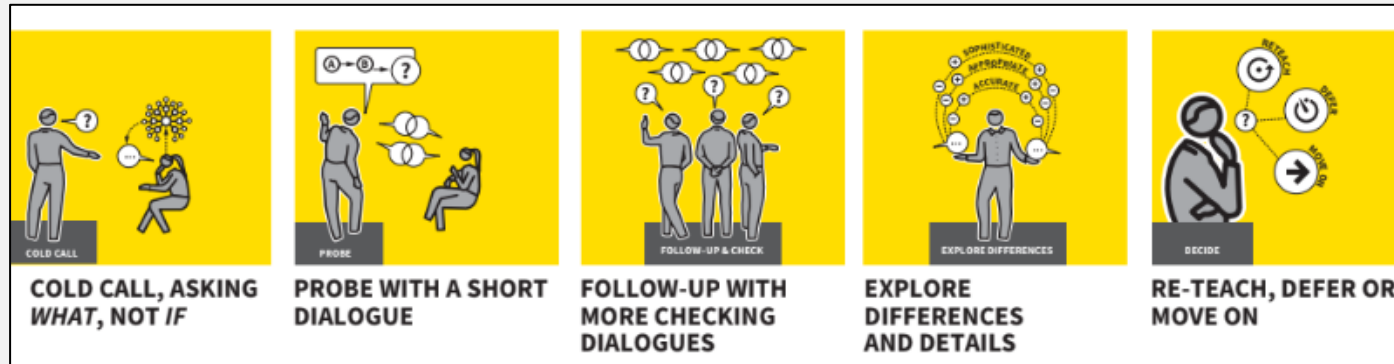


Sherrington (2019: p27)



WORKBOOK

Using Questioning to Check for Understanding



Why should we check for understanding?

We should be “peppering our lessons with moments when we check for understanding rather than assume it.” What does this mean and what are the implications of this for us as teachers?



WORKBOOK

Using hinge questions to assess understanding



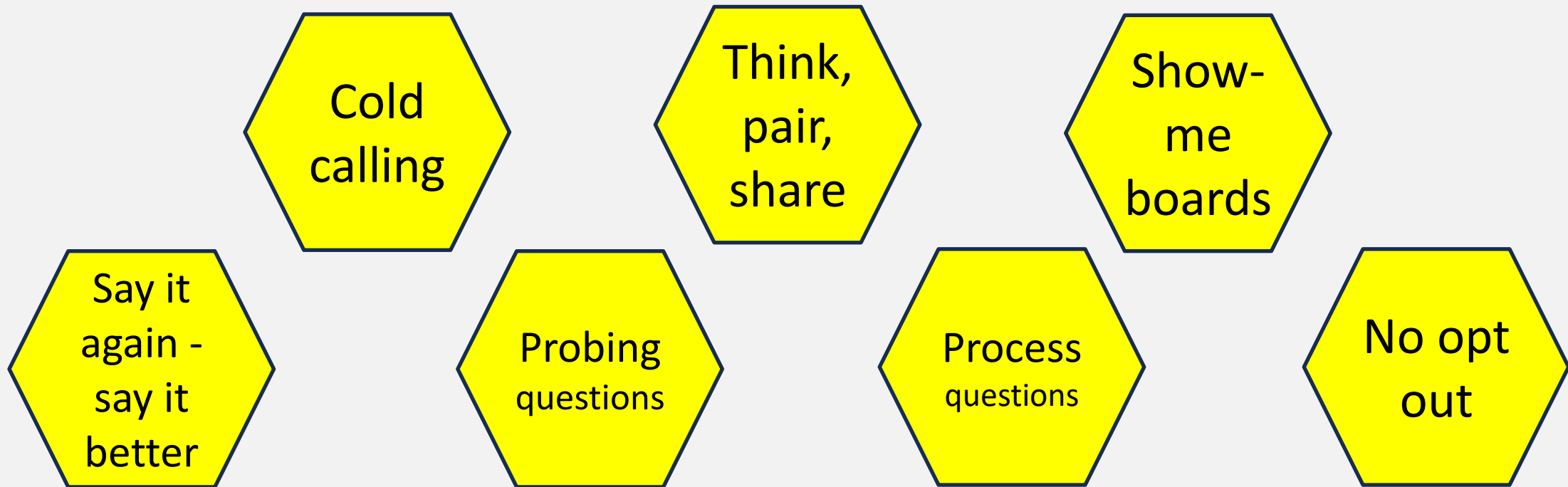
Principles:

- 1) Get a response from every pupil.
- 2) Do a quick check on understanding instead of engaging in extended discussions.
- 3) On the basis of pupils' responses, decide whether to go forward or back.
- 4) Design hinge questions that elicit the right response for the right reason.

<https://www.youtube.com/watch?v=Mh5SZZt207k>



Exploring different questioning techniques - how can we manage the questioning process and pupils' responses?



We will be exploring these questioning techniques in greater depth throughout this ITaP.



WORKBOOK

Audit of current practice



Reflect on your use of questions to assess understanding - *always/ sometimes/ never*:

- I think about the questions I am going to ask and plan some of them beforehand.
- Before teaching anything new, I assess pupils' prior knowledge and understanding.
- I allow thinking time after asking a question.
- I ask questions at key points in the lesson to check understanding before moving on.
- I use a range of questioning techniques to assess understanding of all pupils.
- I give opportunities for all pupils to consider their response to questions, and to contribute their thoughts.
- I give pupils opportunities to revisit their contributions and develop them further.
- I make decisions about where to go next in my teaching based on the responses I get.

INTRODUCE



ANALYSE



Say it again, say it better



Thank you! That's a really good start. What else do you think you could include...?
What about XYZ? How does that link to what you first suggested?



ASK A STUDENT A QUESTION



ACKNOWLEDGE THE FIRST RESPONSE



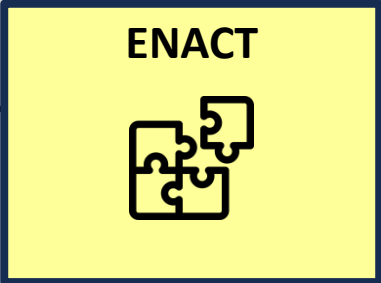
GIVE SUPPORTIVE FORMATIVE FEEDBACK



INVITE STUDENT TO "SAY IT AGAIN BETTER"



RESPOND TO THE IMPROVED RESPONSE



SCHOOL

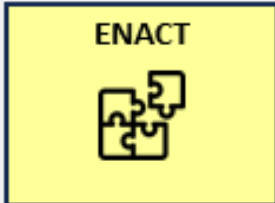
Day 2



Observe a lesson (1 hour)
Complete the Associate Teacher Learning Observation form
Professional discussion with placement mentor



Plan and prepare (1 hour)
Which children will you be working with in the afternoon lesson?
Plan and prepare – identify questions/expected responses/techniques to be used



Enact – use of questioning with small group (1 hour)
Reflect on practice and the impact of this intervention



Professional discussion (1 hour)
What information do you need to be able to plan the lesson in university on day 3 for teaching in school on day 4?



Associate Teacher to observe the Placement Mentor and complete Learning Observation form

ITaP – Associate Teacher Learning Observation		
Date:	Subject:	Pivotal area: using questioning to assess understanding
Year:	Class size:	Adults:
Learning objectives:		
Success criteria:		
Features	Observations/examples:	
How has the teacher arranged the classroom, and resources to support effective questioning?		
How does the teacher use questioning to check prior knowledge?		
How does the teacher use questioning to check understanding?		
How does the teacher use questioning to extend understanding?		
Do questions assess understanding related to the lesson objectives and success criteria?		
How does the teacher select pupils to respond? What is their intent?		
Which questioning techniques are evident? <ul style="list-style-type: none"> • Cold calling • No opt out • Think, Pair, Share • Show- me boards (mini-whiteboards) • Check for understanding • Say it again, say it better • Hinge questions • Probing questions • Process questions 		
Do all pupils answer questions in the lesson?		
How long does the teacher wait for pupils to answer questions? What impact does this have?		
Does the teacher always wait for a correct answer?		

What does the teacher do when a response is incorrect, or the pupil does not know the answer?	
What type of feedback does the teacher give when children answer questions? Why is that particular feedback given?	
Key Strengths	
• • •	
Targets: what is the next step (to support Associate Teacher progress) why is this important (impact on pupil progress) and how will this be achieved (what actions are needed?)	
• • •	
Self-reflection and key points for small group teaching – first ENACT	
• • • •	
Points from professional discussion following first ENACT	
• • • •	



WORKBOOK



Day 3 - University

Learning observation discussion

Small group teaching discussion

ITaP – Associate Teacher Learning Observation	
Date:	Subject: Pivotal area: using questioning to assess understanding
Year:	Class size: Adults:
Learning objectives:	
Success criteria:	
Features	Observations/examples:
How has the teacher arranged the classroom, and resources to support effective questioning?	
How does the teacher use questioning to check prior knowledge?	What does the teacher do when a response is incorrect, or the pupil does not know the answer?
How does the teacher use questioning to check understanding?	What type of feedback does the teacher give when children answer questions? Why is that particular feedback given?
How does the teacher use questioning to extend understanding?	
Do questions assess understanding related to the lesson objectives and success criteria?	Key Strengths
How does the teacher select pupils to respond? What is their intent?	• • •
Which questioning techniques are evident?	Targets: what is the next step (to support Associate Teacher progress) and how will this be achieved (what actions are needed?)
<ul style="list-style-type: none"> • Cold calling • No opt out • Think, Pair, Share • Show- me boards (mini-whiteboards) • Check for understanding • Say it again, say it better • Hinge questions • Probing questions • Process questions 	• • •
Do all pupils answer questions in the lesson?	Self-reflection and key points for small group teaching – fit
How long does the teacher wait for pupils to answer questions? What impact does this have?	• • •
Does the teacher always wait for a correct answer?	Points from professional discussion following first ENACT
	• • •

ANALYSE



PREPARE



Day 3 - University

Learn that:

- More effective teachers use in depth questioning to clarify and check for understanding
- Feedback plays a central role in securing pupils' learning
- In order for feedback to be effective, it needs to be understood, accepted and actionable by pupils

Learn how to:

- Use questioning for deeper understanding
- Provide focussed, positive and specific feedback to pupils

Planning for the whole class ENACT



Own SBT class

Co-planning

Deliberate practice

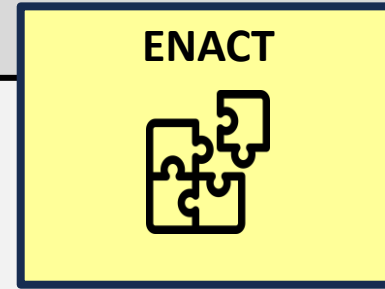
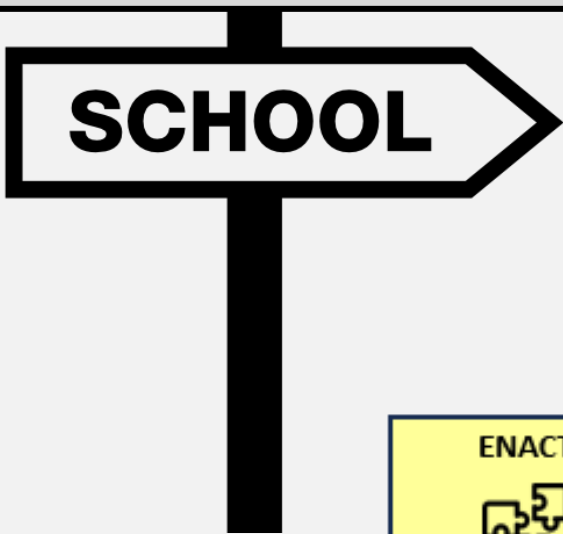
Peer feedback

Lead Mentor feedback

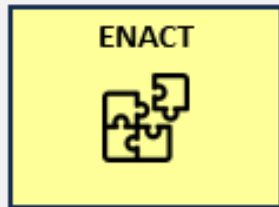
Self-reflection

- Identify questions to be asked
- Consider types of questioning techniques to be used
- Plan the micro script





Day 4



- Independent teaching
- Focus on Associate Teacher's use of questioning to assess pupils' understanding and plan next steps in learning:
- Placement Mentor to observe and complete feedback form



- Professional discussion of lesson observation
- Targeted feedback and target setting
- Self-reflection



Placement Mentor to observe the Associate Teacher and complete Lesson Observation Feedback form

ITaP – Lesson Observation Feedback		
Date:	Subject:	Pivotal area: using questioning to assess understanding
Year:	Class size:	Adults:
Learning objectives:		
Success criteria:		
Features	Observations/effectiveness	
How has the Associate Teacher arranged the classroom, and resources to support effective questioning?		
How does the Associate Teacher use questioning to check prior knowledge?		
How does the Associate Teacher use questioning to check understanding?		
How does the Associate Teacher use questioning to extend understanding?		
Do questions assess understanding related to the lesson objectives and success criteria?		
How does the Associate Teacher select pupils to respond? Is their intent clear?		
Which questioning techniques are evident? <ul style="list-style-type: none"> • Cold calling • No opt out • Think, Pair, Share • Show- me boards (mini-whiteboards) • Check for understanding • Say it again, say it better • Hinge questions • Probing questions • Process questions 		
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How long does the Associate Teacher wait for pupils to answer questions? What impact does this have?		

Does the Associate Teacher always wait for a correct answer?	
What does the Associate Teacher do when a response is incorrect, or the pupil does not know the answer?	
What type of feedback does the Associate Teacher give when children answer questions? How effective is this?	
Key Strengths	
<ul style="list-style-type: none"> • • • 	
Targets: what is the next step (to support Associate Teacher progress) why is this important (impact on pupil progress) and how will this be achieved (what actions are needed?)	
<ul style="list-style-type: none"> • • • 	





Day 4 - University

Opportunity to discuss feedback with peers and Lead mentors

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Key Strengths	
•	
•	
•	
Targets: what is the next step (to support Associate Teacher progress) why is this important (impact on pupil progress) and how will this be achieved (what actions are needed?)	
•	
•	
•	



Critical Incident

Critical Incident Focus:	
Briefly describe the Critical Incident which stimulated your professional growth at this point in your training.	
In response to this 'Critical Incident' identify the research-informed professional actions taken that demonstrated your intention . <i>What is your intended outcome? What research have you undertaken to support your implementation? E.g. What new subject knowledge or pedagogical approaches have you had to consider?</i>	
What steps did you take to secure the implementation of these actions? <i>What have you implemented in your practice?</i>	
Identify the impact of your practice:	
Impact on Pupil Progress	Impact on your understanding of your Professional Responsibilities
Identify the evidence you will share with expert colleagues as part of your professional discussion.	

This critical incident is an opportunity for reflection on learning about modelling and guided practice and the application of this learning to a different curriculum subject.

A critical incident is an event or situation within the teaching practice that forces reflection on what happened and the response. McAteer et al (2010:107) suggest that a 'critical incident is one that challenges your own assumptions or makes you think differently'.

This provides the opportunity to revisit the ITaP focus and enables the impact of the intense training on broader practice over a longer timeframe to be monitoring and assessed.

INTRODUCE



ANALYSE



PREPARE



ENACT



ASSESS



Practicable Skills

Plan for effective questioning

Manage the questioning process and pupils' responses:

- Cold calling
- No opt out
- Think, Pair, Share
- Show- me boards (mini-whiteboards)
- Check for understanding
- Questioning to extend understanding - Say it again, better
- Hinge questions
- Probing questions
- Process questions
- Allow thinking time

Make decisions based on pupils' responses:

- Re-teach
- Defer
- Move on

References

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