

Questioning Repertoire Summary

The following six questioning strategies are inspired by Rosenshine's 'Principles of Instruction'. We hope they will be implemented in every classroom across the MAT to fulfil the two key functions of questioning:

1. To inform teaching.
2. To cause children to think.

Question Strategy	Rationale
Anybody's Turn	Put simply – no hands up. Questions are asked of the whole class and children are selected based on the teacher's knowledge of the children. Anybody could be called upon to give an answer. This allows all children the opportunity to engage in teacher-student dialogue, regardless of their personality or confidence levels. Classroom culture, time to discuss with peers and thorough modelling are key to ensure children feel comfortable and encouraged to take part. Ideally, it needs to become routine in your classroom to ensure children understand the expectations.
No Opt Out	Linked to 'Anybody's Turn', this strategy is a response to those children who reply with "I don't know". If a child answers a question with this, it is made explicit that the teacher will return to them for a response after retrieving answers from a few more children. This gives the child time to listen to others and think of their own answer. All children should be active participants in their learning and the expectation should be that they participate in discussions.
Say It Again Better	Children are given the initial opportunity to say what they know and are then prompted to add more information, improve vocabulary and make links to other knowledge; the expected standard is modelled and children realise simple answers are not accepted. The answer becomes more specific, detailed and includes appropriate technical vocabulary. Corrections can be modelled by both teacher and/or peer but the initial pupil questioned should always give the final answer.
Think, Pair, Share	Children are directed to a task in pairs with an appropriate time allocation. The aim is to retrieve knowledge and promote discussion. By sharing and explaining ideas together, every child is involved. Children feel confident to share their ideas after preparing and rehearsing their thoughts. It prevents them straining to be picked and also gives support to less confident pupils.
Whole Class Response	This strategy allows for immediate feedback on the depth of pupil understanding and enables teachers to quickly identify whole class misconceptions or individuals who need further support. All children are participating at the same time. This method can help to direct the content of subsequent questions or tasks. Whole class response strategies include the use of mini whiteboards, hand signals, multiple choice questions, response cards or four corners.
Probing Questions	In this form of guided practice, children are asked multiple questions to check for understanding before moving on. Questions may address any misconceptions, provide learning scaffolds, or provide deeper challenge. Examples of probing questions include: What makes you think that? Is there an example where this does/does not happen? How did you make these connections?