

## Planning for effective questioning

<p><b>Plan how you will arrange the room and the resources needed</b></p>	<p>Arrange students so that they can see and hear one another as well as the teacher. You may need to rearrange chairs in a U shape or the students could move and 'perch' closer together. Or maybe you will move to the back of the room so that the question is the focus of attention and not the teacher.</p>
<p><b>Plan how you will introduce the questioning session</b></p>	<p>Silence will be hard for you to bear in the classroom but the students may find it confusing or even threatening. Explain why there will be times of quiet. For example:</p>
<p><b>Plan how you will establish the ground rules</b></p>	<p>If you are using 'No hands up' then you will need to explain this to the students. Some teachers have had to ask their students to sit on their hands so that they remember not to put their hands up. The students will be allowed to put their hands up to ask a question, so if a hand shoots up remember to ask them what question they would like to ask. The students may also be used to giving short answers so you could introduce a minimum length rule e.g. 'your answer must be five words in length as a minimum'.</p>
<p><b>Plan the first question that you will use</b></p>	<p>Plan the first question and think about how you will continue. You cannot plan this exactly as it will depend on the answers that the students give but you might, for example, plan</p> <ul style="list-style-type: none"> <li>▪ to take one answer and then ask others what they think about the reasoning given</li> <li>▪ to take two or three answers without comment then ask the next person to say what is similar or different about those answers</li> </ul>
<p><b>Plan how you will give thinking time</b></p>	<ul style="list-style-type: none"> <li>▪ Will you allow 3-5 seconds between asking a question and expecting an answer?</li> <li>▪ Will you ask the students to think – pair – share, giving 30 seconds for talking to a partner before offering an idea in whole class discussion?</li> <li>▪ Will you use another strategy that allows the students time to think?</li> </ul>
<p><b>Plan how and when you will intervene</b></p>	<p>Will you need to intervene at some point to refocus students' attention or discuss different strategies they are using? Have one or two questions ready to ask part way through the lesson to check on their progress and their learning.</p>
<p><b>Plan what questions you could use for the plenary at the end of the lesson</b></p>	<p>Try not to pass judgments on their responses while they do this or this may influence subsequent contributions.</p>

