



## BULLETIN

### QUESTIONING

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For the INSET day this year we covered the 6 principles from the book "Making Every Count". One of these topics was questioning and we set the T&L reps a challenge to try out the different ideas from the book and evaluate these for the forum. We had some great responses and it was so good to hear different experiences from across school. This bulletin will summarise the different strategies trialled across school and how we can incorporate them into our daily teaching.

### ADAM BEECH

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Adam tried many of the strategies but our favourite is "Last Man Standing". This technique involves placing one or two word answers on A4 card around the room, some correct answers, some wrong. Using questions displayed on the IWB pupils go and stand next to the answer they think is correct; there can always be more than one correct answer. When the students get there they have to justify why their chosen one is the right answer. This helps to eliminate misconceptions and allows you to identify students who are just guessing so it works as some great AfL. As all students are involved in the task it also means it increases engagement.

To see more from the questioning forum check out the CPD resources folder on Google Drive.

### AMY PULFRY

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Amy said she often felt that she relied on the more confident, willing students in her lessons knowing that they will always provide her with an answer. She decided to use numbered lollipop sticks which now permanently live on her desk. Each student in her classes have been given a number that they have written on their book. Amy goes to the pot whenever a question might need answering, then puts the sticks chosen to one side to avoid the same ones being chosen again. She often lets students choose the next stick as they enjoy the power! This questioning can be easily differentiated by allocating different ability students different numbers or by colouring in the sticks.

### CAROLINE ETCHELLS

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Caroline also tried the random questioning technique through the use of allocating students a number. She has summarised the strengths of this technique and some barriers to it.

1. Very little organisation is required,
2. The class was very alert during the activity so it increased engagement,
3. It is easy to repeat and because of the random aspect pupils don't feel left out if they're not selected.

She also listed some drawbacks:

1. It gave her less time to consider differentiating her questions,
2. The questions bounced from hard to easy and vice versa instead of building up to more challenging questions.

### HELEN WRIGLEY

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Helen has been trying to get KS3 students to think more deeply about their artwork and the reasons behind it. She created a homework booklet with individual and personal questioning that enabled students to verbalise their thoughts and opinions through written responses. This meant that those students who aren't skilled practically in the subject found a strength elsewhere. This proved to students that "they can do art!".