

QUESTIONING GUIDE

Structuring

- Providing a frame of reference for pupil thinking
- giving specific information
- making the purpose of question clear
- using the board to draw idea together

Phrasing

- using language that is clear and appropriate to the level of pupils
- using short questions easy to follow and specifying clearly the task for pupils
- making judicious use of specific leading questions

Focusing

- carefully defining the scope of a question
- asking questions which centre on a single task
- not asking double-barrelled questions.

Redirecting

- Selecting pupils in turn to answer questions
- using verbal (e.g. naming pupils) and non-verbal means (e.g. a nod)

Distributing

- asking questions of pupils located in all parts of the room
- posing questions to the whole class and then to individuals

Pausing

- giving pupils adequate time to think about a question before answering
- allowing pupils time to reflect on answers put forward

Reacting

- accepting answers with warmth and enthusiasm
- using pupils' answers to build up the lesson
- incorporating pupil's idea into lesson summaries

Prompting

- assisting pupils who fail to give an adequate answer
- rephrasing questions which have been difficult
- offering simpler questions before returning to those that have caused difficulty
- backtracking to draw attention to relevant information

Changing the Level of Cognitive Demand

- Balancing questions requiring factual recall with more difficult questions
- establishing a gradual progression from more simple questions related to concrete examples to questions requiring higher levels of thought
- preparing questions carefully to assist progression in questioning
- using graphs, diagrams, documents, apparatus to assist in varying the level of cognitive demand
- asking pupils questions about their feelings and emotional responses to situations

ADVANCED QUESTIONING

Varying the Level

- Recall
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

Probing

- Clarification
- Support
- Consensus
- Accuracy
- Relevance
- Examples
- Complexing

Considerations

- Sequencing
- Pausing
- Encouraging Pupil-Pupil Exchanges