

## Questioning observation sheet

Aspect of questioning	Pupil response	Observer comment
Telling pupils what to expect Telling pupils the objectives for the lesson and its main content and ideas helps pupils to focus their thinking and to prepare for any questioning.		
Engaging with pupils' prior learning Asking pupils what they already know about the main content and ideas of the lesson helps to unlock their existing knowledge and focus their thinking.		
Providing waiting time <ul style="list-style-type: none"> <li>Waiting about three seconds both before a pupil answers a question and after they have answered encourages:</li> <li>A greater number and variety of responses.</li> <li>More confidence and risk taking.</li> <li>Pupils to ask questions.</li> </ul>		
Allowing time for collaboration before answering Asking pairs to consider the question for a short time before seeking the answer leads to more thoughtful and considered responses.		
A 'no-hands' rule This tactic can contribute to a more supportive classroom climate. It can ensure that more pupils are asked questions and lets the teacher direct and pitch questions more appropriately for individual pupils.		

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Prompting and probing When pupils respond to a question, prompts and probes are helpful in eliciting more information, greater depth and clarity. E.g. 'Can you tell me more about...' or 'Why do you think that's important?'		
Dealing with pupil responses To be effective: <ul style="list-style-type: none"><li>• The overuse of praise should be avoided.</li><li>• Pupils should be made aware if their response is not correct.</li><li>• Try not to repeat or rephrase what the pupil has said unless it is vital for the whole class to hear it again. An alternative is to ask other pupils what they think of the response.</li></ul>		