TEACHING WALKTHRUs: QUESTIONING & FEEDBACK

OUR SUMMARY OF THE BOOK BY TOM SHERRINGTON & OLIVER CAVIGLIOLI

- Effective questioning techniques that enable a teacher to gain a good sense of how well students are learning.
- Key feedback techniques that help all students to move forward, deepening their understanding or gaining fluency.

Cold Calling: Makes all students think and provides feedback as to how it is going. Allows you to choose who answers, keep the whole class involved and gain better information to plan responsive next steps.

1) Ask the class the question	2) Give thinking time	3) Select someone to respond	4) Respond to the answers	5) Select another student & respond
Q aimed at everyone in the room. Name the approach. "We're going to cold call." All prepared to answer.	Allow time to think in silence before seeking responses. Scan the room to check for focus.	Could be anyone. "James, what were you thinking?" Make it safe for errors, doubts and misconceptions	Turn each Q into a short exchange. Re-teach and prompt if necessary. **Say It Again Better.**	Another student responds to same Q or slight ext. Range of students. Repeat 'til your next step is clear.

Think, Pair, Share: Structured discussion which can provide all students the opportunity to talk about the material in a productive manner. Pairs are the most powerful way to involve all students in rehearsing and sharing ideas.

1) Establish talk partners	2) Question with goal & timeframe	3) Build in thinking time	4) Circulate to listen	5) Cold call to sample responses
Pre-determine talk partners. Odds in threes. Ideally one will not dominate the other.	Can be open discussion but usually helpful to set a precise goal e.g. List, Name Precise, short timeframes.	Pupils think individually before partner discussion. Generative thinking for all but takes more time.	Power lies in hearing what pupils say. Pick up on interesting ideas or important misconceptions.	Bring class to attention, sample with cold calling. Teacher chooses specific partner, then more pairs,

Show-Me Boards: A good way to sample responses from the whole class. Students write on mini-whiteboards in response to a question and then, simultaneously, show their responses. A big hit of feedback to the teacher.

1) Board and pens to hand	2) Question with goal & timeframe	3) Build in thinking time	4) Signal: 3-2-1 and show me	5) Engage & follow -up responses
Ready to use anytime. Have systems in place to ensure it can happen at speed.	Ask students to produce particular type of response with clear goals. Timeframe given in minutes.	Every student needs the time to think and explore schema. Don't interrupt with premature sharing.	Boards shown at the same time with a crisp routine. Held up for as long as you need to absorb responses.	After scanning the responses engage with a sample to discuss, deepen or correct as needed.

Check For Understanding: Effective teachers systematically check for understanding. We can't assume pupils have understood unless we get some feedback from them. It informs our next steps and secures their deeper understanding.

1) Cold call asking *what* not *if*	2) Probe with a short dialogue	3) Follow-up with more checking	4) Explore details & differences	5) Re-teach, defer or move on
After input or practice, select a pupil to share thinking. 'What have you understood?'	Go beyond accepting a short response. Use **Probing & Process Questions** to check.	Select another student and repeat the process with same/slightly developed question. 3 usually enough.	Which answer is more accurate? Are there any misconceptions? Words used correctly? All valid?	Decided on level of understanding. Move on or re-teach? More practice? Defer for another time?

Say It Again Better: Sets the standard for the depth of verbal response you expect, and supports pupils to produce high-quality responses. Initially accept basic, shallow responses but develop them each time.

1) Ask a student a question	2) Acknowledge the first response	3) Give supportive feedback	4) Invite to 'say it again better'	5) Respond to improved response
Use one of the techniques to ask pupils to think about material and prepare to respond.	Be as positive as possible. If it is half-formed, perhaps: "Yes, that's a good start, let's develop it further."	Ask pupils student to consider ways in which it can be improved. Terms, descriptions, reasons.	Ask the same pupil to have another attempt. Checks for understanding, chance to practice and succeed.	Praise and move on or add more detail and depth. Demonstrates they are capable of excellence.

Probing Questions: Asking questions which probe their schema for the ideas being discussed. Help pupils to make links between ideas to support long-term memory, to connect concrete and abstract ideas and to identify gaps in learning.

1) Ask a pupil a question	2) Follow-up with a probing question	3) Listen and probe further	4) Ask another pupil to continue	5) Check others' understanding
Use one of the techniques to ask pupils to think about material and prepare to respond.	What's the connection? Is that always true? Is there another example? What are the main reasons?	If that's true, what about this? Is there another way? How is that similar or different to before?	After 3, 4 or 5 exchanges, repeat with further pupils to explore their schema, probing with each.	After exchanges ask "What did you understand from Joe's response?" Ensures listening & engagement.

Process Questions: Encourage metacognitive talk during lessons. Discussions focus on the 'how do we know?' Modelling and rehearsing dialogue around these questions supports pupils to think in this way independently.

1) Model your thinking	2) Emphasis *how* and *why*	3) Ask pupils to explain methods	4) Ask pupils to explain ideas	5) Discuss similar alternative Qs
During the instructional phase narrate your thought processes explicitly as you talk through problems.	Place emphasis on *how* we know what we know and *why* the answer is the answer as far as possible.	After pupil response, follow up with a process question. Which method? Why that order?	If pupils are choosing from options they justify them. What made you think that? Where is your idea from?	Reinforce divergent thinking to show a range of responses can be valid even if some are better.

Feedback That Moves Forward: Pupils need to know how to deepen knowledge and improve performance. Effective feedback is understood, accepted and actionable. Pupils need to be motivated to apply effort to develop strategies.

1) Focus forwards	2) Keep it positive & specific	3) Match message to pupil	4) Avoid SatNav syndrome	5) Over time reduce feedback
Explain actions to improve future performance. Best given part-way through a learning cycle than at the end (for opportunity).	Framed positively to encourage. Highlight successes and be specific about *how* to improve.	Learn how each pupil responds to feedback as a key part of your relationship building.	Try to change their capacity to produce excellent work rather than produce an excellent piece.	Train students to generate more self-assessed feedback, using success criteria, examples etc.

Feedback As Actions: More effective feedback is framed as an instruction to do something rather than describing previous work. Tasks are set that address learning needs. *Below are five separate not consecutive methods.*

1) Redraft or re-do	2) Rehearse or repeat	3) Revisit & respond more Qs	4) Re-learn material & re-test	5) Research & record
Give opportunities to improve work by repeating it one or more times, taking on ideas about how to do it better.	Seek improvement through repetition and rehearsal with prior learning to improve fluency.	Rather than correcting previous questions, re-teach content and provide new questions.	Pupils identify specific details they found hard to recall & engage in specific retrieval practice activities.	Pupils lacking range of understanding on a topic need research tasks before improving work.

Whole-Class Feedback: Excellent way to give pupils timely, detailed formative feedback whilst minimising teacher workload (instead rapidly engages with details). Replaces individual comments with feedback given to the whole class.

1) Read through students' work	2) Note the strengths	3) Note areas for improvement	4) Give the feedback	5) Give improvement time
Collect in books. Ideally read them all but, if time is pressing, a sample can be sufficient.	Identify common strengths and note them down. It prompts the few not doing it. Showcase examples.	Make a manageable list of errors. Don't shame individuals with errors but address privately if needed.	Present the feedback to the whole class. Take time to highlight examples of excellence.	Give time to make immediate improvements. Pupils identify common errors in own work.

NULLIUS IN VERBA

We shouldn't trust without asking questions.