

**Through an emphasis on aspiration, confidence, creativity and care, we will nurture achievers who are lifelong ambitious learners: equipped to thrive in a challenging and ever-changing world. This policy statement reflects this aim.**

### Questioning and Feedback

Questions are an integral part of classroom life and essential to every teacher's pedagogical repertoire. They are also one of the elements of effective formative assessment (Black et al., 2003). Questioning serves many purposes: it engages students in the learning process and provides opportunities for students to ask questions themselves. It challenges levels of thinking and informs whether students are ready to progress with their learning. Questions that probe for deeper meaning foster critical thinking skills and higher-order capabilities such as problem solving, and encourage the types of flexible learners and critical thinkers needed in the 21st century. – Doherty, 2017

Feedback is not only from teacher to student but can be what you receive from the learners in your classroom. This 'feedback' should help inform your pace and decisions you make during a given session about when to move on or when to change tack. The information we receive should inform the next steps within a lesson, signal what we need to re-teach, tackle misconceptions or perhaps move on more quickly.

From the students:

- Think, pair and share  
Establish [learning partners](#) for every student. Set the question and give thinking time. Ask learners to share with their partner. Circulate to listen as pairs are talking. Use cold call technique (i.e. [lollypop sticks](#)) to sample responses. Ask for [agree, build or challenge](#) response.
- Whiteboards  
Ensure learning partners (or each individual) has a whiteboard and pen. Set the question with a goal and a timeframe. Give thinking time and appropriate time to record. Signal with a countdown when time is up. Sample student responses and give feedback. [Share smart mistakes](#).
- Check for understanding  
After teacher input, guided practice or modelling. Frame questions with 'what' (i.e. cold call 'What have you understood?' rather than 'Have you understood?') Use [probing questions](#) to find out more if you receive a short response. Repeat but allow children to agree, build or challenge.
- Say it again, better  
Acknowledge a short or half-formed response with positivity. (e.g. That's a good start... or Good try but not quite there...) Give [supportive, formative feedback](#) (e.g. What is the more formal/technical vocabulary for that idea? Can you explain your idea further by including \_\_\_\_\_? Does it just 'go up/change direction/look sad" or can you describe it further? Can you include a

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reason for your opinion? "I believe X because...") Once this has been discussed, ask them to [say it again, better](#). Respond to the improved response.

From the teacher:

- Probing questions  
Use one of the techniques above (cold calling, talk-partners, check for understanding, whiteboards etc) Follow up with a probing question. Why or what questions work best. The aim here is to find out what they know.
- Process questions linked to [metacognition](#)  
Model your thinking during any instructional phase of a lesson (e.g. draw on or recall previous examples/lessons, use trial and error, use a strategy that is part of the routine, check your own answers) Ask students to explain how they know (e.g. Sounds good, how did you know? Why did you do it that way? Not quite, what [smart mistake](#) do you think you made?)
- Feedback that moves forward e.g. provides motivation to apply effort alongside specific strategies they need (LPA).  
Use [quizzes, tests, formal and informal assessments](#). Rather than focussing on past performance, suggest what they can do to improve future performance. Keep it positive and be specific (e.g. rather than "That paragraph was weaker" give specific ways to improve it.) Try to match the message to the student – some need careful nurturing whereas others need a strong push. Use the [learning powered approach](#) to focus on the learner and changing their approach rather than the specific piece of work.
- Feedback as actions  
Often written feedback. Re-draft or re-do. Rehearse or repeat (e.g. parallelogram x3). Re-teach a key element and then give more time to respond. Re-learn and re-test.
- Whole class feedback cycle  
Note the strengths. Note areas for improvement. Give the feedback either as a slide or by displaying specific examples (with the learner's permission) under the visualiser. Give time for improvement. Allow the children to find the common errors themselves as this will make them think hard about the standards of their own work.