



## David Turner - an expert in 'questioning' has some very good ideas that will definitely help teachers in the classroom...

Have you ever asked a brilliant question to your class but got a flat response or no response? It happens to the best teachers... Even worse when someone is observing you!

Teachers will say "Questioning is our daily bread" and it's true! In fact, don't take my word for it... Questioning is just about the only classroom skill mentioned in the latest Ofsted framework.

So how do we make sure that 'questioning' gets students engaged, challenged and eliciting BRILLIANT RESPONSES?

- 1. Stop worrying about the question teachers already ask brilliant questions.... BUT,
- 2. Start thinking about 'how' you ASK !!

## I'll show you what I mean...

Q. "Why do you think Henry 8<sup>th</sup> changed the religion of England?"

Great question but it could be even better..

Q."Why do you think Henry 8<sup>th</sup> changed the religion of England?" (same question...) and then say...

Option 1. "I'm looking for at least three good reasons. At least two of you are going to speak and when you do, it should be for at least 30 seconds so plan your answer together. You've got one and a half minutes to do it."

Option 2. "Please be ready to speak for half a minute if asked and please use these words in your answer, 'pope, divorce, catherine & son'"

Option 3. "I'm looking for some creative and interesting answers"

There are many more options... it just takes some practice.

## Another example of an experiment in Chemistry...

"We've been looking at salts by combining metals with acids.... Please give a brief summary in 30 words or more of this experiment using the words 'sulphate and copper'"

The secret to great questioning is to place the question with the pupils and give them the time to think, plan and talk before answering.

The time frames are short and the teacher places an order with the pupils. This lowers the anxiety of pupils, keeps the challenge high and ensures good engagement.