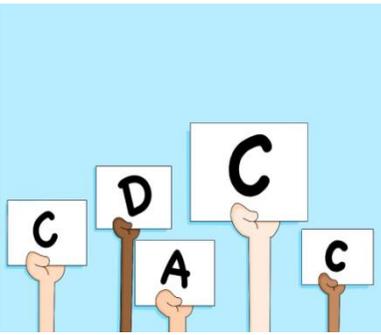
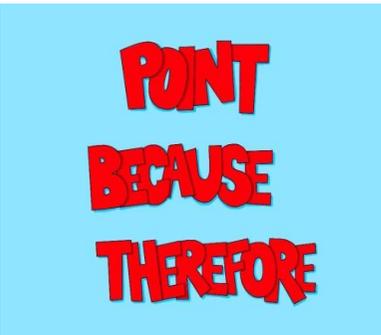


Level up questioning for proof	What is it?	Application of this activity	How does it help learners to make progress?	Teacher reflections from this activity
Invitational questions		<p>One effective technique for finding proof of learners are understanding the concept/topic being studied is by creating a series of requests e.g.</p> <p><i>“Tell me what you’re trying to achieve with this piece of work.”</i></p> <p><i>“Tell me what you’ve learned so far in this topic.”</i></p> <p><i>“Tell me what you can about ... (magnesium/the causes of WW1).”</i></p> <p>Combined with improving ‘wait time’ i.e. the amount of time a teacher waits before speaking after posing a question or receiving an answer, this technique helps learners to develop their answers.</p>	<p>The responses to these open, invitational requests can give you a strong sense of how well learners are progressing towards their destination. By simply posing a friendly, yet, challenging request for information, and demanding that any answer be accompanied by proof, you begin to establish a culture of greater academic rigour in your classroom.</p>	<p><i>Invitational requests are a type of open question. How much of your questioning is open as opposed to closed?</i></p> <p><i>How well do you use ‘wait time’? Can you expand your wait time whilst using invitational requests?</i></p> <p><i>How might invitational requests help learners to get into the habit of expanding and justifying their responses?</i></p>
Hinge point questions		<p><i>Hinge point questions</i> are posed by teachers at or near the start of a lesson in order to gather proof about which learners are at the stage to confidently tackle the challenges of the lesson and which are not. These questions can be answered on mini whiteboards, for example, and give the teacher vital information as to whether he or she can move on or whether they need to do a bit of re-teaching or pre-teaching first. Multiple choice formats can be an effective way of asking hinge questions without taking up too much time.</p>	<p>In his book, <i>Embedded Formative Assessment</i>, Professor Dylan Wiliam suggests that asking a hinge point question “should take no longer than two minutes, and ideally less than one minute, for all students to respond”. They should also work individually to ensure that a stronger partner or group leader does not mask another’s true level of understanding. Devising and asking hinge point questions helps teachers to ensure that all learners are ready to move on. Those that aren’t can be given extra support.</p>	<p><i>What questions could you pose early in a lesson to gauge the understanding of learners?</i></p> <p><i>How might you use mini-whiteboards or distribute cards A, B, C and D to help get feedback from hinge point questions?</i></p> <p><i>Which colleagues can you collaborate with to devise hinge point questions for different topics?</i></p>

<p>Pre-Mortems</p>		<p>Whereas a post-mortem is conducted on a person after they die, a pre-mortem is conducted <i>before</i> a death takes place. In fact, pre-mortems are very useful in helping us avoid a death. In this case we're trying to avoid the death of learning, or the death of a teacher's enthusiasm. Pre-mortems help us anticipate the things that might go wrong. One way is by doing a piece of work yourself so that you might start to anticipate how some learners will fail! For example, by doing the mid-topic test yourself before giving it to learners. This knowledge will help you recognise where more clarity is needed, anticipate questions that might come from learners and help to think of your own proof seeking questions.</p>	<p>When pre-mortems are done well, we guarantee that you will have fewer frustrating experiences, less confused work to mark, and fewer repeated lessons or revision sessions to run. A good pre-mortem involves speculating on what could possibly go wrong before it does! Pre-mortems help teachers teach backwards from a deeper understanding of the concepts that underpin the content of the upcoming topics or modules of learning. Taking the time to carry out pre-mortems, either on your own or even better with colleagues, can get you to stop and think about what questions you need to pose to ensure understanding.</p>	<p><i>What will learners find the most difficult aspects of this topic? What might some learners find impossible?</i></p> <p><i>What do you think will be the main areas of confusion for learners in an up-coming topic?</i></p> <p><i>What questions has the pre-mortem thrown up in your mind? What questions do you anticipate will arise from learners?</i></p>
<p>Questioning follow ups</p>		<p>Just being able to give the correct answer doesn't prove that deep learning has taken place. A memorable mantra we often hear from English and Literacy teachers is 'PEE on your work'. They train learners to follow a <i>Point</i> with <i>Evidence</i> and <i>Example(s)</i>. Similarly, the structure '<i>Point, Because, Therefore, However ...</i>' helps train learners to follow up any statement or answer they give with evidence, example, consequence, and counter-example.</p>	<p>As well as mantras, other teachers have established strong proof-seeking routines where they pose a question such as accepting no answer unless it has at least two pieces of evidence supporting it. It will be up to you to train learners so they'll know precisely what constitutes good evidence. By doing so, you are helping to instil some great habits in your classroom. When learners can articulate their understanding they are better able to develop written answers too.</p>	<p><i>What ways can you follow-up learners' answers to ensure that they haven't just fluked an answer?</i></p> <p><i>Do you use a memorable mantra with learners when questioning them?</i></p> <p><i>How well do learners push themselves to expand, develop or justify their questions and answers?</i></p>

Many teachers like to have a variety of proof seeking questions in their questioning arsenal. Used regularly, they can help teachers to avoid assuming that learning is taking place.

The ideas within this 4by4 come from teachers who have gone through the Outstanding Teaching Intervention (OTI). To find out more about OTI or our other courses contact us at www.malit.org.uk