



This Week's L&P

Programme

Tuesday 27th

February

2.45-3.00pm

BRIEFING

Deep Announcements

Lead: Principal

3:00-3.15pm

L&P

Literacy

Lead: LWI

Access Training

Lead: JPI

4:00-7:00pm

PARENT'S EVENING

Lead: Deep Support

Differentiating Questioning for Lower Ability Students



Speak for my team

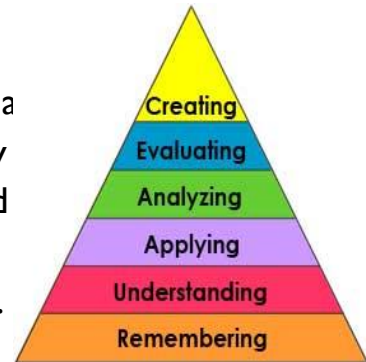
1. Thinking Time

Give students plenty of time to process the question being asked. Use the collaborative structures to help with this! Also, avoid "cold-calling" students who struggle to share ideas but give them plenty of time to think about their answer. For example, privately tell a student, "Your answer to number one is perfect: I'm going to ask you to share it when the time goes off."

2. Break it down

Verbalise the internal thought process that leads to a final answer by breaking one big question into many small questions. Unbundle the logical steps that lead to a final conclusion. Ask many students small questions on different levels of Bloom's Taxonomy.

Make it sequential and engaging by popping unpredictably from student to student. Every student becomes involved in finding the final answer, and the process is differentiated.



THIS WEEK'S
LEARNING WALK
FOCUS:
Questioning



3. Process of Elimination

To get students on the right track without over-explaining, narrow or eliminate false choices. By asking students why one question is incorrect, you give them more chances to participate and succeed, even if they aren't ready to explain the correct



answer just yet.



4. Instant Replay

Don't waste time explaining and correcting etc. Remember that students can quickly realize their mistake if they hear an instant replay of what they must have just said. Simply repeat a student's answer back to them so they can hear their mistake and correct it.