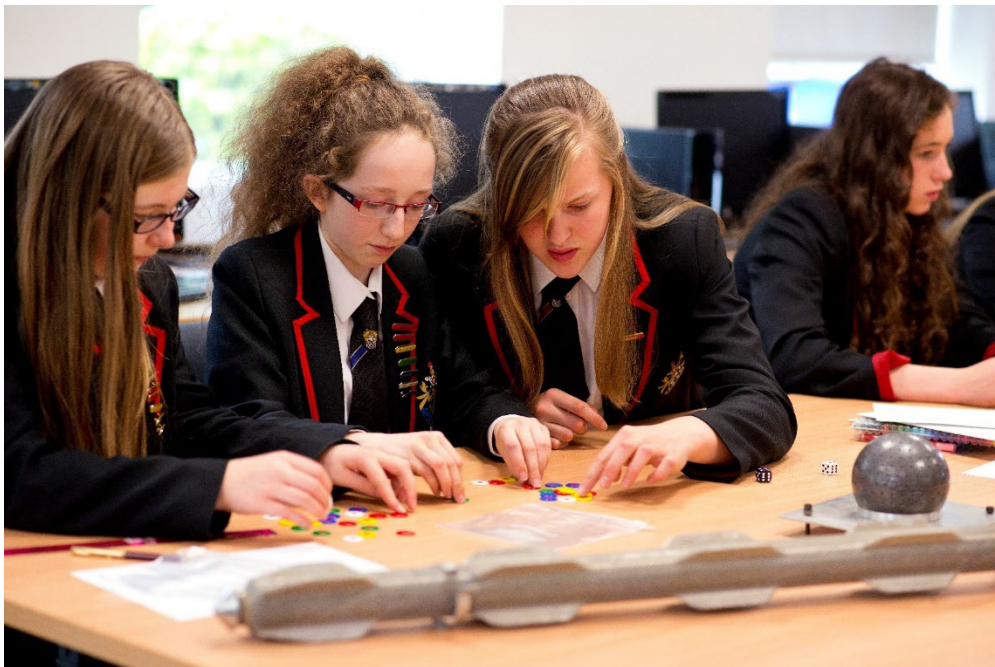# Intensive Training and Practice (ITaP) Undergraduate Secondary Education with QTS
AY 2023-2024

Pivotal Practice: Questioning

Mentor & Trainee Manual

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What is an ITaP?

In preparation for the new 2024 Initial Teacher Education (ITE) curriculum, we are running a pilot Intensive Training and Practice model (ITaP) in this academic year. **The pivotal practice which will be the focus of the ITaP on the Undergraduate Secondary Education with QTS programme is questioning.**

ITaPs are a blend of centre- and school-based activities to:

- **Introduce**: support trainees' learning about the theory of teaching and learning around a given aspect of pivotal practice (e.g. questioning).

- **Analyse**: support trainees to analyse and deconstruct expert teaching in relation to the pivotal practice.

- **Prepare**: provide opportunities for trainees to use approximations practice and to get multiple opportunities for expert feedback on their pivotal practice.

- **Enact**: support trainees to apply their learning of the pivotal practice in the classroom in different scenarios and contexts

- **Assess:** monitor trainees' knowledge and skills of the pivotal practice.

During the school-based element of the ITaP, trainees will need to have opportunities to observe and reflect upon expert practice. They should be supported to understand exactly what it is that makes such practice effective and to think about how it could be embedded in their own teaching and subject. Trainees should have the opportunity to apply what they have learned, deconstruct practice, and receive feedback from their expert colleagues in their subject area. The intention of the ITaP is to consolidate trainees' understanding of how the research evidence base underpinning their ITE curriculum should shape their teaching practice. This approach to teacher education aims to provide trainees' with an opportunity to expand their knowledge, deepen their understanding of theory and practice and increase their confidence to teach using a given aspect of pivotal practice, such as the use of questioning.

The role of the mentor during the school-based phase of an ITaP

During the ITaP period, trainees should be given the opportunity to intensify the focus on these foundational and pivotal aspects of the ITE curriculum; benefit from immediate and targeted feedback focused on improvement in relation to their pivotal practice; and access appropriate expert support. As a mentor, you will have responsibility in ensuring that trainees receive the broad range of experiences required during the school-based ITaP days and that purposeful feedback is provided to enable trainees to develop knowledge, skills and confidence in this area.

Focus of pivotal practice: Questioning

Questions are an integral part of classroom life and essential to every teacher's pedagogical repertoire. 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, as well as higher-order capabilities such as problem-solving. Paramore (2017)[i] identifies an imbalance of questions often found in teaching, saying there is a dominance of teacher talk and an over-reliance on closed questions, providing only limited assessment for learning. The issue then is how classroom questioning strategies can become more effective.

This has been chosen for an ITaP during the consolidation placement as questioning is an aspect of teaching which is embedded into practice and so the way they are managed is not always

explicit. By focusing on different types of questioning throughout lessons, trainees will gain insights into many aspects of practice.

Intended learning & links to the Core Content Framework

On completion of the ITaP, trainees will have a greater understanding of questioning and recognise they form an integral part of their practice. Trainees will:

Learn that:

- Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems (*Classroom Practice 6*)

- High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary *(Classroom Practice 7)*

Learn how to meet individual needs without creating unnecessary workload, by…and following expert input - by taking opportunities to practise, receive feedback and improve at:

- Reframing questions to provide greater scaffolding or greater stretch *(Adaptive Teaching F)*

Learn how to stimulate pupil thinking and check for understanding, by:

- Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers) *(Classroom Practice G)*

Learn how to check prior knowledge and understanding during lessons, by:

- Structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions) *(Assessment C).*

Structure of ITaP

On the Undergraduate Secondary Education with QTS programme, the ITaP will take place over Semester 2 and the beginning of Developmental placement for **Year 2 Trainees.** This will be split between sessions at university, and opportunities to enact and assess on the consolidation professional practice.

During Week 19 (2nd/4th Jan 2024), 24(6th/8th Feb 2024) and 27 (Advance Achievement Week 27th/29th Feb 2024) Trainees will be based on campus.

During Week 23 and 39 (week 3 and 4 of Developmental Placement; w/c 13th/20th May 2024: Trainees will be based in their Developmental setting and mentors will be supported with any delivery /support required.

Whilst there are key experiences and components to the school-based phase of the ITP, schools have autonomy with regards when these take place. As a starting point, an exemplar timetable has been provided below to support you in planning these experiences and components. As mentor, please can you ensure that your school's draft ITP timetable is shared with the trainee and link tutor by Friday 3rd May (The end of Week 1 of Developmental Placement). The trainee will then upload the finalised timetable to Inplace

Pre ITP training	Trainees have completed the year 1 curriculum			
Date: Week 19	Week 24	Week 27 AAW	Week 38 (Dev Placement wk 3)	Week 39 (Dev Placement wk 4)
INTRODUCE/	ANALYSE	PREPARE	ENACT	ASSESS
Learning about the theory of teaching and learning.	Using representations to analyse expert teaching.	Using approximations to practice and get feedback.	Receiving support to apply learning in the classroom.	Tracking trainees' growing knowledge and skills.
Lecture: Principles of effective questioning (Tuesday 2nd Jan 9-10, 1 hour)	Expert Modelling: Questioning (Tuesday 6th Feb, 9-10, 1 hour)	Scenario Planning: Questioning in the Classroom (Tuesday 27th Feb, 2 hours)	Lesson Observation: Questioning in subject areas (1 hour)	Trainee planning and artefacts (1 hour)
Assigned Readings Lemov, D (2021), *Teach Like a Champion 3. 0 :* Chapter 7 (265-322) Wiliam, D. (2019) *Teacher Magazine Podcast* (1 hour)	Assigned Readings Gershon, M. and Bloom, B. S. (2018) *How to use bloom's taxonomy in the classroom : the complete guide.* Sayers, J. (2013) Questioning *John Sayers Geography Blog* (1 hour)		Co-planning (1 hour)	Lesson observation, feedback and assessment (2 hours)
Seminar: Questioning in subject areas (Thurs 4th Jan 1-3, 2 hours)	Lesson Observation: Questioning in subject areas (Thurs 8th Feb 1-2, 1 hour)	Assigned Readings Sherrington, T 2020, *Teaching WalkThrus: Five-Step Guides to Instructional Coaching,.* Chapter 4 (265- 338) (1 hour)	Deliberate Practice (1 hour)	
	Lesson Observation: Questioning outside subject areas (Thurs 8th Feb 2-3, 1 hour)	Digital Approximations (Friday 1st March, 2 hours)	Subject specific expert feedback and Co-planning (1 hour)	Progress tutorial (Thursday 2-3, 1 Hour)
Group Tutorial: Questioning led by subject specialist (Thurs 4th Jan, 3-4, 1 hour)	Progress check: What do you know about good questioning? (Thurs 8th Feb 3-4, 1 hour)		Trainee planning and artefacts (1 hour)	Mentors complete WDS (1 hour)
5 hours	5 hours	5 hours	5 hours	5 hours

Week 1	
Campus: Lecture (Tuesday 2nd Jan delivered on campus)	Principles of Effective Questioning Overview of session: • Consolidate trainees' understanding that questioning is a technique that is used for a variety of reasons. • Consider the underlying challenges and solutions in planning and implementing questioning in the classroom. • Consolidate trainees' awareness of the approaches used in planning and implementing a variety of questioning approaches in the classroom such as XXXXX • Opportunities for trainees to consider how their own questioning techniques might be further developed.
Assigned Readings	Lemov, D (2021), *Teach Like a Champion 3. 0 :* Chapter 7 (265-322) Wiliam, D. (2019) *Teacher Magazine Podcast*
Seminars (Thurs 4th Jan)	**Questioning in subject areas (2 hours)** • Peer discussions and reflections focusing on subject specific approaches to questioning. In XXXX this will focus on XXXXXXX.
	Questioning led by subject expert Peer discussions and reflections focusing on subject specific approaches to questioning for challenge. • Why is questioning such a useful tool for a teacher of XXXX? • How would you prepare to use questioning with a particular XXXX Class?
For the subject in which they are training in trainees should know:	• Questioning is the most important kind of formative assessment. A key role of a question is to give the teacher evidence on which to decide what to do next. • There are five purposes for questions: discovery, application, checking understanding, retrieval and perception-based questioning (Lemov 2021) • Taking time to craft questions beforehand which might be used in class results in more purposeful questioning.
For the subject in which they are training in	• manage the process of which pupils answer, and when, to cause the greatest amount of thinking time to occur among the widest range of pupils by using no-hands questioning. • Give pupils time to think between asking a question and expecting an answer. This can include pause time, or partner talk time.

trainees should know how to:	
Week 2	
Campus: Lecture (Tuesday 6th Jan delivered on campus)	Expert Modelling Questioning Overview of session: • Observation and discussion of Questioning in a classroom setting • Use of video material • Discussion of taxonomies for structuring questioning, such as Bloom's Taxonomy and Socratic Questioning
Assigned Readings	Gershon, M. and Bloom, B. S. (2018) How to use bloom's taxonomy in the classroom : the complete guide. Sayers, J. (2013) Questioning *John Sayers Geography Blog*
Seminars (Thurs 4th Jan)	**Lesson Observation: Questioning in subject areas** • Trainee to observe expert colleague(s) within their subject area with a specific focus on the use of questioning (using video or digital approximations) • Questions to support reflection and/or discussion with expert colleague(s) in their subject area. Questions for discussion: 1. For what purpose(s) are questions used? 2. How long does the teacher wait for pupils to answer questions? What impact does this have? 3. How does the teacher select pupils to respond? Why do you think this is their approach? What is their intent? 4. How many pupils typically answer questions in one lesson? Is there a pattern to who responds? 5. How often does the teacher quickly move on or answer the question themselves? 6. Does the teacher always hold out for an answer that is 100% correct? 7. What does the teacher do when a response is incorrect or not the response they were expecting?
	Lesson observation: Questioning outside subject area

	• Trainees to observe expert colleague(s) outside their subject area with a specific focus on the use of questioning, using video or digital approximations. • Trainees should use this opportunity to explore some differences between subject areas (for example, how is questioning implemented in history different to questioning in Mathematics?) • Questions to support reflection and/or discussion with expert colleague(s). This may be an expert colleague in their subject area or someone outside of their area. Questions for discussion: 1. What approaches are used by the school/ departments/ colleagues for questioning? 2. How often was questioning used during the lessons observed? 3. What kind of questions were used? 4. When a teacher asks questions, do they know what answers they are trying to get form pupils? 5. What is the difference between closed and open questions? 6. How can questioning be used to check pupils' prior knowledge? 7. How can questioning be used to assess pupils' understanding? 8. What constitutes high-quality classroom talk? 9. How do follow-on questions support pupil understanding? 10. Why plan questions that become increasingly difficult? 11. What effective approaches are used to probe understanding? 12. Pose the question: what if pupils do not know the answer? What will you do?

	Progress check: What do you know about good questioning?
	• Explain how questioning is used in the classroom to
	    o assess knowledge and understanding
	    o challenge pupils to develop knowledge and understanding.

For the subject in which they	• Bloom's Taxonomy is one useful way of structuring oral questions, as it tests foundational knowledge, which can then be used for higher order questions such as synthesis.

are training in trainees should know:	• Socratic Questioning provides another useful way of structuring oral questions to give pupils opportunity to answer in greater depth. • Pupils should only be asked questions that they have been taught the answer to, or that they can reasonably be expected to work out given what they have been taught.
For the subject in which they are training in trainees should know how to:	• Provide 'just enough' help to enable a pupil to correct a wrong answer. • Probe a student to give better answers by asking one pupil several questions to check understanding, eradicate misconceptions, add extra challenge, or scaffold for improvement.
Week 3	
Campus: Subject seminars	Scenario Planning: Questioning in the Classroom • Trainees will collaborate with peers and tutors to in their subject areas exploring different types of questioning in practice and plan for their use in deliberate practice
	Role Plays: Supported Questioning with invited pupils at EHU • Trainees will undertake peer teaching and team teaching activities with invited pupils to demonstrate effective questioning within subject area.
Assigned Reading	Sherrington, T 2020, *Teaching WalkThrus: Five-Step Guides to Instructional Coaching*,. Chapter 4 (265- 338)
For the subject in which they are training in trainees should know:	• Teachers can inspire pupils by having high expectations, • Some pupils need more support than others to progress through the XXX curriculum. • Taking time to craft questions beforehand which might be used in class results in more purposeful questioning.
For the subject in which they are training in trainees should know how to:	• Set challenging objectives for all pupils • Support learners by scaffolding tasks and providing support. • make accurate decisions – with support from colleagues, about the kinds of support that pupils including individual learners need. • manage the process of which pupils answer, and when, to cause the greatest amount of thinking time to occur among the widest range of pupils by using no-hands questioning. • Give pupils time to think between asking a question and expecting an answer. This can include pause time, or partner talk time.
Week 4	

	Lesson Observation: Questioning on Placement
	
	• Trainee to observe expert colleague within their subject area with a specific focus on the use of questioning
	
	• Questions to support reflection and/or discussion with expert colleague(s) in their subject area.
	
	Questions for discussion:
	
	    • For what purpose(s) are questions used?
	
	    • How long does the teacher wait for pupils to answer questions? What impact does this have?
	
	    • How does the teacher select pupils to respond? Why do you think this is their approach? What is their intent?
	
	    • How many pupils typically answer questions in one lesson? Is there a pattern to who responds?
	
	    • How often does the teacher quickly move on or answer the question themselves?
	
	    • Does the teacher always hold out for an answer that is 100% correct?
	
	    • What does the teacher do when a response is incorrect or not the response they were expecting?	

Placement	**Co-planning with expert colleague in preparation for deliberate practice in the subject area** • Trainees to plan with mentor what types of questioning will be implemented in upcoming deliberate practice and to discuss rationales for their practice. This lesson will be delivered during week 4 of the ITaP. • Trainees should be encouraged to draw from their observations both within and outside of their subject areas.	
	Demonstration: Trainee Deliberate Practise • Trainee to deliver a lesson with a particular focus on questioning (planned with their mentor)	
	Subject specific expert feedback and Co-planning in preparation for lesson observation • Deconstruct observation with expert colleague focusing on the effectiveness of approaches implemented in relation to questioning. • Mentors may wish to make use of the prompts provided. • Utilising targets and feedback from post-lesson observation discussion to plan and prepare for upcoming lesson observation with a focus on improving questioning (Week 5 of ITaP, Curriculum week 38)	
	Trainees to reflect on classroom artefacts e.g. Schemes of Work, Curriculum maps, lesson plans in preparation for deliberate practise	

	• Trainee should be provided with access to classroom artefacts. • Independently and/or with support they should reflect on what they have learnt about approaches to effective questioning in the context of the school, their department, and their subject. • They should be encouraged to reflect and consider what impact their learning about questioning would have on their own classroom artefacts. For example, how a resource may be utilised, how planning may reflect the deliberate and pivotal practice. • Trainees should plan a lesson with a particular focus on questioning to be delivered in week 5 of the ITaP (Curriculum week 39)
For the subject in which they are training in trainees should know:	• Good questioning helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. • High-quality feedback can be verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve • Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.
For the subject in which they are training in trainees should know how to:	• Plan formative assessment tasks linked to lesson objectives and how to think ahead about what would indicate understanding (e.g. using hinge questions) • Structure assessment tasks, including questioning, to check for prior knowledge, knowledge gaps, and pre-existing misconceptions • Prompt pupils to elaborate on their responses to check secure understanding when questioning • Monitor pupil understanding during lessons (inc. checking for misconceptions) by questioning as opposed to how busy they are or their understanding of the task
Week 5	
Placement	**Trainees to reflect on classroom artefacts e.g. Schemes of Work, Curriculum maps, lesson plans in preparation for deliberate practise** • Trainee should be provided with access to classroom artefacts. • Independently and/or with support they should reflect on what they have learnt about approaches to effective questioning in the context of the school, their department, and their subject. • They should be encouraged to reflect and consider what impact their learning about questioning would have on their own classroom artefacts. For example, how a resource may be utilised, how planning may reflect the deliberate and pivotal practice. • Trainees should plan a lesson with a particular focus on questioning to be delivered in week 5 of the ITaP (Curriculum week 39)
	Lesson observation and feedback- completed by mentor • Trainee to deliver a lesson with a particular focus on questioning, demonstrating an improvement from previous practice and taking their ITaP learning into account.

	• Mentor should make use of the EHU lesson observation form for their observation of the deliberate practice. As per the outline provided, observation and feedback should focus on the use of the pivotal practice (questioning) which is the focus of the ITE curriculum for that week. • Deconstruct observation with expert colleague and identifying areas for further development
	Progress Tutorial Discussion with Tutor of: • What have you learned about the importance of carefully sequencing content? • What have you learned about the nature of your classes, including any individuals with specific needs? • How has your questioning technique developed? What evidence do you have of this?
	Trainees to complete assessment with mentor [WDS document to be completed and targets set] • Trainee and expert colleague to reflect on trainees' progress this week in relation to their ITE curriculum making use of the WDS. • Identify areas of good practice and areas of further development as part of the weekly WDS which trainees should then upload into InPlace.
For the subject in which they are training in trainees should know:	• Questioning is the most important kind of formative assessment. A key role of a question is to give the teacher evidence on which to decide what to do next. • There are five purposes for questions: discovery, application, checking understanding, retrieval and perception-based questioning (Lemov 2021) • Taking time to craft questions beforehand which might be used in class results in more purposeful questioning. • Bloom's Taxonomy is one useful way of structuring oral questions, as it tests foundational knowledge, which can then be used for higher order questions such as synthesis. • Socratic Questioning provides another useful way of structuring oral questions to give pupils opportunity to answer in greater depth. • Pupils should only be asked questions that they have been taught the answer to, or that they can reasonably be expected to work out given what they have been taught.
For the subject in which they are training in trainees should know how to:	• manage the process of which pupils answer, and when, to cause the greatest amount of thinking time to occur among the widest range of pupils by using no-hands questioning. • Give pupils time to think between asking a question and expecting an answer. This can include pause time, or partner talk time. • Provide 'just enough' help to enable a pupil to correct a wrong answer.

	- Probe a student to give better answers by asking one pupil several questions to check understanding, eradicate misconceptions, add extra challenge, or scaffold for improvement. -

Practice should trainees have opportunity to observe expert questioning during placement

Trainees must have an opportunity to observe experts enacting different types of questioning. They should be provided with opportunity to observe practice in the essential column at least once during the ITaP, and ideally should experience them for each key stage (KS3 and 4) to enable them to note the differences. Opportunities to observe practice from the desirable column would be beneficial (even if this is limited to one key stage or year group).

Essential	Desirable
Closed questioning	Pupils to ask questions
Open Questioning	Unusual or speculative questioning approaches to challenge pupils in their thinking e.g. 'if' questioning or 'why would it be wrong to suggest....?'
Methods of questioning e.g. no hands, wait time, elaboration, name the question, retrieval starter	Variety approaches e.g. think, pair, share, use of mini whiteboards, show me boards, choral response, multiple choice questions, say it again better, randomised questioning
Subject specific question taxonomy e.g. key questions for enquiry	Questioning to extend vocabulary
Build questions from previous questions asked e.g. pupils disagreeing constructively, supporting responses with evidence	Questioning to correct or uncover misconceptions
Management-related questioning e.g. Has everyone finished this piece of work now?'	
Information recall-related, e.g.' XXXXXXX	
Higher-order questions, e.g.'What evidence do you have for saying that?'	
Dialogic questioning	
Questioning to stretch and challenge e.g. non-directive prompt, directive prompt	
Probing questioning e.g. Can you give an example?', 'Is that always true?', 'Do you agree with Michael's answer?'	
Scaffolding for dialogue	
Process questions e.g. 'how did you work that out?'	
Hinge questions	
High-quality classroom talk and implement a range of strategies, for example, collective, reciprocal, supportive, cumulative, purposeful	

During their observations of expert colleagues [**expert modelling**/ **lesson observation in subject area and outside subject area**] trainees may want to consider these questions, so they are prepared to have a reflective discussion with their expert colleague(s):

- How would you describe the behaviour of the pupils during questioning? What do you think influenced that behaviour?

- How would you compare the effectiveness of the different types of questioning that you observed?

- What routines did you notice in relation to questioning– how do you think these were established?

- Did any individual pupils stand out – how was questioning adapted for these pupils. What strategies were employed to manage more disruptive behaviours?

- How was the teachers voice used during questioning?

- Do you have any suggestions on how the questioning you observed could be improved?

- How did questioning differ from equivalent questioning in other key stages?

- Which types of questioning do you think are harder to manage and why?

- What did you notice about any adaptations made for pupils with additional needs or SEND and why were these made?

- How did the adaptations support these pupils?

- What is the difference between closed and open questions?

- How can questioning be used to check pupils' prior knowledge?

- How can questioning be used to assess pupils' understanding?

- What constitutes high-quality classroom talk?

- How can it be used effectively?

- Think of a key concept you will be teaching in an upcoming lesson. Write three scaffold questions and three stretch questions.

- Can you write five open questions for an upcoming lesson?

- Element of classroom talk: Collective: What does it look like in the classroom?

- Element of classroom talk: Reciprocal: What does it look like in the classroom?

- Element of classroom talk: Supportive: What does it look like in the classroom?

- Element of classroom talk: Cumulative: What does it look like in the classroom?

- Element of classroom talk: Purposeful:W hat does it look like in the classroom?

During preparation for their own deliberate practice during week 4 and 5, [**deliberate practice**/ **lesson observation**], trainees might want to consider these questions, so they are prepared to have a reflective discussion with their mentor.

- How often do you use questioning in your lessons?

- What kind of questions do you use?

- When you ask questions, do you know what answers you are trying to get from pupils?- Do you usually get the answers you expect?

- What is the difference between closed and open questions?

- How can questioning be used to check pupils' prior knowledge?

- How can questioning be used to assess pupils' understanding?

- What constitutes high-quality classroom talk? How can it be used effectively?

- How did you extend and challenge pupils using a range of questioning techniques? How effective was this?

- How did you adapt your questioning to meet the needs of individuals or groups of pupils? How effective was this?

- Why plan questions that become increasingly difficult? How effective was your planning for this?

- What is the importance of follow-on questions? How effective was your planning for this?
- How did you probe understanding?

- How long do you wait for pupils to answer questions?

- How many pupils typically answer questions in one lesson?

- How often do you quickly move on or answer the question yourself?

- Do you always hold out for an answer that is 100% correct?

- What are your next steps?

- What resources / support do you need?

- When will you do this by?

- How has your thinking / practice changed through this experience?

- How has your thinking / practice developed since beginning of the Year 2?

- What has resonated with you from this experience?

Week 5: Observation of deliberate practice

Mentors should make use of the EHU lesson observation form for their observation of the deliberate practice. As per the outline provided, observation and feedback should focus on the use of the pivotal practice (questioning) which is the focus of the ITE curriculum for that week. Below is provided for guidance.

Week 5: Assessment via the WDS

A pre-populated WDS will be sent to mentors to complete during the ITaP week 5. Below is provided for guidance in advance.

Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education (AY 23/24)
Week #

Course:					
'Working creatively with others to enhance life chances'					

Name of trainee		**Trainee ID no.**	
Name of mentor		**Professional Practice phase**	
Name of Link Tutor		**Name of setting**	
Programme		**Week beginning**	

Days trainee has attended this week	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**

Key reading for the week	Summary Limitations: Reference
Support for mentoring in this subject	

Curriculum for the week	**This week trainees should have demonstrated that they know:**	**Y/N**
	• Questioning is the most important kind of formative assessment. A key role of a question is to give the teacher evidence on which to decide what to do next (Muijs & Reynolds, 2017).	

	- There are five purposes for questions: discovery, application, checking understanding, retrieval and perception-based questioning (Lemov 2021) - Taking time to craft questions beforehand which might be used in class results in more purposeful questioning. - Bloom's Taxonomy is one useful way of structuring oral questions, as it tests foundational knowledge, which can then be used for higher order questions such as synthesis. - Socratic Questioning provides another useful way of structuring oral questions to give pupils opportunity to answer in greater depth. - Pupils should only be asked questions that they have been taught the answer to, or that they can reasonably be expected to work out given what they have been taught.

This week trainees should have demonstrated that they know how to:	**Y/N**
- manage the process of which pupils answer, and when, to cause the greatest amount of thinking time to occur among the widest range of pupils by using no-hands questioning. - Give pupils time to think between asking a question and expecting an answer. This can include pause time, or partner talk time. - Provide 'just enough' help to enable a pupil to correct a wrong answer. - Probe a student to give better answers by asking one pupil several questions to check understanding, eradicate misconceptions, add extra challenge, or scaffold for improvement.	

Questions for mentor and trainee to discuss in mentor meeting	**Q1:** Identify what constitutes high-quality classroom talk and questioning and discuss what strategies are effective and explain why. **Mentor summary of trainee response:** **Q2:** Describe the pitfalls in questioning and what possible solutions could be implemented to overcome these. **Mentor summary of trainee response:**
Additional notes from mentor meeting	For example, review of subject knowledge, relevant CPD, arrangements for upcoming lesson observation, school/department events etc.
Trainee workload and	Has trainee workload and well-being been discussed? Please update any risk assessments (if applicable).

well-being		
Opportunities identified for progress	**To make progress through the curriculum the trainee needs to:**	**Opportunity agrees for trainee to practise, observe, or receive feedback on this target**
	1.	
	2.	
	3.	

Current progress would suggest that the trainee is making sufficient progress through the curriculum to proceed:

☐ **Yes, trainee is making sufficient progress through the curriculum.**

☐ **Yes, trainee is making sufficient progress through the curriculum, but this has required additional support (please list the additional support provided below. For example, a reduction in teaching load, additional meetings, use of team-teaching etc).**

☐ **No, despite additional support the trainee is not making sufficient progress through the curriculum. A Progress Support Plan should be considered.**

Mentor Signature	
Trainee Signature	
Trainees should ensure this WDS is submitted by the deadline for the purpose of formative assessment. Failure to do prevents the Link Tutor from assessing their progress and may result in the trainee being placed on a Progress Support Plan.	

Further support and resources

[ITT Core Content Framework](#)

[ITT Core Content Framework Exemplification Resource Materials](#)

[Education Endowment Foundation](#)

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[i] Paramore J (2017) Questioning to stimulate dialogue. In: Paige R, Lambert S and Geeson R (eds) *Building skills for Effective Primary Teaching*. London: Learning Matters.