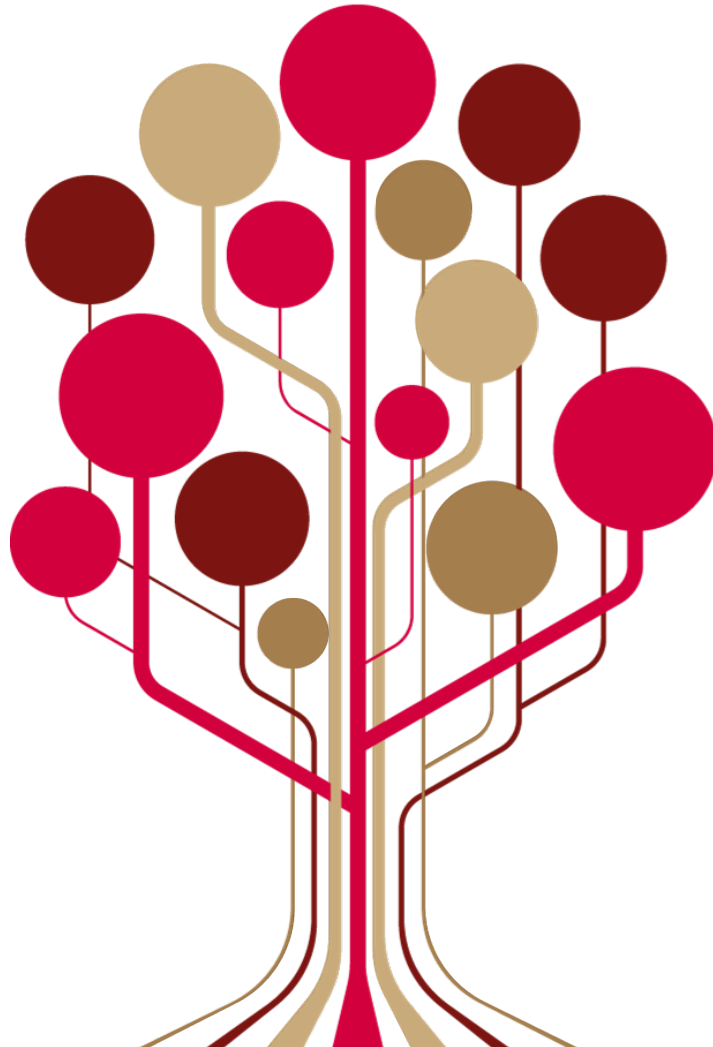


Intensive Training and Practice (ITAPs)

Pivotal Practice: Questioning

PG Secondary with QTS
17th – 21st March 2025



Course contacts

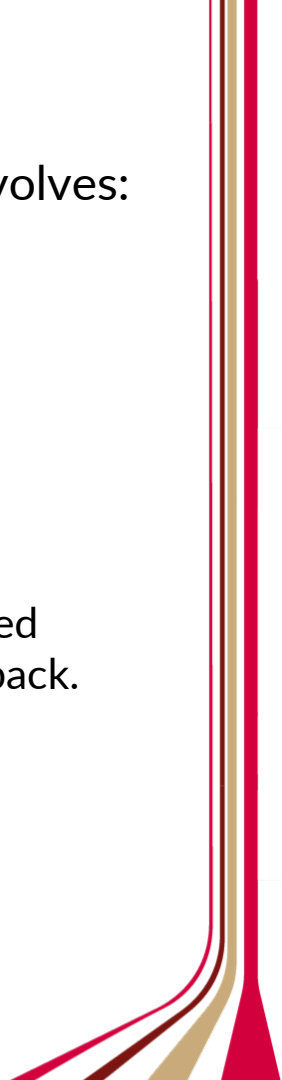
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What is Intensive Practice ?

Intensive practice is a way of helping trainee teachers to get better that involves:

- Focussing on a particular aspect of teaching for a period of time.
- A co-ordinated set of activities that link the theory and practice of teaching.
- Multiple opportunities for a trainee to practice and receive feedback.

E.g. A five day intensive practice unit focussed on Questioning, including centre based and school based support and a range of opportunities to practise and receive feedback.



INTRODUCE	ANALYSE	PREPARE	ENACT	ASSESS
<i>Learning about the theory of teaching and learning.</i>	<i>Using representations to analyse expert teaching.</i>	<i>Using approximations to practice and get feedback.</i>	<i>Receiving support to apply learning in the classroom.</i>	<i>Tracking trainees' growing knowledge and skills.</i>
e.g. Lectures	Lesson observations	Instructional rehearsals	Instructional coaching	Lesson observations
Seminars	Video deconstructions	Scenario planning	Team teaching	Classroom artefacts
Assigned readings	Classroom artefacts	Role plays	Small group teaching	Quizzes
Podcasts	Lesson transcripts	Case studies	Co-planning	Portfolios
Interviews	Expert modelling	Digital approximations	Lesson study	Approximations

Framework informed by: Grossman, P. (2018) (ed.). *Teaching Core Practices in Teacher Education*. & TeachingWorks (2022). *Teacher Education Pedagogies*. University of Michigan. [\[URL\]](#)

University Based and Expert School Placement Based

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 (CP 6)
- High quality classroom talk (sometimes referred to as oracy), can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary (CP 5)

Learn how to:

Stimulate pupil thinking and check for understanding by:

- planning activities around what you want pupils to think hard about (CP L)
- 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). Elaborate on and query pupil contributions to support pupils' oral language skills, and knowledge development (CP M)
- Providing appropriate wait time between question and response where more developed responses are required. (CP N)

Develop an understanding of different pupil needs, by:

- Making use of formative assessment (AT B)

Meet individual needs without creating unnecessary workload, by:

- Reframing questions to provide greater scaffolding or greater stretch (AT N)

Check prior knowledge and understanding during lessons, by:

- Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding (A G)
- Monitoring pupil work during lessons, including checking for misconceptions (A H)

Make feedback manageable and effective, by:

- Using verbal feedback during lessons in place of written feedback after lessons where possible (A O)
- Understanding that written feedback is only one form of feedback (A P)

ITAP Week Overview

Monday 17 th March	Tuesday 18 th March	Wednesday 19 th March	Thursday 20 th March	Friday 21 st March
<p>On Campus</p> <p>Lecture: Principles of Effective Questioning</p> <p>Seminar: Questioning in subject areas led by subject expert</p> <p>Proxima: Questioning in the Classroom</p>	<p>On Campus</p> <p>Lecture: Crafting Effective Questions for Evidence-Based Teaching and Deep Learning</p> <p>Seminar: Scenario planning – Questioning in the classroom</p> <p>Assigned Readings</p> <p>Panel Q&A – Lead Mentors</p> <p>How expert colleagues approach questioning</p>	<p>On Placement</p> <p>Lesson observation: Questioning in subject area</p> <p>Lesson observation: Questioning outside subject area</p> <p>Co-planning with expert colleague in preparation for deliberate practice in the subject area</p> <p>Trainee reflection</p>	<p>On Placement</p> <p>Trainee deliberate practice</p> <p>Subject specific expert feedback and Co-planning in preparation for lesson observation</p> <p>Expert Modelling</p>	<p>On Placement</p> <p>Lesson observation and feedback – completed by mentor</p> <p>Trainees to complete assessment with mentor – WDS document to be completed and targets set</p> <p>Assigned Readings</p>

Full details of the lectures, seminars, and assigned reading are in the Mentor & Trainee ITAP Manual
If you are unable to accommodate the lesson observation and feedback in this week it can be completed in the following week. Please make a note of this on the WDS on Abyasa.

Research and evidence base

Education Endowment Foundation (2016) A marked improvement? A review of the evidence on written marking. Accessible from:

https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf

Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. *American Educator*, 12–20. <https://doi.org/10.1111/j.1467-8535.2005.00507>.

Alexander R (2017) *Towards [Dialogic Teaching](#)* The effective use of talk for teaching and learning, involvi... [More](#): *Rethinking Classroom Talk*. 5th ed. Cambridge: Dialogos.

Hattie, J., & Timperley, H. (2007) The Power of Feedback. *Review of Educational Research*, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>.

All research and evidence base references are in the Mentor & Trainee Manual

