

QTIME

stand
out
teaching

OUTSTANDING LESSON PLANNING





WELCOME

High quality questioning is an essential tool not only for teachers but also students, yet often it lacks planning and as such the resulting questioning lacks focus and depth.

Q-Time questioning gives a simple four-part framework to apply to your questioning technique-

Question - Quiet - Quiz - Query

This is combined with planning in advance to ensure that your questioning has a clear purpose and focuses on informing further activities and improving student progress.



QUESTION

The first step to the process is to pose the question.

To add challenge to this you could use GAP to support and challenge the answers that students give i.e.

Green - Explain your answer

Amber - How could you apply your answer

Pink - Expand/Justify your answer

You also need to set the ground rules- ideally this should include 'no hands up' as this means that all students will need to consider the answer in case they are selected to feedback.

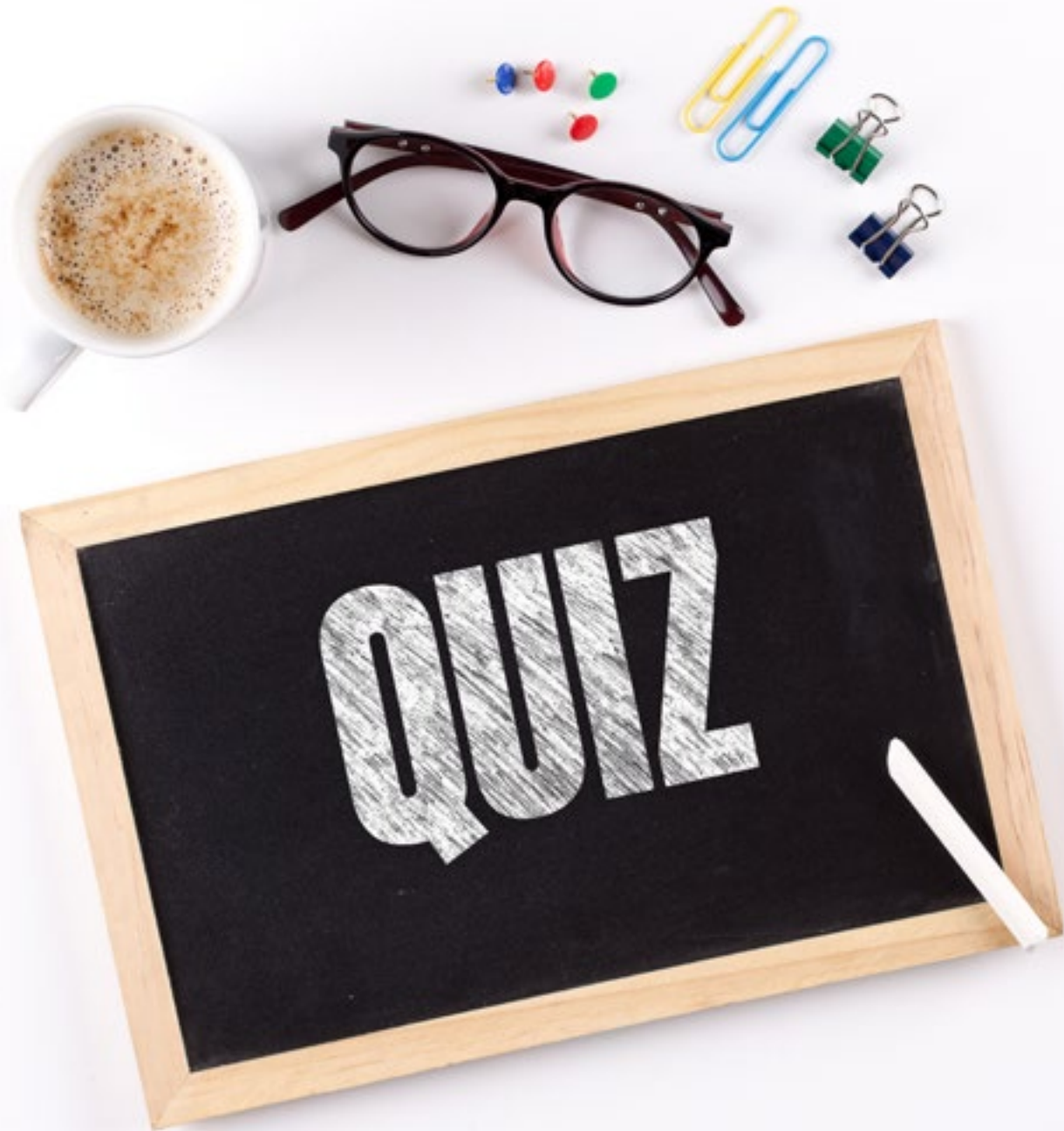
Finally ensure questioning has a focus on open-ended questions rather than closed questions.



QUIET

Pause to allow time for the students to consider their answers (this may also include discussion if required i.e. working in pairs or groups).

This thinking time is essential to consider the possible feedback required. As a teacher you should also consider using a timer, as often these pauses are too short to allow quality thinking time. Aim for a minimum of 30 seconds and allow students to make short notes to help them to remember.



QUIZ

The next step in the process is to ask for the answer to the question.

The key thing here is to include all students in the process and as such hands up should be avoided to prevent students not interacting.

Ask for the answer- this is an opportunity to use the 'Basketball' feedback technique. Ask one student to give an answer, then pass it onto the next to add to, answer or answer another part to the question, or a follow up question.



QUERY

The final stage is to encourage your students to check, clarify or expand on the answer given.

This is the opportunity to check the depth of their understanding to identify and then redirect questions towards any misconceptions. It is also an important step to guiding students to link the questioning to the learning taking place and the tasks that will follow. From this you may wish to then modify any future tasks to provide additional support or challenge.



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