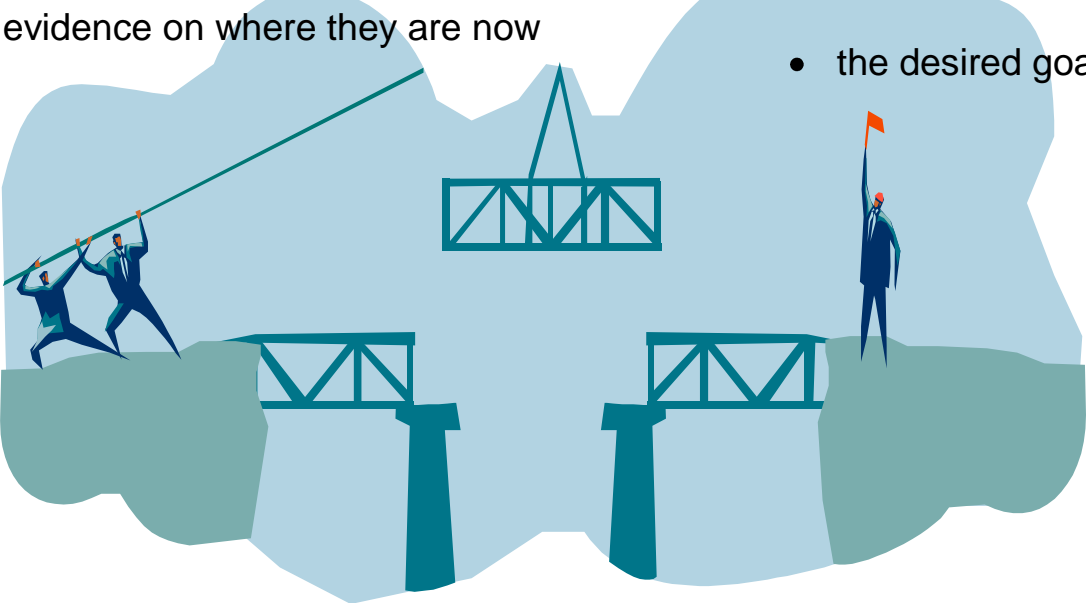


# East Renfrewshire Council: Education Department

## Feedback should provide:

- evidence on where they are now
  - the desired goal
  - some understanding of how to close the gap
- 
- An illustration within a rounded rectangular frame. It depicts a bridge under construction over a body of water. On the left, two figures in business suits are carrying a long wooden beam towards the bridge. In the center, a section of the bridge's truss structure is being lowered into place. On the right, a single figure in a business suit stands on a small island, holding a red flag. A long line connects the text 'evidence on where they are now' to the left side of the bridge, and another line connects 'the desired goal' to the flag. A third line connects 'some understanding of how to close the gap' to the bridge structure.

## Formative Assessment

*In recent years there has been a fundamental change in the way that schools think about the role and nature of assessment.*

*Formative assessment, like summative assessment, is about gathering information relating to students' learning but it is the point at which this information is gathered that makes it different.*

*Formative assessment focuses on how a young person is learning as they undertake the task. The teacher is then more able to tune into the learner's progress, picking up on emerging understandings and difficulties. Formative assessment provides teachers with information with which to modify or change the teaching and learning activities in which students are engaged.*

[journeytoexcellence.org.uk](http://journeytoexcellence.org.uk)

The aim of this document is to help practitioners develop their understanding of how young people learn and how formative assessment can support learning and teaching within the classroom.

Learners are encouraged to take much more responsibility for their own learning when practitioners:

- share standards and expectations for planned learning through learning intentions;
- share clear, relevant and measurable success criteria that have been developed in collaboration with learners; and
- promote self and peer assessment.

*'Assessment by pupils, far from being a luxury, is an essential part of formative assessment.'*

Inside the Black Box

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## Key Abilities / Qualities Required by a School Leaver

### *Activity*

Discuss the key abilities or qualities you think would be required by school leavers so that they can make a strong contribution to the knowledge economy of 21<sup>st</sup> Century Scotland.

Identify 7 abilities/qualities.

### *Solution:*

1. Innovative and creative
2. Able to cross boundaries
3. Adaptable and flexible
4. Analytical critical thinker
5. Problem Solver
6. Strong inter-personal skills
7. Technologically literate

“In times of change learners inherit the earth; while the learned find themselves beautifully equipped to deal with a world that no longer exists.”

Eric Hoffer, 1995

## The Classroom Matters

### *Activity*

Discuss the key factors that lead to successful learning in the classroom?

Identify ten factors.

### *The big ten classroom factors:*

- having a positive attitude
- the development of a pleasant social / psychological climate in the classroom
- having high expectations of what learners can achieve
- lesson clarity
- effective time management
- strong lesson structuring
- the use of a variety of teaching methods
- using and incorporating learners' ideas
- using appropriate questioning
- using varied questioning

[Reynolds: [highreliabilityschools.co.uk](http://highreliabilityschools.co.uk)]

## **Curriculum for Excellence – The Responsibility of All Practitioners**

### **Literacy**

*Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence.*

*Building the Curriculum 1*

### **Numeracy**

*All teachers have responsibility for promoting the development of numeracy. With an increased emphasis upon numeracy for all young people, teachers will need to plan to revisit and consolidate numeracy skills throughout schooling.*

*Building the Curriculum 1*

### **Health & Well-being**

*Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area.*

*Building the Curriculum 1*

## **Assessment for Learning (AfL)**

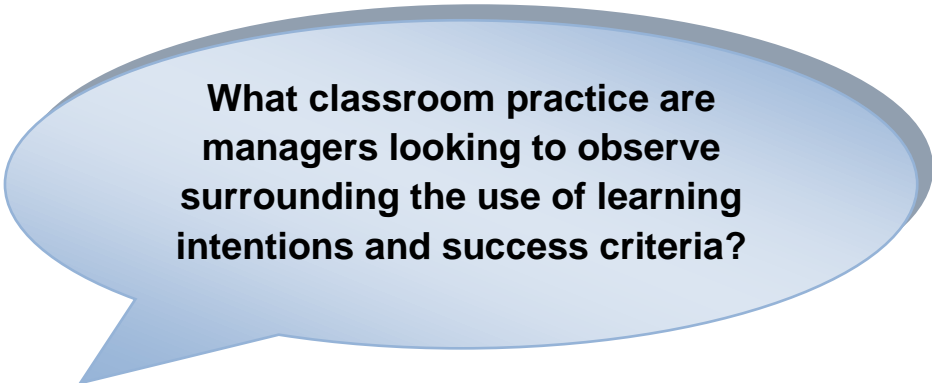
### **Sharing Learning Intentions & Success Criteria**

#### **Experiences and Outcomes**

The experiences and outcomes offer general guidance rather than detailed prescription and give increased emphasis to what learners are able to do.

#### **Directly Relevant Outcomes**

- I know, and can demonstrate, how to travel safely whether on foot, on a bicycle, in a motor vehicle or on public transport
- I am encouraged to travel actively and safely to my place of learning
- I am learning to assess and manage risk, to protect myself and others and reduce potential harm when possible



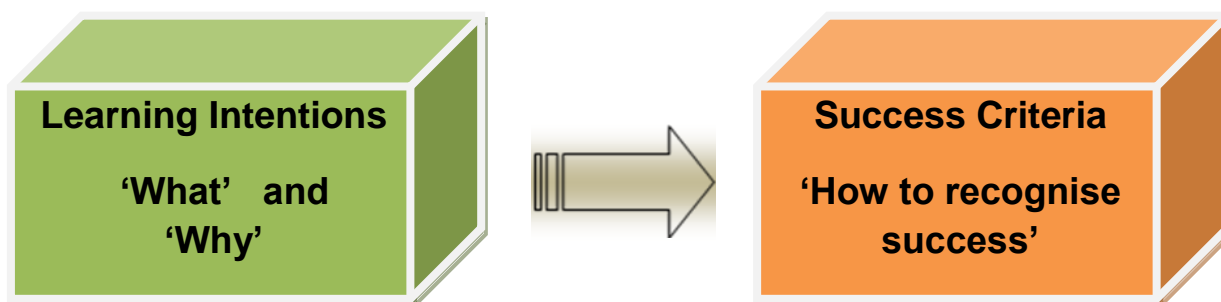
**What classroom practice are managers looking to observe surrounding the use of learning intentions and success criteria?**

1. Practitioner knows how to 'state, share and show' learning intentions
2. Practitioner designs and explains activities that enable the learner to learn what we want them to learn – practical use of the 7 design principles of CfE
3. Practitioner and learner work out success criteria together
4. Learners self/peer assess on an ongoing basis against the success criteria
5. Learners identify next step(s)

## Why Are Learning Intentions and Success Criteria Important?

*'If learners are to take more responsibility for their own learning, then they need to know what they are going to learn, how they will recognise when they have succeeded and why they should learn it in the first place.'*

An Intro to AfL, Learning Unlimited, 2004



To give learners the tools they need to take more responsibility for their own learning and achieve greater learning independence, they need to know:

- what they are going to learn;
- why they should learn it in the first place; and
- how they will recognise when they have succeeded.

Assessment for Learning, and particularly these first two steps in the process, immediately involves learners with their own learning and offers opportunities for key interactions between learners and practitioners. These two elements of AfL are also important because if learners do not know what they are expected to learn and how to recognise their own success, then we cannot promote peer/self assessment, which are two other elements of AfL, as well as being important life skills.

Research shows that learners who regularly receive this information in the classroom are:

- more focused for longer periods of time;
- more motivated; and
- better able to take responsibility for their own learning.



## **Learning Intentions**

### **What is a Learning Intention?**

In AfL, the word intention is used purposely because it puts greater emphasis on the process of learning rather than the end product.

A learning intention is simply a description of what you want the learners to know, understand or be able to do by the end of a lesson/series of lessons. It identifies new learning for the learners and it focuses on transferable skills, so that learners can make connections between their learning and other areas of school and life.

### **Sharing Learning Intentions**

Here are five steps to framing and delivering learning intentions:

1. Identify what learners will be learning
2. Explain the reason for the learning (This is because...)
3. Share (and sometimes negotiate) the learning and the reason with learners at the beginning of the lesson or activity
4. Present these in language that learners can understand
5. Revisit the learning intention throughout the activity/lesson

It is important to:

- be clear and specific about learning intentions and the reasons why these are important things to learn;
- break down learning intentions and translate them into meaningful and manageable language;
- introduce and share learning intentions appropriately at beginning of the lesson;
- structure lessons so that learners can focus on and revisit the learning intention through approaches such as questioning, peer- and self-assessment, written and oral feedback and plenary sessions.

In addition, consider:

- how systematic have you been in doing this – particularly at the beginning of a lesson or activity?
- are you writing or explaining intentions in language that learners can understand?
- when you have presented learning intentions, have you focused on what will be produced rather than what will be learned?

### **What is the learning?**

Rather than frame learning intentions in terms of what a learner will be doing, define the actual learning. The learning can be expressed in terms of:

- Skills
- Knowledge and Understanding
- Reasoning including problem solving in its broadest sense
- Products

Skills are proficiencies, dexterities or abilities acquired through training or experience – applying techniques, drawing conclusions based on evidence, using a multiplication grid, collaboration, etc.

Reasoning (in the broadest sense) encourages learners to develop essential analytic, problem solving and decision making skills. Products may result for some experiences and outcomes.

## **Focus on transferable skills when possible**

The most useful learning intentions are those that focus on generic, transferable skills. These are skills that learners can use in other contexts. This:

- helps learners to make connections across the curriculum
- helps them recognise when they are using similar skills in unfamiliar contexts
- makes achievement of learning intention(s) possible for all abilities (it's the extent to which learners achieve or demonstrate the intention that will be different)

Here are some examples of context free learning intentions:

- work effectively in groups
- use evidence to draw conclusions

## **Defining the learning intention**

- Activity: What are we doing?
  - Write a description of your best friend.
- Learning Intention: What are we learning?
  - To write an effective characterisation.
- Context: Vehicle for the learning
  - Friendship

In the above example, learners are learning to write effective characterisations. This is the transferable skill and the learning intention is expressed in terms of a new understanding they are going to develop. Friendship is the context on this occasion.

When defining learning intentions, the key is to distinguish between what your learners are learning and what they are doing. It sounds simple enough, but many of us get it wrong:

'Today class, you are going to write a description about your best friend'

*instead of*

'Today class, you are going to be learning how to write effective characterisations.'

The first statement focuses on what they'll be doing in the activity ... but the second explains what they'll be learning. And this is the critical difference when identifying learning intentions. We need to emphasise what the learners will be learning.

### **Getting the Learning Intentions Right!**

<b>Activity</b>	<b>Learning Intention</b>	<b>Context</b>
Give a speech for or against smoking	To present a point of view in a persuasive way	Speech about smoking
Draw a bar chart to show how pupils in our class come to school	To present information graphically	Bar chart on types of transport used to get to school
Work effectively in a group to design a leaflet to promote healthy eating	To be able to work effectively in a group	Healthy eating leaflet

## **Tips - Using Learning Intentions Effectively**

Here are some tips for using learning intentions effectively.

### 1. Start small.

- You don't need to have a learning intention for every lesson.

### 2. Separate the learning from the task/activity.

- This helps learners (and you) to focus not on the activity, but on what they will have learned by doing it.
- Tell learners why they are learning something. This can motivate them and also help them to see connections in the curriculum. When possible, give a real-life rationale for the learning.
- Use child-friendly language.
- Remember to use the language of learning: better to say 'are learning to' rather than 'are doing'.

### 3. Display the learning intention.

- This helps pupils to maintain focus while they are working – you could use an interactive whiteboard/ flip chart etc.
- A display will also help remind you to refer to the learning intention throughout the lesson.

### 4. Discuss the learning intention with learners.

- This allows them to internalise and explore what is required of them.

## Success Criteria

The next element in the process is the development of success criteria.

If learning intentions spell out what the learners will learn and why, the success criteria show learners how to recognise success.

Establishing success criteria is important for a number of reasons:

- It improves learners' understanding by keeping them informed about how they will be assessed.
- This, in turn, empowers them because it involves them in their own performance and learning.
- In time, learners who have experience of working to success criteria and contributing to the development of success criteria are more apt to take an independent approach to learning, as they understand how the criteria apply to their learning. They then are able to use these to assess their own achievements, self-evaluate and identify areas for improvement.
- Success criteria also allow practitioners and learners to give accurate feedback.

### What Are Success Criteria?

'... success criteria summarise the key steps or ingredients the student needs in order to fulfil the learning intention – the main things to do, include or focus on.'

- Shirley Clarke

Success criteria let learners know if they have achieved the learning intention. They summarise the main teaching points (key ingredients) or processes (key steps) which link directly to the learning intention.

## **Effective Success Criteria**

Quality success criteria are characterised by these features:

- They are closely linked to the learning intention and the experience(s) and outcome(s).
- They are specific to the activity and will vary with each activity, even if the activities share a common learning intention.
- They are agreed with the pupils in advance. This discussion aspect is particularly important in the classroom:
  - first, it helps foster a positive classroom environment
  - it also gets learners involved in the learning and the activity even before it has started
  - it can also help build learner self-esteem by offering them opportunities to contribute and
  - it is a useful tool to strengthen the learner-practitioner relationship.
- They encourage responsibility and independence by scaffolding peer and self assessment.
- They are revisited and used to provide learners with feedback on their learning. This feedback can be provided by both practitioners and the pupils themselves.

When creating the success criteria, it is important to focus on process and characteristics rather than the final product.

In the example below, there are two sets of suggested success criteria. The criteria 'I will be successful if people enjoy reading my story' and 'it frightens them' are not success criteria because they focus on reaction rather than guidance on how to achieve the effect ... that is, guidance on how to write a narrative.

You can see that the success criteria listed on the right, however, provide learners with the key ingredients needed to show that they fulfil the learning intention. If they can do these things, then they have shown they understand how to write a narrative.

Learning Intention: We are learning to write a narrative	
Activity: Write a ghost story	
I will be successful if: <ul style="list-style-type: none"><li>• people enjoy reading my story</li><li>• it frightens them</li></ul>	I will be successful if: <ul style="list-style-type: none"><li>• set the scene in the opening paragraph</li><li>• build up tension/suspense</li><li>• use spooky adjectives and powerful verbs</li><li>• end with a cliffhanger</li></ul>



## The Standards and Expectations Set Out in the Experiences and Outcomes

It may be helpful to pick out actual words and phrases from the experiences and outcomes of *Curriculum for Excellence*. You will not necessarily be covering all of a particular experience and outcome so focus in on the particular part that you want to include in the planned learning. This should help you to develop learning intentions that link closely with the experiences and outcomes. Think about how to express that part in the language pupils will be able to understand.

### Practical Ideas for Generating Success Criteria

#### Use the action Verb 'I can'

Use of the action verb 'I can' will help to show how pupils will use their knowledge and demonstrate their understanding.

I can describe	I can plan
I can give explanations for	I recognise ways in which
I can give examples of	I can tell the difference between
I can identify ways in which	I can explain that / what / how / why
I can identify strategies to	I can suggest
I can use scientific names for	I can make links between
I can recognise issues of	I can interpret
I can shows ways of / ways in which	I can construct
I can recognise the value of	I can clarify
I can classify	I can decide
I can discuss	I can present
I can sort	I can determine the key points from
I can predict that	I can use evidence to work out.

The ERC Skills Framework provides a mechanism for making the skills being developed more overt to both practitioners and learners. As such, the skills statements can be used to shape success criteria.

## Reflective Questions for Staff

- Are the learning intentions set out in appropriate language for the age of the children?
- Are the learning intentions Specific Measurable Achievable Realistic Time-bound (SMART)?
- How well are the learning intentions explained to children?
- Are the children able to discuss and refine the learning intentions at the beginning of the lesson?
- Are the learning intentions and success criteria visible for pupils to refer to throughout the lesson?
- Do I ensure that all children understand the learning intentions and success criteria?
- Can pupils tell an observer what the learning intentions and success criteria are?
- Do I refer to the learning intentions and success criteria during the lesson?
- Have the pupils had the opportunity to create the success criteria?
- Do I take time at the end of the lesson to discuss how well we have achieved the learning intentions and success criteria?
- Are the pupils able to assess themselves and peers against the success criteria?
- Are the pupils able to determine how they will know if they have been successful in achieving the learning?
- Do the children feel that sharing learning intentions and success criteria are having a positive effect on their learning?
- Have the children been given the opportunity to feedback their views on sharing learning intentions and success criteria to their practitioner?
- Do I give specific feedback focusing on success criteria and improvement?
- Do I provide opportunities for the pupils to make improvements to their work?

## Benefits for Learners and Teachers

Here are some learner benefits, which were identified by practitioners involved in an Action Research Project, 2005

### Benefits for Learners (Findings from Teacher Researchers)

Four speech bubbles are arranged in a 2x2 grid. The top-left bubble is yellow and contains the text: 'Children are more focused and interested, creating a positive learning culture. Their self-esteem is improving also.' The top-right bubble is green and contains: 'We have given children the vocabulary to discuss their own work.' The bottom-left bubble is green and contains: 'Success can now be achieved by all, even the weakest children!' The bottom-right bubble is green and contains: 'Pupils are beginning to talk more about how they are learning rather than what they are learning.'

'Children are more focused and interested, creating a positive learning culture. Their self-esteem is improving also.'

'We have given children the vocabulary to discuss their own work.'

'Success can now be achieved by all, even the weakest children!'

'Pupils are beginning to talk more about how they are learning rather than what they are learning.'

Here are some of the teacher benefits as identified by teachers involved in an Action Research Project, 2005

### Benefits for Teachers (Findings from Teacher Researchers)

Four speech bubbles are arranged in a 2x2 grid. The top-left bubble is green and contains the text: 'I'm more sensitive to individuals' needs/achievements.' The top-right bubble is yellow and contains: 'Sharing learning intentions and success criteria at the beginning of the lessons has resulted in teacher and pupils working more in partnership towards a common goal.' The bottom-left bubble is green and contains: 'Relationships between teacher and pupils are warmer and more positive.' The bottom-right bubble is green and contains: 'My planning is more effective/focused/thoughtful.'

'I'm more sensitive to individuals' needs/achievements.'

'Sharing learning intentions and success criteria at the beginning of the lessons has resulted in teacher and pupils working more in partnership towards a common goal.'

'Relationships between teacher and pupils are warmer and more positive.'

'My planning is more effective/focused/thoughtful.'

## **Assessment for Learning (AfL) - Effective Questioning**

Think about your own classroom environment and atmosphere. How would you respond to these questions:

- Do you ask learners to come up with their own ideas and to think aloud?
- Do you encourage your learners to explain their reasons for their answers?
- Do they get the opportunity to ask their own questions?
- Is it okay to give a 'wrong' answer in your classroom?
- Is everybody's opinion valued by everyone?

### **Climate for Learning**

These questions, and their answers, are important because they all concern the classroom climate for learning.

To begin, think carefully about classroom cultures because establishing the right climate is a crucial factor in effective questioning – a climate where learners feel comfortable sharing their thoughts and asking questions.

Learners will be more inclined to ask questions if there is a supportive atmosphere in the classroom.

## **Establishing a Positive Climate**

A positive climate can be established in classrooms by:

### **Promoting a risk-taking culture**

In order for learners to take risks, they need to know that all contributions are encouraged and valued and that making errors is part of the learning experience. Is it OK to give a 'wrong' answer?

One approach to encourage this is to create agreed 'ground rules' and to flag these up on a regular basis (e.g. thinking time, valuing all contributions, standard conventions of talking and listening).

Problem-solving activities can also encourage learners to hypothesise and think aloud. It also illustrates for learners the trial and error of the learning process and can help them become more comfortable with making errors in order to reach conclusions.

### **Creating a community of enquiry, independent thinking and learning.**

Supportive relationships (practitioner-learner and learner-learner) are extremely important. These can help create an environment where you are part of the learning community as well.

Relationships can be fostered in the class by setting up collaborative ways of working and using flexible groupings.

### **Demonstrate a commitment to learning for all learners**

This will reinforce the shared belief that all children have the capacity to learn by emphasising progression in learning rather than performance. This can help promote self-belief and personal satisfaction on completion of tasks, because learners can feel secure in coming up with their own ideas, thinking out loud and explaining their reasoning.

Keeping these things in mind, and using some of these approaches to create the right climate, can promote effective questioning. In turn, effective questioning can reinforce and help to develop and perpetuate a positive classroom culture.

## Why Do We Ask Questions?

### *Activity - Answering the Big Questions*

Consider a lesson that you have delivered.

What was the purpose of your questions during that lesson?

How did you respond to the answers the learners gave?

Research indicates that these are the most common reasons for asking questions; some are more conducive to learning than others to:

- manage and organise learners' behaviour
- find out what learners know
- stimulate interest in a new topic
- focus on an issue or topic
- structure a task for maximum learning
- identify, diagnose difficulties or blocks to learning
- stimulate learners to ask questions
- give learners opportunity to assimilate, reflect and learn through discussion

How do they compare with your list?

## Planning Questions - A Suggested Framework

### RECALL

recalling, revising material that has already been covered – facts, terms, basic concepts.

**Question cues:** who, what, why, when, where, find, spell, match, name, tell, show.

### COMPREHENSION

understanding the main points of the story by giving descriptions, stating major ideas.

**Question cues:** describe, explain, predict, interpret, outline, summarise.

### APPLICATION

transferring knowledge learned in one context to another.

**Question cues:** complete, illustrate, plan, make use of, choose, experiment with, change.

### ANALYSIS

analysing mood, setting, characters, expressing opinions and preferences, make inference & deduction.

**Question cues:** compare, connect, arrange, select, discover, simplify.

### SYNTHESIS

developing a critical stance based on information from a range of sources.

**Question cues:** compile, propose, imagine, improve, develop, create, generalise, rewrite, improve.

### EVALUATION

making judgements and explaining the reasons for them, developing reasoning using evidence.

**Question cues:** conclude, prove, disprove, criticise, convince, recommend.

## What Is Effective Questioning?

So what exactly is meant by 'effective questioning' and what characterises effective questions?

Effective questioning frames, delivers, times, solicits and responds to questions in a way that reveals as much information as possible, which can then be put to use for three purposes:

- identify where learners are currently in their learning;
- expand and deepen the learning;
- inform planning for future learning.

It's not, necessarily, about asking more questions. In fact, research shows that practitioners ask a lot of questions in the course of a day ... approximately one every 72 seconds, on average.

However, would it surprise you to know that 38% of these are actually answered by the practitioner, not the learners?

Given these figures:

- How well do the questions we currently pose help us meet these three purposes?
- Is there anything we could do better or differently?

Undoubtedly even the best of us could improve the quality of the questions we ask as well as the way we respond to the questions and answers we receive from our learners.

And there are some very simple strategies available to help us do this.



## **Classroom Strategies: Ask Better Questions**

### **Ask better questions**

The first thing that we can do is to ask better questions by planning more carefully and taking more care when framing our questions. We each need to consider:

- What do I want my learners to learn?
- How will they learn it?
- How will I find out if they have learnt it?

We must ensure that our questions reinforce the focus for learning and draw out learners' understanding of the learning.

### **Ask fewer questions**

Many of the questions asked are not meant to be answered; they are simply instructions ('Would everyone line up, please?'), rhetorical questions ('Do you think I didn't see that?'), or they are answered by the practitioner. The first step in asking more effective questions is to ask only the questions that you really want learners to answer.

### **Use more 'open' questions**

Different types of questions serve different purposes. Some seek facts only and others encourage and extend learners' understanding. Where recall is required and you want to find out what your learners know, closed questions are appropriate.

However, when you want to know what they understand, use more open-ended questions e.g. Why do you think...? Could you tell me more about...? Or even 'closed' questions with more than one possible answer, such as, what colour is the sky? These will extend learning and aid reflection.

### **Reframe Questions**

Think about reframing questions to encourage more thoughtful answers e.g., rather than ask, what is 7+8? ask, how many ways can we make 15?

## **Encourage Risk Taking**

Alternatively, to encourage learners to take risks, you could use 'Have a go' questions (perhaps deliberately difficult or open-ended) where learners do not have to find the right answer but are rewarded for exploring options and sharing possible solutions.

## **Sequence Questions**

Sequencing questions is also useful. Single, stand-alone questions rarely achieve the kind of outcomes that we are aiming for, and a barrage of closed questions can sometimes 'close down' the learning.

The best questions look ahead and help move the lesson forward. By carefully planning the sequence of questions, you can expand the learning, encourage learners to the desired outcome/answer and help them on their learning journey. For example, your questions could move from narrow to broad (specific to general) or from broad to narrow (general to specific).

## **Prepare Key Questions**

Preparing 3-4 'key questions' before a lesson or activity can help you to introduce the lesson and its learning intentions, structure the lesson, make links within the lesson and keep everyone on task. They can be displayed on prompt cards or in the form of a mind map.

## **Classroom Strategies: Ask Questions Better**

We can also be more effective in our questioning by asking questions better. This includes the way we ask questions as well as how we allow learners to respond. Some suggested strategies are to:

### **Risk Taking Culture**

Involve the whole class. If we want to promote a risk-taking culture, we need to ensure that learners do not feel threatened. One strategy is to address the group rather than an individual. You can engage the whole class by simply walking round the room while asking/directing questions. This can increase learner involvement and it may also help you observe learner participation and engagement.

### **Think, Pair, Share**

Another strategy is to Think, Pair Share. Learners are sometimes intimidated by having to speak up in a whole-class situation. You can use this strategy to involve everyone. Here, learners think about their answer, discuss it with a partner and then with a group. This can take the focus off the individual, improve self-esteem and give shy learners a voice.

### **Thinking Time**

Providing learners with time to think is also critical to effective questioning. Research shows that practitioners typically allow less than 1 second of wait time between posing the question and asking for the answer (sometimes by providing the answer themselves). By increasing that wait time to 3-5 seconds, you can make a significant difference to your question's effectiveness.

Increasing think time:

- gives learners the vital time they need to order their thoughts;
- ensures more learners are likely to offer an answer;
- results in fewer '*I don't know's*;
- produces more thoughtful, creative and extended answers; and
- benefits all children, no matter what their ability.

However, make sure learners know and understand that there is time to think so that they do not feel pressured to answer right away.

Finally, consider a 'No hands up' approach. When you ask a question and one learner in a class puts his or her hand up, often everyone else in the class stops thinking or trying to work out the answer. By asking for 'no hands up', you can encourage all learners to stay engaged with the question for longer.

## **Classroom Strategies: Deal with Answers Productively**

Effective questioning also concerns how well we deal with responses from learners.

These are some strategies to help you:

### **Using Wrong Answers**

- First, use wrong answers to develop understanding. Part of our role here is to *listen* to the learners' responses. We need to listen for the answers we seek but at the same time not overlook other answers and responses that may reveal more about the learner's level of understanding.
- We can actually put 'wrong' answers to use by turning them into a springboard for improved understanding. The trick is to point out the error in such a way that you don't actually say '*No that's wrong*' and at the same time steer the learner towards a better response.

### **Review and Prompt**

- Prompt learners to rethink and review what has already been discussed and/or give cues to guide them and 'nudge' them in the right direction. For example, ask them, 'Why do you think that...?', 'Could you explain...' or 'What about...?'. Remember, prompts do not always have to be verbal. A nod, smile or encouraging hand gesture can also be used to prompt learners' answers.

### **Listen and Respond**

- Always listen and respond positively to learners who are genuinely contributing to the discussion. This can encourage them to take risks and volunteer answers rather than being silent because they are afraid to give the 'wrong answer'.

## Classroom Strategies: Generate Learners' Questions

As practitioners, we ask the majority of questions in the classroom (somewhere in the region of 50-70% more than the learners). Encouraging learners to ask questions is a key process in learning and promotes learner involvement, develops independence, helps learners to work through difficulties (rather than automatically asking for help), develops the ability to explain things more easily and develops reflection and evaluation of their own learning.

We can encourage learners' questions by:

Modelling the process. For example, think aloud and frame questions. This allows learners to develop the appropriate vocabulary for questioning and to understand the difference between a good and bad question.

We can also provide prompts/frameworks for questioning as a useful aid to learners. Using grids and other questioning frameworks are good resources for this (see 'Active Learning and Teaching Methods' on the UK Council for Curriculum, Examinations and Assessment website <http://www.rewardinglearning.org.uk/>). These are available for Key Stages 1,2 and 3 which corresponds to *Curriculum for Excellence* first, second and third levels.

We also need to provide our learners with opportunities to practise their skills. For example, by providing an appropriate object or stimulus, we can stimulate learners' curiosity and encourage them to ask questions.

Alternatively, learners can create questions about part of a text (or a topic) as a means of finding a way into it. Learners who come up with their own questions are much more likely to remember the answer.

We need to plan time for learner questions into our lessons. Our learners will be more inclined to ask questions if there is a supportive atmosphere in the classroom.

## Key Messages

- Establishing the right climate is crucial.
- The classroom should be seen as a community of enquiry.
- The role of questioner does not lie solely with the practitioner.
- Effective questioning performs three key functions:
  - to identify the present level of understanding;
  - to extend and deepen learning;
  - to inform future planning.
- Benefits of effective questioning include:
  - improving the classroom ethos/environment;
  - instilling the skills needed for independent learning;
  - supporting the objectives of *Health & Wellbeing* at all levels in *Curriculum for Excellence*.

### Planning for Questioning - Adapted from E C Wragg

As you think about developing questioning strategies within your own classroom, here is a useful mnemonic for planning:

**I**dentify the key questions in relation to the learning intentions for the lesson

**D**ecide on the level, order and timing of questions

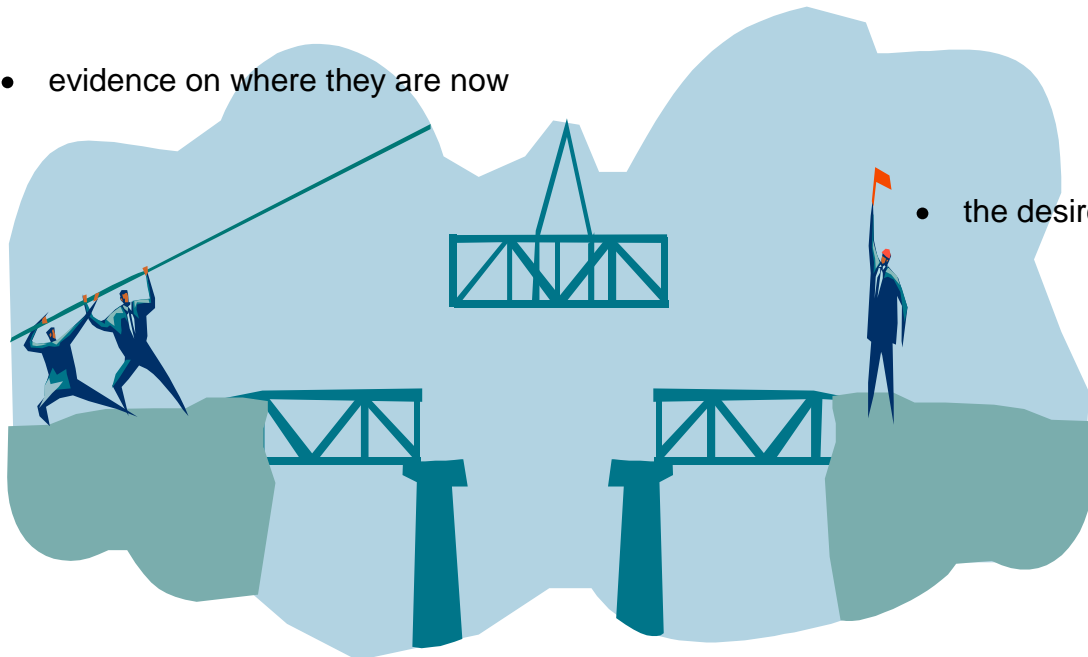
**E**xtend the questioning - thinking of subsidiary questions to ask

**A**nalyse anticipated answers and responses you might give

## Characteristics of Formative Feedback

### Feedback should provide:

- evidence on where they are now



- the desired goal

- some understanding of how to close the gap

### Timing of Formative Feedback

- Feed back during the learning
- Allow time for improvement

### Why is it important?

- Focuses on improvement
- De-emphasises competition
- Improves motivation and learning ambition



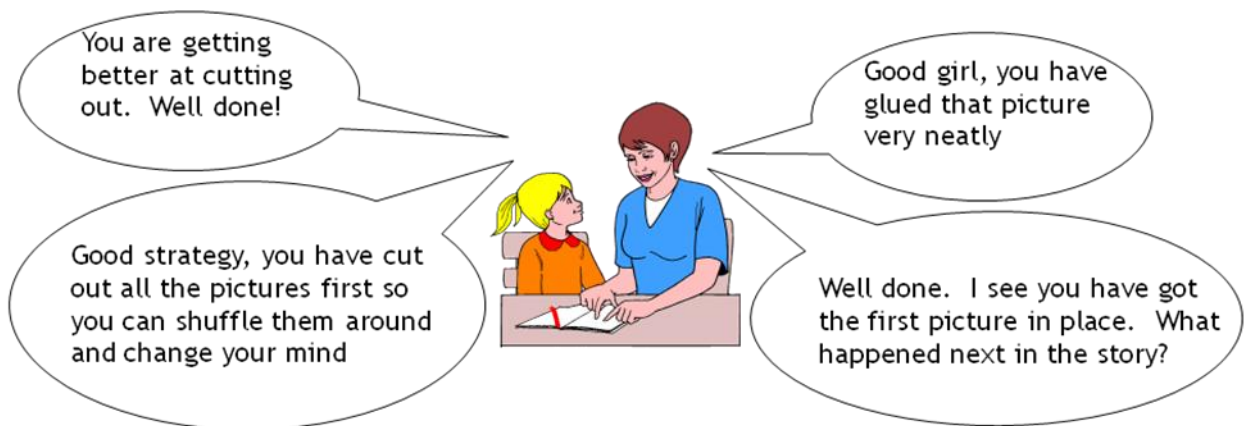
## Types of Feedback

### Oral Feedback

- During the lesson/activity
- Personal and immediate
- Interactive (two-way)

### Effective Oral Feedback

<i>Activity:</i>	Learners cut out, order and glue pictures of a story in sequence
<i>Learning Intention:</i>	To sequence events
<i>Success Criteria:</i>	The pictures will be in the same order as the story we read



### Written Feedback

- Tends to be after the task is complete
- Comments only

## **Focusing the Feedback**

'I recognised things in myself like commenting about the handwriting and spelling, when I should be commenting on the learning intention. It's been a real revelation to me. I'm aware of it all the time now and when I hear myself starting to say "you've left a capital letter out there", I stop really quickly now and go back to talking about the learning intention.'

### **A practitioner from a research project**

*'Feedback to any learner should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other learners.'*

Inside the Black Box, Black & Wiliam, 1998

## **Learning from Feedback**

- Do you allow time for learners to read your comments?
- Do you allow time for improvements to be made to the work?
- Can learners read/understand your comments?

## **A Controversial Question about Marking/Grades**

Which is most effective in helping learners improve?

- Mark/grade only (e.g. 4/10, B+)
- Mark/grade and comment
- Comment only

<b>Groups of learners given:</b>	<b>Improvement in Work</b>	<b>Interest in Subject</b>
<b>Marks/grades only</b>	<b>Nil</b>	<b>Positive for high attainers Negative for middle/low</b>
<b>Marks/grades and comments</b>	<b>Nil</b>	<b>Positive for high attainers Negative for middle/low</b>
<b>Comments only</b>	<b>30%</b>	<b>Positive for all groups</b>

Comment-only marking is the best way to help learners improve

*Research findings, Black & William, 1998*

### **A Strategy for Written Feedback**

- Find 2 successes against the success criteria
- Find the part of the work that has most scope for an immediate 'jump' (not simply the worst part)
- Write a short prompt telling the child exactly what to do to this part of their work
- Provide time for them to read, process and respond to your prompt

## Prompts for Improvement

- A reminder prompt is most suitable for able children.
  - *'Say more about how you feel about this person.'*
- A scaffold prompt: scaffolds the learning for children who need more support than a simple reminder.
  - *'Can you describe how this person is a 'good friend'?'*
  - *'Describe something that happened that showed they are a good friend.'*
- An example prompt: can be extremely successful with all children, but especially with average or below average children.
  - *Choose one of these or your own: 'He is a good friend because he never says unkind things about me', 'My friend is a friend because he never tells me lies.'*

Shirley Clarke

## Final Tips and Reminders

To deliver formative feedback:

- Relate the feedback to the learning intention and success criteria;
- Identify where success has occurred;
- Set a goal for improvement;
- Show where and how improvement could take place;
- Allow time for learners to make improvements; and
- Start small

## BLOOM'S REVISED TAXONOMY



### Creating

Generating new ideas, products, or ways of viewing things

*Designing, constructing, planning, producing, inventing.*

### Evaluating

Justifying a decision or course of action

Checking, hypothesising, critiquing, experimenting, judging



### Analysing

Breaking information into parts to explore understandings and relationships

Comparing, organising, deconstructing, interrogating, finding

### Applying

Using information in another familiar situation

Implementing, carrying out, using, executing



### Understanding

Explaining ideas or concepts

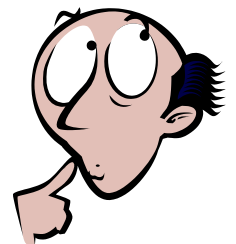
Interpreting, summarising, paraphrasing, classifying, explaining



### Remembering

Recalling information

Recognising, listing, describing, retrieving, naming, finding



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# **PowerPoint Presentations**

