



Learning and Teaching is at the heart of our work at CRGS and is central to our ever developing school culture. The aim of this Learning and Teaching newsletter is to share ideas and prompt discussion as we continue to grow as a whole school, learn from one another and promote best practice.

The newsletter is at times light hearted, at others serious, with some content proving contentious and other simply current learning and teaching fact, backed by academic research.

QUESTIONING AND FEEDBACK



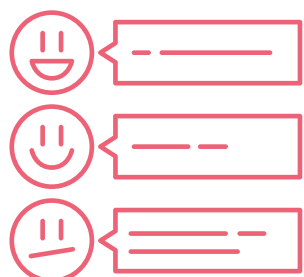
Dylan William sensibly argues that teachers should ask 5 questions of educational research:

1. Does this solve a problem we have?
2. If we do this, how much faster will our students learn?
3. What will be the cost in terms of money and time?
4. Can we implement this here?
5. Do we know what to do?

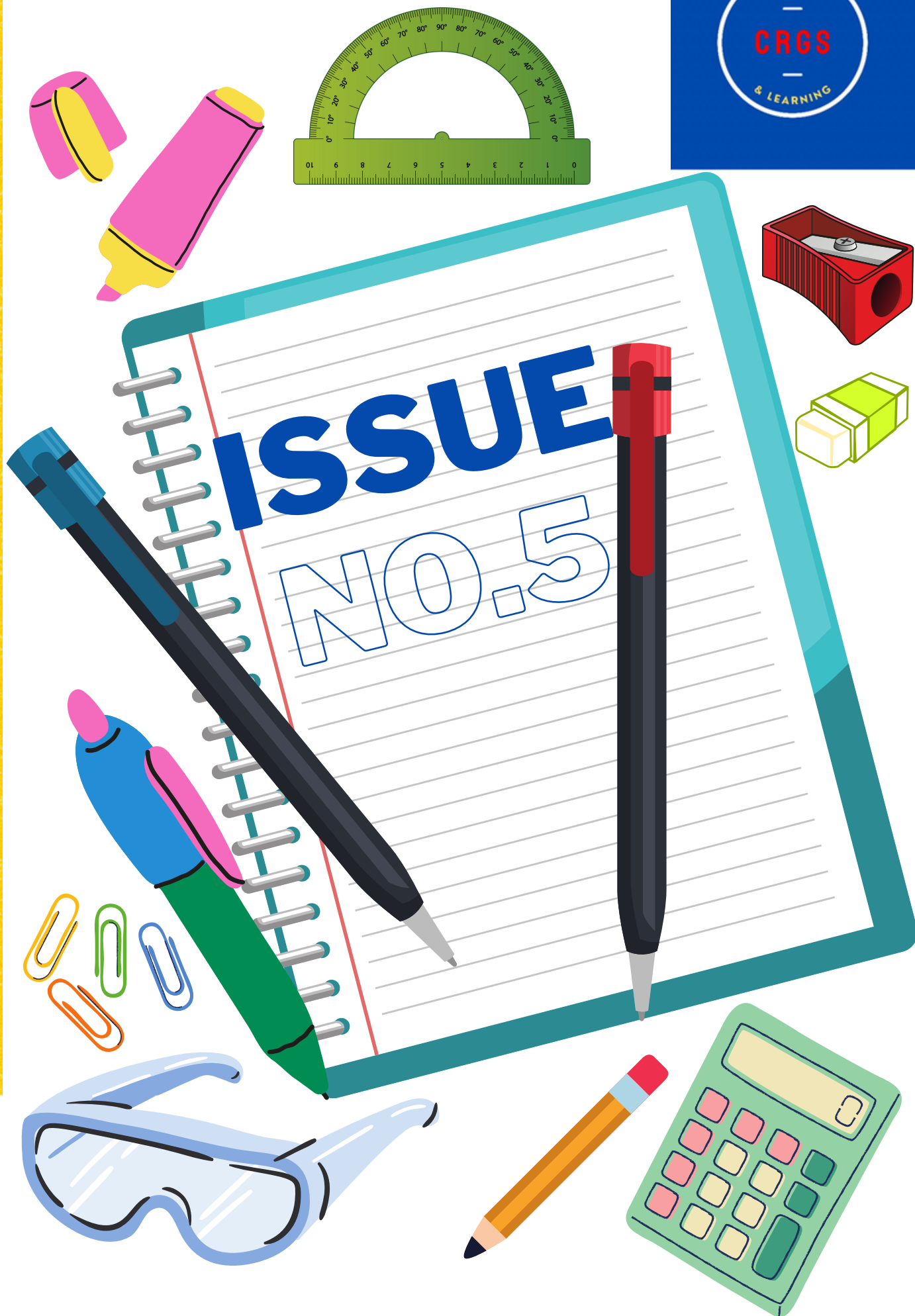
Educators should be critical consumers of educational research and the good news is that Williams goes on to say that he believes there are two areas which are “best bets” given what we currently know. These are:

- Curriculum Development
- Formative Feedback

No surprise then that these make up two of our CRGS Teaching and Learning Foci. Curriculum Development underpins everything we plan for teaching and learning and in this edition of the Teaching and Learning Newsletter we will be exploring ideas around questioning and feedback.



CRGS TEACHING AND LEARNING NEWSLETTER



QUESTIONING

COLD CALL

Ensures all students are listening with no opt out allowed. Say the question, pause for thinking time then select a student. If the student can't answer select another student but always return to the previous student and get them to repeat the answer.

MORE THAN ME

The teacher asks an open question and deliberately cuts short an answer to involve another student to build on the answer.

EAVESDROPPING

When students are working in pairs or groups, the teacher circulates and poses questions based on what is heard in their discussions.

THINK-PAIR-SHARE

Allows students the time to think independently, share and improve their answer with a partner then share if called upon.

HERE IS THE ANSWER, WHAT IS THE QUESTION?

Deliberately back to front questioning to encourage 'out of the box' thinking.

HINGE QUESTIONS

Planned questioning at pivotal times in lessons to check understanding of the subject material taught.

IN THE HOT SEAT

Students take it in turns to sit in 'the hot seat' and answer questions. The questions can be from the teacher or the class. The student can be given lifelines such as, phone a friend and ask the audience.

EFFECTIVE FEEDBACK

Feedback that Moves Student Learning Forwards

Quality feedback should make students think and provide guidance on how to improve. Comment only marking may encourage an open mindset and encourage

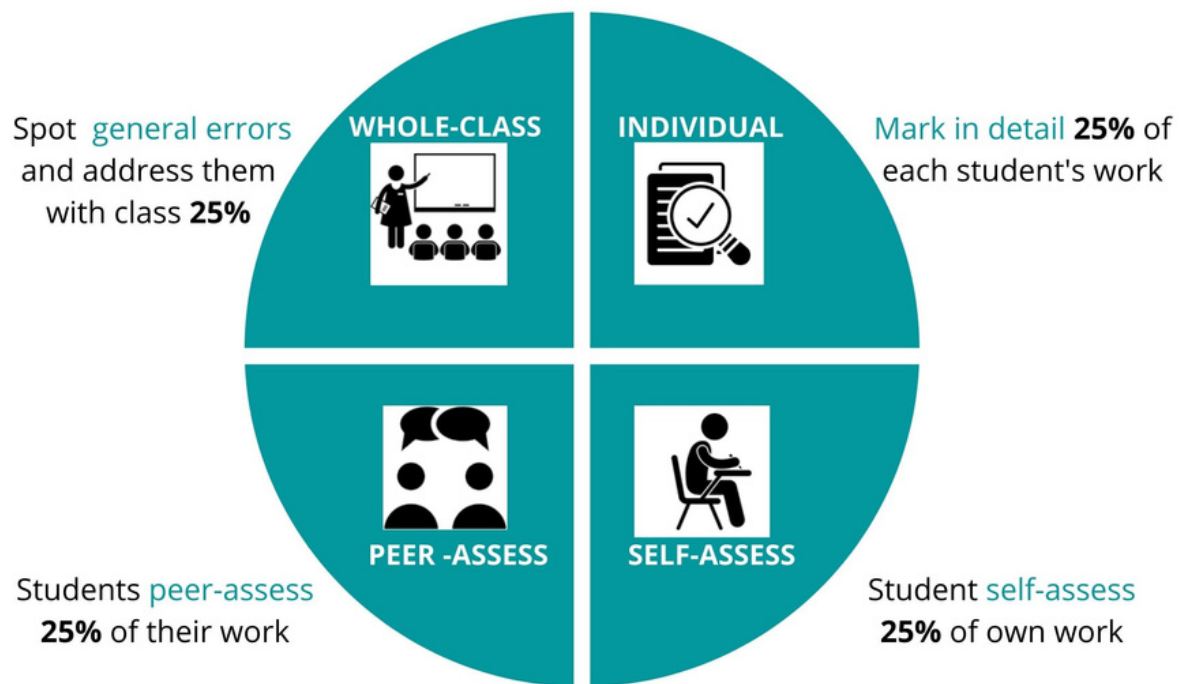
Four Quarter Marking

Here are 4 different ways to elicit feedback:

- Individual Feedback
- Class Feedback on Common Problems
- Peer Assessment
- Self Assessment



Dylan Wiliam's
FOUR QUARTERS MARKING



Created by Cristina Milos @surreallyno

TOP TIPS

As per the recommendations of the EEF, here are the principles of effective feedback in the classroom:

1

Lay the foundations for effective feedback

4

Carefully consider how to use purposeful, and time-efficient, written feedback

2

Deliver appropriately timed feedback that focuses on moving learning forward

5

Carefully consider how to use purposeful verbal feedback

3

Plan for how pupils will receive and use feedback

To find out more, visit the EEF guidance website:

[Teacher Feedback to Improve Pupil Learning](#)

RECOMMENDED READ



SHARING LEARNING INTENTIONS

Research shows it is a good idea to share your learning intentions with students although you don't just have to do this at the start of a lesson. Doing so can make clear what the most important aspects of the lesson are and also allow students and yourself to evaluate whether these have been achieved.

PROVIDE EXAMPLES NOT SUCCESS CRITERIA

Providing students with rubric (success criteria) for assessed work may not be that effective. Many students may struggle to interpret what these actually mean. It can be far better to start by giving students examples of what is expected.

Over time as they develop their disciplinary knowledge of your subject you could move away from exemplars, writing frames and student friendly language and increase student independence. This would require a review of the curriculum to see how assessment develops over either a 5 year period at Main School or a 2 year period at York Street.

MINI WHITEBOARDS

All students have a mini whiteboard in their planner and many departments have additional ones. When questions are well-posed and asked at the right time asking all to write down an answer can be great technique to cause all to think and check whether every student understands or not.

Teaching and Learning at CRGS

Curriculum Planning

Developing Student Independence

Behaviour and Relationships

Explaining and Modelling

Practice and Retrieval

Questioning and Feedback

TEACHING
—
CRGS
—
& LEARNING

