

# Assessment for learning

## Teaching and learning review tables – Questioning and dialogue

You might find it useful to traffic-light these statements: Green = secure or surpassed; Amber = partial or inconsistent; Red = not evident.

### Information

Teacher	Year group	Class	Date

### Teaching and learning review table

	Focusing	Developing	Establishing	Enhancing
Teachers	<p>The teacher is aware that:</p> <ul style="list-style-type: none"> <li>• whole-class talk is mainly teacher to child to teacher and hands-up questioning</li> <li>• questioning should not feel like seeking the right answer</li> <li>• strategies need to be developed to build children’s confidence to contribute</li> <li>• children need to be invited to support, expand on or constructively challenge each other’s responses</li> <li>• group and paired dialogue should be planned for and initiated in response to need arising in a lesson.</li> </ul>	<p>The teacher has planned opportunities for dialogue in all lessons.</p> <p>The teacher is trialling and practising specific strategies to improve the quality of dialogue, for example use of wait time, think–pair–share and no-hands-up questioning.</p> <p>Strategies include the use of different types of questions to trigger and sustain dialogue.</p> <p>The teacher uses questions to probe for real understanding and not superficial understanding.</p> <p>The teacher probes children’s responses to identify whether misunderstandings are due to</p>	<p>All teaching sessions involve advanced planning for strategies to trigger and sustain dialogue; for example, big questions are broken down into a series of smaller questions.</p> <p>Opportunities are provided for talk in first language and reporting back in English.</p> <p>The teacher is confident in judging when to use strategies that respond to evidence of learning in the lessons, for example wait time and cueing in children using gestures and prompts.</p> <p>The teacher is confident in framing questions to support children in showing what they understand.</p>	<p>Whole-class and group dialogue is an integral feature of the lesson.</p> <p>The teacher orchestrates classroom dialogue as an integral part of learning. The move from teacher exposition to classroom dialogue is seamless.</p> <p>The role played by dialogue to accelerate learning and develop children’s independence is well understood. It has informed both the teacher’s advanced planning and the strategies used in response to critical learning moments during dialogue in the lesson.</p> <p>The teacher’s intervention in dialogue is minimal as children are</p>

	The teacher is seeking to develop practice in relation to the above.	<p>cognition or language use.</p> <p>The teacher is gaining in confidence in the use of paired and group dialogue to support learning.</p> <p>All children are encouraged to, and expected to, contribute to discussions.</p>	<p>The teacher uses appropriate resources and engaging activities to help focus and sustain dialogue.</p> <p>The teacher has established protocols and a supportive environment in which children can speak with confidence.</p>	well practised in whole-class and group discussion.
Children	<p>The teacher has identified that:</p> <ul style="list-style-type: none"> <li>• some children rarely contribute to discussions, and questions tend to be answered by ‘enthusiasts’</li> <li>• children’ responses to questions are typically brief, often one word, often recall or repetition</li> <li>• some children’s responses do not match their cognitive ability because they require support with the language required to show understanding and respond to others’ contributions</li> <li>• when children speak out in whole-class discussions they are sometimes mocked by their peers</li> <li>• during whole-class discussions, some children are ‘caught out’ as not listening</li> <li>• group and paired discussions rarely last long, or discussions drift off task.</li> </ul>	<p>Most children are confident in discussions and contribute willingly.</p> <p>Some children’s responses are extended and show higher-order thinking, and their views are supported by evidence.</p> <p>During whole-class discussions all children listen and respect the contributions of their peers.</p> <p>In group and paired discussions most children contribute and learn from each other.</p> <p>Discussions are well focused.</p>	<p>All children regularly contribute to whole-class and group discussions.</p> <p>Children listen carefully to each other. They respond to and build on what others have said.</p> <p>Children typically give extended responses, demonstrate high level sustained thinking and can support their views.</p> <p>Children are confident to take risks by sharing partially formed thinking or challenging others in a constructive way.</p> <p>In group and paired dialogue children listen to and learn from each other.</p>	<p>Children’s responses are routinely well developed, are built on or informed by the ideas of others and demonstrate high level thinking.</p> <p>Children are comfortable with paired, small-group and whole-class dialogue. They are confident to take the lead in initiating and building on dialogue.</p> <p>Children are confident to take risks, to challenge each other’s ideas and to be challenged.</p> <p>Children reflect on the dialogue process and know how to get the most from it.</p>