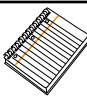
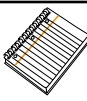


Questioning – Purple and Blue

Look for: 	Make a note: 
1. Surfacing learning by shifting relationships	
• Pupils are encouraged to ask questions. • Pupils' questions always taken seriously. • Pupils explore closed and open questions to gain understanding of uses. • Pupils encouraged to question for further clarification.	
2. Surfacing learning by shifting relationships	
• Teacher models a wide range of questioning strategies. • Pupils encouraged question current topics to further engagement. • Pupils can talk about the different uses of closed and open questions. • Pupils understand the need to ask supplementary questions to uncover detail.	
3. Surfacing learning through language and talk	
• Teacher uses questions to nudge pupils forward. • Classroom language tending towards 'could be'. • Helped to compose direct, fact finding questions. • Pupils practise a range of questioning strategies.	
4. Surfacing learning through language and talk	
• Teacher talk about how we find things out. • Discuss about what makes a good question. • Pupils made aware of how questions are received by others. • Pupils are helped to be sensitive to the likely impact on others of their questions.	
5. Surfacing learning through its construction	
• Pupils enabled to develop questions about topics to be studied. • Every child enabled to join in classroom discussions using 'no hands up approach. • Moments built in to encourage pupils to say 'what am I asking myself about this?' • Pupils practise asking questions to identify relevant detail.	

Questioning – Purple and Blue

Look for: 	Make a note: 
6. Surfacing learning through its construction	
• Lessons designed around intriguing questions ... as a puzzle. • Practice given in open and closed questions. • Pupils given opportunities to use and develop search skills. • Pupils make discerning use of internet and other sources of information.	
7. Surfacing learning by celebrating it	
• Good questions recognised and prized. • Question walls and boxes show value of questions. • Displays of different question types. • Displays of question hierarchies.	
8. Surfacing learning by celebrating it	
• No question ever scorned. • Pupils encouraged to look carefully at what a question unearths. • Pupils asked to identify 'what is' and 'is not' important in what a question reveals.	
9. Impact on pupils in the grey to purple phase	
• Pupils are unafraid of asking • Pupils attend to what questions reveal with help • Pupils are beginning to ask questions purposefully • Pupils can find things out for themselves with support	
10. Impact on pupils in the purple to blue phase	
• Pupils like to think how things work • Pupils think before asking • Pupils find things out for themselves • Pupils use a broadening range of questioning strategies	