

# Effective questioning in live online lessons

With Zara Peskett from the Leadership and  
Training Centre, 5 Dimensions Trust

# Completing this course

Each section of this course will direct you to some resources to read or watch, then suggest an activity to help you develop or apply your learning. Activities may include:



## Reflect:

Take a moment to consider the content and form your own ideas.



## Record:

Make a quick note of what's on your mind.



## Create:

Make something - or think of something you've already made!



## Discuss:

Share your thoughts or ideas with a colleague.



## Share:

Join the discussion with other BlendEd users.

# Introduction

Zara Peskett is an assistant head teacher at Shenley Brook End secondary school, part of the 5 Dimensions Trust.

In this short course, Zara lays out her 5 top tips for effective questioning in online lessons, which she believes will continue to inform teaching practice at the trust beyond the pandemic.



**Watch** [this quick introductory video](#) to get started, then click the back arrow and move on to the next page to continue.

# 1. Plan by question

In this section Zara explains why she feels it is often helpful to consider the key question at the heart of an online lesson before teaching it.



**Watch** [this video](#), in which Zara explains what she means by planning by question and suggests how it can help students' learning, particularly in online lessons.



**Create** a short list of key questions for the next lesson you plan which you could use to help you assess pupil understanding of the learning objectives.

## 2. Use the chat box

When live teaching through video conferencing software the chat function can be a really helpful tool - but it's important to make sure it's being used inclusively and constructively.



**Watch** [this video](#), where Zara explains how she achieves this



**Read** teacher Lucy Huelin's [blog post](#) about gamifying the use of the chat function



**Reflect** on a lesson you have taught in person. If you were teaching it as a live remote lesson, how could you include use of the chat function?

# 3. Prepare students to speak

One challenging aspect of teaching online can be pupils' reluctance to speak, as many find this more intimidating in an online environment.



**Watch [this video](#)**, in which Zara explains how she overcomes this issue with her pupils.



**Watch [this video](#)** from Zara's colleague Georgina Stapleton, who goes into further detail on this topic. You can even take her course on oracy by clicking [here](#).



**Share** an ice breaker question you have used with your own pupils, whether online or in person, via [this Padlet](#).

# 4. Vary levels of questioning

Although quick recall questions are helpful, it's important to include questioning that promotes higher order thinking within online lessons.



**Watch** [this video](#), in which Zara shares some ways of constructing questions that will get pupils thinking more deeply and creatively.



**Record** 3 potential sentence starters that you could use in your next live lesson. You could include:

- I agree with this because...
- Something I know about this is...

# 5. Try bouncing questions

‘Bouncing questions’ involves preparing students to respond to an answer given by their peer.



**Watch** [this video](#) in which Zara explains how this strategy works and why it can be helpful.



**Discuss** this strategy with a colleague. Is it something you already find yourself doing in lessons? What preparation would be required to implement this in your regular practice?

# Thank you for completing this course.

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