



Focus on.....Cold Calling



Developed by Doug Lemov in 'Teach like a Champion', cold calling is designed to promote active thinking during whole-class questioning. Rather than asking for a volunteer, the teacher poses a question, pauses (allowing all students to think and answer in their heads) and then calls on a particular student to respond. Formulate question sequences in advance, as part of lesson planning. Think carefully about what wording will provide the most understanding and challenge.

Cold calling is a questioning strategy that we are working to embed in our practice, to ensure that all students are thinking in lessons, to adapt our teaching based on students' responses and to build confidence in oral participation prior to students working independently or on written responses. Some student voice feedback has suggested that we have some more work to do to establish the ethos of cold calling and to avoid students feeling that they are being singled out to respond; below are some useful strategies to apply when using cold calling to develop responses and the resilience of students:

The spirit is inclusive and invitational; it's never a 'gotcha': Asking students to answer is a warm invitation to participate. *David, what were you thinking? Yusuf, did you have an answer? Yasmin, which three did you pick?*

Pre-Call: This is when you tell one or more students that you will ask them to respond after you've given an explanation, read a passage or watched a video. *Ok, John and Sabrina, after the video, I'd like you to summarise the key points for us.* This gives them that extra bit of notice to prepare.

Batched Cold-Call: When you tee up a number of students to answer in one go. *Right, now I've explained my examples, I'd love to hear your versions. I'll start with Michael, then Daisy, then Samuel.* It gives Michael and especially Daisy and Samuel a heads up. They can get ready. Any sense of 'gotcha' is removed entirely.

Further Reading:

[Cold Calling: The #1 strategy for inclusive classrooms – remote and in person. – teacherhead 1.-Cold-Calling-1.pdf \(chartered.college\)](#)

“I'd suggest that one of the strategies with the biggest impact on the overall effectiveness of lessons is the routine use of cold-call questioning.”

Tom Sherringham—education consultant and CPD provider. Author of 'Teaching WalkThrus'. Holds 30 years experience working as a teacher and headteacher in a wide range of school settings

(Teacherhead, 2021)

Optional drop in CPD sessions @ MRS

Session	Suitable for	Date	Lead staff	Location
Cold calling Tips on using this questioning technique in the classroom	Teachers	08.03.23 13.15PM -3.45PM	AVE	015
ClassCharts Drop in session—general questions and queries will be answered.	All	09.03.23 1.20PM	MBS GM KG	MMR
Modelling with the use of visualisers	Teachers	09.03.23	RS	B10
Come and see a visualiser in action in a year 10 MFL lesson	Teachers	10.03.23 Period 1	RS	B13
Adaptive teaching Strategies to support SEND students in the classroom	Teachers TAs	22.03.23 3.15pm -3.34PM	MT	015

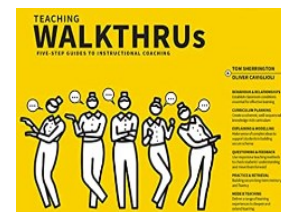
Upcoming CPD calendar events:

- Staff CPD—6th March 2023 Staff awareness on LGBTQIA+ 15.15—16.15 in the Drama hall
- Department Development—13th March 2023 15.15-17.15 (2hr session) Moderation of year 10 and 12 mock exams
- Weekly Department Development time—8.15-8.30 on your departments chosen morning

CPD library recommendation:

Teaching WalkThrus: 5-step guides to instructional coaching

by Tom Sherringham and Oliver Caviglioli (2020)



External CPD focus:

The use of social media to enhance classroom teaching

There are a wealth of subject specific and pedagogical 'tweeters' available on the platform Twitter. You can have an account and not need to 'tweet' anything yourself, instead using the platform to keep up to date on current development in education.

Suggested Tweeters:

- @MaryMyatt (Mary Myatt) Focus on the curriculum
- @teacherhead (Tom Sherringham) Focus on teaching and learning and the curriculum
- @iste Focus on the use of technology to enhance teaching and learning

