

Examples of Questionnaires

RQ: What are staff and year 4 pupils' perspectives on lower and higher-order questioning?

Questionnaire for staff

When questioning pupils in class, do you find that lower-order or higher-order questions allow you to better measure pupil understanding during a session?

Long-answer text

Do you believe questioning is important when assessing pupil progression?

☐ Yes

☐ No

In your experience, how effective is using higher-order questioning when assessing pupil progression?

1 2 3 4 5

Very Poor ○ ○ ○ ○ ○ Excellent

In your experience, how effective is using lower-order questioning when assessing pupil progression?

	1	2	3	4	5	
Very Poor	☐	☐	☐	☐	☐	Excellent

How often do you use questioning as a method of AfL in the classroom?

- ☐ Once a week
- ☐ 2 to 4 times a week
- ☐ Daily
- ☐ Other...

"Having in-depth conversations with students fosters critical thinking and increases their comprehension of the material" - To what extent do you agree with this statement?

- ☐ Strongly disagree
 - ☐ Disagree
 - ☐ Neutral
 - ☐ Agree
 - ☐ Strongly agree
-



Please explain your thoughts:

Long-answer text

Do you believe that year 4 pupils have the cognitive ability to effectively answer higher-order questions? Why?

Long-answer text

In your experience, are there any limitations or challenges when using lower-order questioning as an AfL strategy?

Long-answer text

...

In your experience, are there any limitations or challenges when using higher-order questioning as an AfL strategy?

Long-answer text

Appendix 3 – Staff questionnaire

What are staff perceptions of peer and self assessment?

This questionnaire contains questions relating to Assessment for Learning

This questionnaire will take between 5-10 minutes to complete. Participation is completely voluntary, and you can withdraw at any time. You will complete the questionnaire anonymously and all information will be kept confidential and in accordance with the Data Protection Act (2018). Thank you for taking part in the research.

1. Do you use AFL within your classroom?

- ☐ Yes
- ☐ No

2. Rank the four elements of AFL in order from most to least effective?

Sharing criteria with learners

Use and quality of talk/questioning

Use and quality of feedback

Peer and self assessment

3. What are your reasons for this ranking?

Enter your answer

4. How often do you use peer and self assessment in lessons?

Never

Rarely

Sometimes

Often

Very often



5. To what extent do you agree that peer and self assessment is helpful in aiding pupil progression?

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

6. From your own experience, what do you think the benefits of using peer and self assessment are?

Enter your answer

7. From your own experience, what do you think the limitations of using peer and self assessment are?

Enter your answer

8. Which do you think is more effective?

- ☐ Peer assessment
- ☐ Self assessment
- ☐ Both are equally effective

9. What is the reasoning behind your answer for question 8?

Enter your answer

10. Do you believe your learners are confident in their understanding of peer and self assessment?

- ☐ Yes
- ☐ No
- ☐ Maybe/somewhat true

Appendix E – Questionnaire

How effective is questioning as an AfL strategy in the classroom?

This questionnaire aims to explore teacher perceptions of using assessment for learning in the classroom, particularly the quality of questioning and talk.

* Required

1. How effective do you think the quality of questioning and talk is as an Assessment for Learning strategy? *

- ☐ Very effective
- ☐ Somewhat effective
- ☐ Neither effective nor ineffective
- ☐ Somewhat ineffective
- ☐ Very ineffective

2. Why do you think this? *

Enter your answer

3. What Assessment for Learning strategies do you use on a daily basis in the classroom? *

- ☐ Learning sharing goals / intentions
- ☐ Questioning and talk
- ☐ Feedback
- ☐ Peer and self assessment
- ☐ None

4. Why do you / do you not use questioning as an AfL strategy? *

Enter your answer

5. If you do use questioning regularly, what strategies do you use? *

- ☐ Think, Pair, Share
- ☐ Secret squirrel / whiteboards
- ☐ Lollipop sticks
- ☐ Pose, pause, pounce, bounce
- ☐ Word waves
- ☐ Other
- ☐ I do not use any

6. If selected other, what strategies do you use?

Enter your answer

7. Why do you use these strategies? *

Enter your answer

8. What impact do you think questioning and talk may have on pupils in terms of their progression? *

Enter your answer

9. What limitations / disadvantages can you think of when only using questioning as an AfL strategy? *

Enter your answer

10. What benefits does communicating with peers about the work have on pupils in their understanding and development? *

Enter your answer

Appendix D

Perceptions of questioning as an Assessment for Learning tool to aid pupil progression

The survey will take approximately 4 minutes to complete.

During this short questionnaire, you will be asked a series of questions relating to the use of questioning as an Assessment for Learning (AfL) tool in the class room. This will involve expressing opinions and perceptions in regards to this AfL pillar. All views will be anonymised to ensure right to privacy is adhered to.

...

* Required

1. Rank your favourite Assessment for Learning Strategies from favourite to least favourite *

Feedback

Questioning

Peer Assessment

Sharing Success Criteria

2. How often do you use questioning strategies in the classroom? * 

- ☐ Every Lesson
- ☐ Once a day
- ☐ Weekly
- ☐ Monthly
- ☐ Never

3. What types of questioning strategies do you use? *

- ☐ White boards
 - ☐ Think, Pair, Share
 - ☐ Lollipop Sticks/ Random Name generator
 - ☐ Hands up
 - ☐ Secret Squirrel
 - ☐ I don't use any
 - ☐

Other
-

4. If you use any other questioning strategies, what are they? *

Enter your answer

5. What strategy do you find the most useful and why? * 

Enter your answer

6. What limitations/disadvantages do you think there are when using questioning as an AfL strategy? *

Enter your answer

7. How important is the quality of the questioning when using questioning as an AfL strategy?
1 star = not important, 2 star = neither important nor not important , 3 star = important,
4 star = very important * 



8. Why do you think this? *

Enter your answer

9. Please tick the relevant box * 

	Strongly agree	Agree	Neutral	Somewhat disagree	Disagree	Strongly disagree	Somewhat agree
Using questioning as an AfL strategy increases pupil participation	☐	☐	☐	☐	☐	☐	☐
Using questioning along with another AfL pillar is more effective than alone	☐	☐	☐	☐	☐	☐	☐
Questioning only benefits some pupils	☐	☐	☐	☐	☐	☐	☐

10. Do you think using questioning aids pupil progression? *

☐ Yes

☐ No

11. What is your reasoning for this? *

Enter your answer

Appendix 8 – Pupil Questionnaire Questions

1. Do you agree that self-assessment is helpful?

- ☐ Strongly believe
- ☐ Believe
- ☐ Not sure
- ☐ Disagree
- ☐ Strongly disagree

2. How frequent do you complete self-assessment in class?

- ☐ After every lesson
- ☐ Everyday
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

3. Do you prefer to self-assess or peer-assess?

- ☐ Self-assess
- ☐ Peer-assess
- ☐ Neither

4. How often do you make improvements in your learning from self-assessment?

- ☐ Always
- ☐ Most of the time
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

5. Do you feel in control of your learning when you self-assess?

- ☐ Yes
- ☐ No
- ☐ Not sure

6. Would you prefer to receive verbal teacher feedback?

- ☐ Yes
- ☐ No
- ☐ Not sure

7. On a scale of 1-5, how important do you think self-assessment is? (1 = not at all | 5 = very)



