

1. Pose

Provide a question or a series of questions, ensuring that you ask the students to remain reflective.



2. Pause

Ask the class to hold the thought... think... and think again...



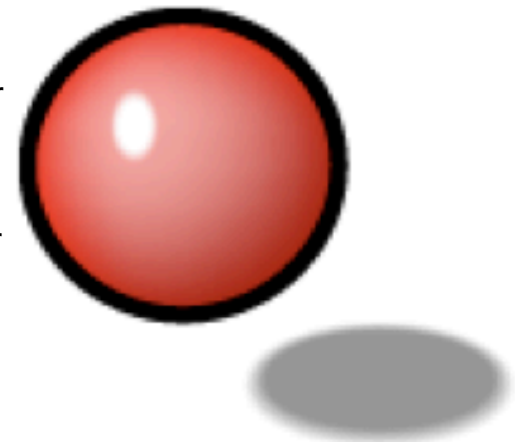
3. Pounce

Pounce on a pupil/ Group.

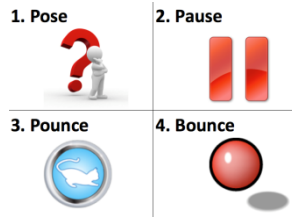


4. Bounce

Ask another student/group their opinion of student the answer (immediately) after the Pounce response.

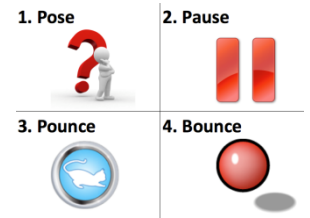


What is it?



- **PPPB (Pose, Pause, Pounce, Bounce)** is a simple, yet sophisticated, AifL questioning technique to help teachers move from good-to-outstanding. It also helps address differentiation in the classroom and encourages teachers to slow down, take risks and tease out understanding...

Why is PPPB useful?



- This technique is used to develop an awareness of the new Ofsted criteria.
- This strategy encourages teachers to take risks and tease out the "learning" in class.
- It also a useful focus for differentiating objectives and learning experiences by varying our questioning techniques.
- NO more closed questions in our classrooms!

How does it work?

- On the following slides, the sequence of PPPB is listed.
- A simple four-part approach with additional information that explains the methodology.



1. POSE



- a. Give the context of your PPPB approach to the class. It is important they know what is happening before it becomes common-place...
- b. Insist on **hands down** before the question is delivered.
- c. Provide a question or a series of questions, ensuring that you ask the students to **remain** reflective.
- d. Pose the question to the class; **not** an individual.
- e. Then Pause...

2. PAUSE...

- a. This is the difficult part. To **stop talking**...
- b. Ask the class to **hold** the thought... think... and think again...
- c. If students are captivated and engaged, try holding the silence for a little while longer (take a calculate risk) and...
- d. Still push the boundaries. Keep the reflection for as long as possible....before you,
- e. Pounce!



What's your
question?



3. POUNCE!

- a. Insist that the answer to the question comes from student A and possibly student B, directly and as **fast** as possible!
- b. **Of course plan in your mind who you are going to ask, before speaking to the class.**
- c. Name student A to respond and don't move from the student...
- d. Possibly don't speak and nip any comments, grunts or noises in the bud! Its magic when you can hear, see and feel a captivated learning audience. We've all seen it.
- e. Wait for an answer... pause... decipher the support needed, especially if no response is evidently on its way. (Of course, at this stage, you can instigate various strategies for peers to support the questionable student A).
- f. If student A does manage to answer, the **fun part starts here...**

4. BOUNCE!



- a. **Ask another student** B their opinion of student A's answer (immediately) after the Pounce response.
- b. This can be developed by asking student B and C their opinions to student A's response, irrespective if the answer is correct or not.
- c. An additional strategy is to Bounce the question onto a group A...and subsequently, a sub-group B if group A do not deliver a suitable way forward.
- d. This ensures the teacher is engaging a significant number of students with the question at hand, whilst using this strategy. It also ensures the entire class can be called upon at any given time by just returning to Pose or Pounce.
- e. Many, many teachers are very reluctant to hold onto a question that is a stumbling block in class. I know because I have done it; but my favourite lessons are often the ones that involve this ethos being established from the outset and (me) not being afraid to tease out "why?" student A or B thinks the way they do...
- f. Ensure that all your students understand 'a' concept. Test it before moving on. Try it tomorrow. Don't accept student E or student K shouting out the answer to maintain pace or behaviour. Don't allow student T to answer the question because (you know they won't let you down and) they will help you move on during an observation lesson!

Summary

- Teasing out students' thinking skills and understanding, is far more important, than moving onto the next stage of any lesson.