

Learning Principle 2 - Cold Calling



What is it?

Described by Tom Sherrington (2021) as the number one tool in classrooms to promote inclusivity. A type of questioning that is personalised and directed to targeted students. It intentionally avoids the hands up method whereby only certain students are engaging with the teacher on a regular basis. Whilst hands-up questioning can still be used in classrooms, most of the questioning whether as an AfL tool or to deepen knowledge should be used in the cold calling style at Kinton School.

There is a function on Classcharts called 'Random pupil' which will randomly select a student from the seating plan to answer a question (avoiding any bias), however this needs to be used with discretion as it isn't necessarily targeted.

Cold calling allows the teacher to bring RHINOS into the lesson (Really Here In Name Only) who are students that need to develop their oracy and communication skills ready for the wider world of work and life after school.



How can it be used to challenge students?

Students will often have misconceptions around subject knowledge. For example, students usually think the melting of the Arctic sea ice will raise sea levels when it won't, the ice melting on land will do, but sea ice has very limited impact on sea levels due to similar densities. Cold calling students can be used to challenge misconceptions and to deepen a students and whole classes understanding around a subject matter. Flipping the learning can also be a useful stretch tool, in that cold calling students to ask a question themselves around subject matter will deepen their curiosity and work the brain more cognitively.

How can we support students with SEMH (Social, Emotional & Mental Health needs)?

It is important to ensure teachers have already established a good relationship with students with SEMH before the students are cold called in the classroom. These students are likely to have a heightened sense of anxiety about getting the answer wrong (they can become fixated by this) and will lack some of the growth mindset skills needed to have clarity that there is more learning in getting it wrong, compared to being right. However, it is important to still carefully choose questions for students with SEMH needs as our expectation of all children with SEN should still be high and the same as any of the other students in the class. Good relationships and targeted questions that the student can be successful in are very important here.

Best weblink to know more:

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