

Question Planning with Colleagues

Worked Examples — Page 1 of 4

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The examples below show how Dylan Wiliam's principles apply when planning questions. Use these as a guide when completing your own planning template.

Worked Examples (1 & 2 of 4)

Subject / Topic	Question	Question Type	Primary Purpose	Misconception Targeted	Colleague Check
SCIENCE Year 9 — Light & Optics	Which way does light travel — from my eye to what I am seeing, or from what I am seeing to my eye?	High-order / Closed	Collect evidence	Many students believe light radiates outward from the eye	<i>No — students must reason about how light behaves to answer correctly</i>
MATHEMATICS Year 8 — Geometry	Is a square a trapezium? Yes or no — and explain your reasoning.	High-order / Closed	Cause thinking	Students assume shapes with different names cannot share properties	<i>Partially — requiring an explanation prevents guessing</i>

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Two further worked examples across English and Modern Languages.

Worked Examples (3 & 4 of 4)

Subject / Topic	Question	Question Type	Primary Purpose	Misconception Targeted	Colleague Check
ENGLISH Year 10 — Persuasive Writing	A writer uses three rhetorical questions in a row. Does this make the argument stronger or weaker — and why?	High-order / Open	Cause thinking & collect evidence	Students assume more persuasive devices always means stronger writing	<i>No — the "why" ensures genuine reasoning is required</i>
LANGUAGES Year 9 — French Past Tense	"J'ai alle" or "Je suis alle" — which is correct, and how did you decide?	High-order / Closed	Collect evidence	Students apply avoir as the default auxiliary regardless of verb type	<i>No — the wrong answer reveals a specific misconception about auxiliary verbs</i>

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Your Planning Template — Page 3 of 4

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Complete this template with a colleague before your next lesson. Use the Colleague Check column to stress-test each question before you teach it.

Questions 1 & 2

Subject / Topic / Year Group	Your Question	Question Type	Primary Purpose	Misconception You Are Targeting	Colleague Check
	Write your question here	Low-order recall High-order thinking Closed / Open	To cause thinking To collect evidence Both	What error or gap does this question surface?	Could a student answer correctly without truly understanding?
	Write your question here	Low-order recall High-order thinking Closed / Open	To cause thinking To collect evidence Both	What error or gap does this question surface?	Could a student answer correctly without truly understanding?

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Your Planning Template — Page 4 of 4

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Continue planning additional questions below.

Questions 3 & 4

Subject / Topic / Year Group	Your Question	Question Type	Primary Purpose	Misconception You Are Targeting	Colleague Check
	Write your question here	Low-order recall High-order thinking Closed / Open	To cause thinking To collect evidence Both	What error or gap does this question surface?	Could a student answer correctly without truly understanding?
	Write your question here	Low-order recall High-order thinking Closed / Open	To cause thinking To collect evidence Both	What error or gap does this question surface?	Could a student answer correctly without truly understanding?