

<p style="text-align: center;">Low linguistic risk</p>	<p style="text-align: center;">Medium linguistic risk</p>	<p style="text-align: center;">High linguistic risk</p>
<p>Traffic lights Learners use green, amber and red traffic lights (such as coloured plastic cups) to indicate levels of understanding and to attract support from peers and/or the teacher: red (I don't understand); amber (I sort of understand it); green (I understand it well and can explain to others).</p>	<p>Pair checking Teacher or trainer asks a question, then learners work alone to answer it. Pairs then compare their answers, giving their partner one good point and one way their answer could be improved. The teacher or trainer then gives the correct answer.</p>	
<p>Multiple-choice short test/quiz There are several variations on this method of checking learning. Tests/quizzes can be multiple choice, require yes/no answers, can be scored or not.</p>	<p>Form a question Learners are asked to form questions based on the session input to check one another's learning.</p>	<p>Q & A: nominees answer Learners are nominated by the teacher or trainer to answer questions. Learners are named after the question has been posed, thereby encouraging the whole group to consider possible answers.</p>

<p>Memory matrix Learners are invited to complete the blank cells of a two-dimensional diagram: a rectangle divided into rows and columns and used to organise information and illustrate relationships. Row and column headings are given, but the cells are left empty.</p>	<p>One-word /phrase/sentence recap Learners are asked to write down new aspect(s) of learning from session on sticky notes, card or A5 paper.</p>	<p>Direct paraphrasing Learners are asked to write a lay person's 'translation' of a concept learned and gear it to a specific audience.</p>
<p>Thumbs up — thumbs down Learners indicate as a whole group what their progress is with a topic or stage of the lesson: <i>thumbs up</i> (understanding it and could explain to others); <i>thumbs down</i> (not understanding it).</p>	<p>Buzz groups - nominees answer Learners work in small groups to answer a thought-provoking question. Teacher or trainer asks each group in turn to contribute part of the answer. The teacher or trainer nominates the learner in each group who will contribute that group's answer(s). This ensures that all focus on the task and all consider how to articulate response(s).</p>	<p>Minute paper Three or four minutes before the end of the session, or stage in the session, learners are asked to write a short (timed), focused response to a carefully worded prompt, e.g. 'What was the most important thing you learned about X?', 'What new aspect of Y did you learn today?', 'What was the most surprising thing you learned today?'</p>
<p>Hand signals/cue cards Learners are asked to offer responses to questions posed by teacher, trainer or peer: Yes/No, True/False, 1 - 5 on small cards/sticky notes simultaneously. Teacher or trainer can gain overview, which can be shared with learners.</p>	<p>Background-knowledge probe Short, simple questionnaire given before introducing new unit/material/topic. Learners invited to respond. Provides a preview of what's to come and a review of what may already be known.</p>	<p>Learners write their own assessment questions After a topic has been completed, learners write assessment questions, along with a way of assessing their questions: e.g. assessment criteria; mark scheme; worked examples. The learners do each other's questions.</p>

	<p>Sentence Scramble Sentence scramble: learners unscramble a sentence or form a sentence using cards each with a word on. This checks and develops their understanding of content and language (punctuation, grammar and vocabulary).</p>	<p>Q & A: nominees answer Learners are nominated by the teacher or trainer to answer questions, sometimes known as 'tagged questioning'. Learners are named after the question has been posed, thereby encouraging the whole group to consider possible answers.</p>
	<p>Focused listing Learners are asked to focus attention on a single important term, name or concept from a session. Learners are then directed to list several ideas that are closely related to that 'focus point'.</p>	<p>Q & A: nominees answer Learners are nominated by the teacher or trainer to answer questions, sometimes known as 'tagged questioning'. Learners are named after the question has been posed, thereby encouraging the whole group to consider possible answers.</p>