

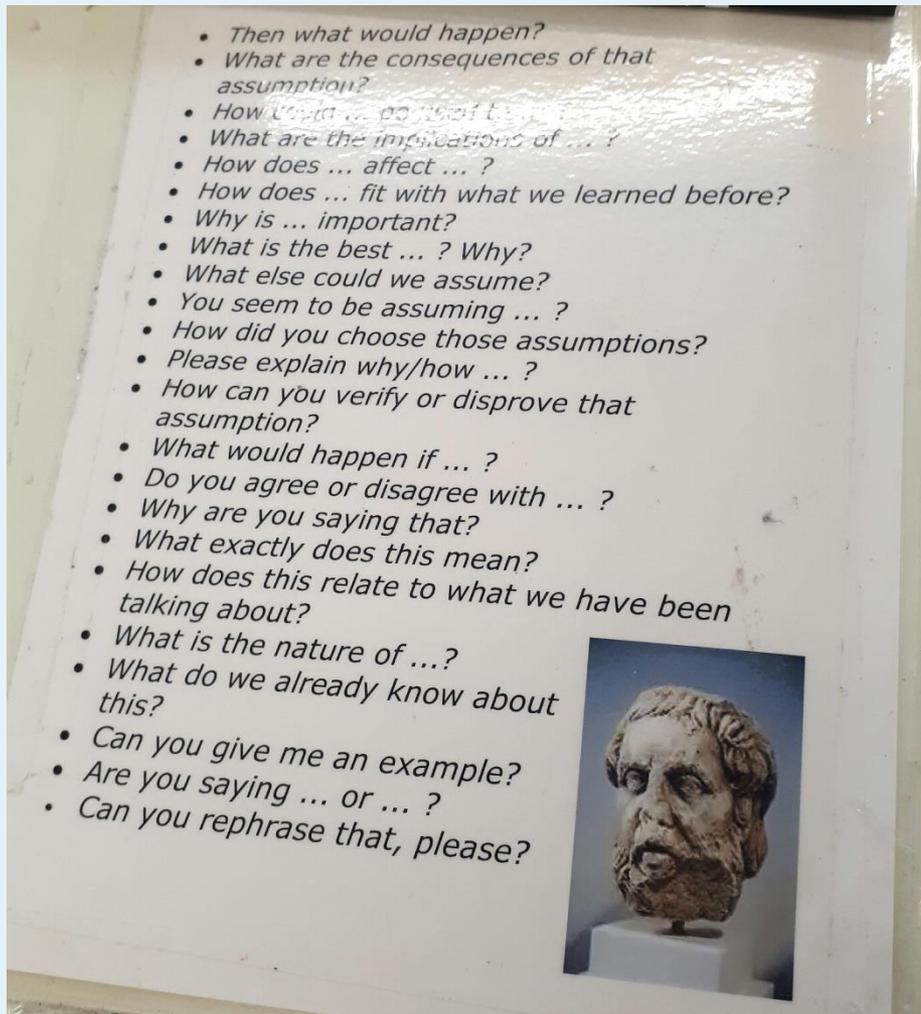


Glenmoor & Winton Academies
High Achievement – High Standards

Part of United Learning

Thinking Schools – Socratic Stems





Socratic Stems

designed to promote
critical thinking and
feedback



What Socratic Stems are used for and how to implement them

Note making Guide for Learning Socratic Stems

Socratic Stems

Looks Like:

Clarification – ‘Why is...important?’

Assumptions – ‘What else could we assume?’

Evidence – Can you give me an example of...?

Viewpoints – ‘How else could we assume?’

Implications – ‘How does...effect...?’

Thinking – Please explain how/why...?’

Thinking Process:

Promoting critical feedback and response

Notes:

The purpose of using Socratic stems is for:

- Clarification
- Probing assumptions
- Probing reason and evidence
- Responding to viewpoints and perspectives
- Probing implications and assumptions
- Questioning the thinking process

Socratic Stems can be used for:

- Developing oracy skills and refining expression
- Peer feedback
- AfL and feedback
- Encouraging critical thinking and response

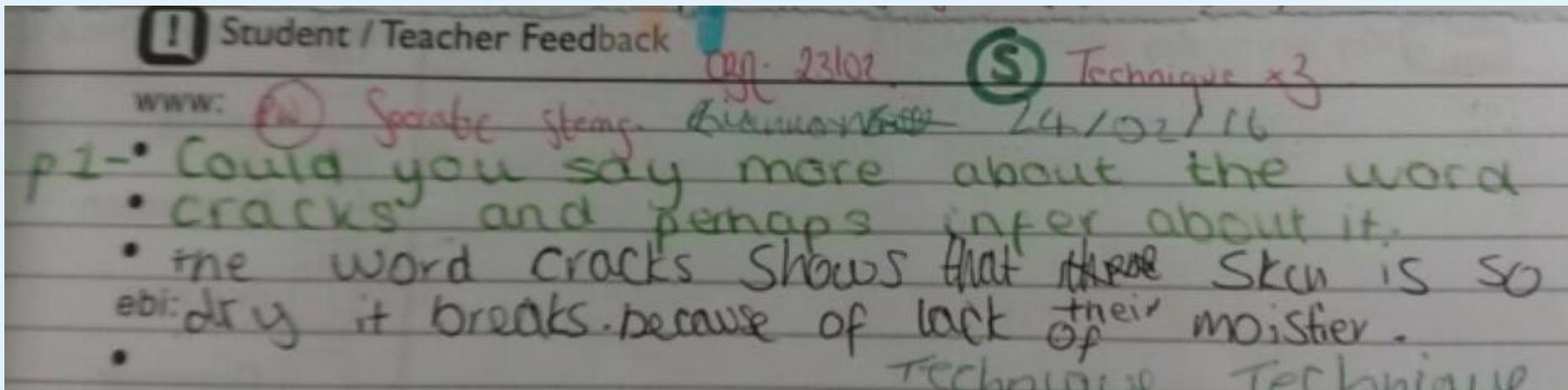


Examples from Glenmoor and Winton Academies



This Socratic Stem 'Could you say more about...' has been used to probe evidence.

In this example, the Socratic Stem has been used to shape peer feedback. This has ensured that feedback is thorough and encourages meaningful critical response.



! Student / Teacher Feedback

CPQ-23102

www:

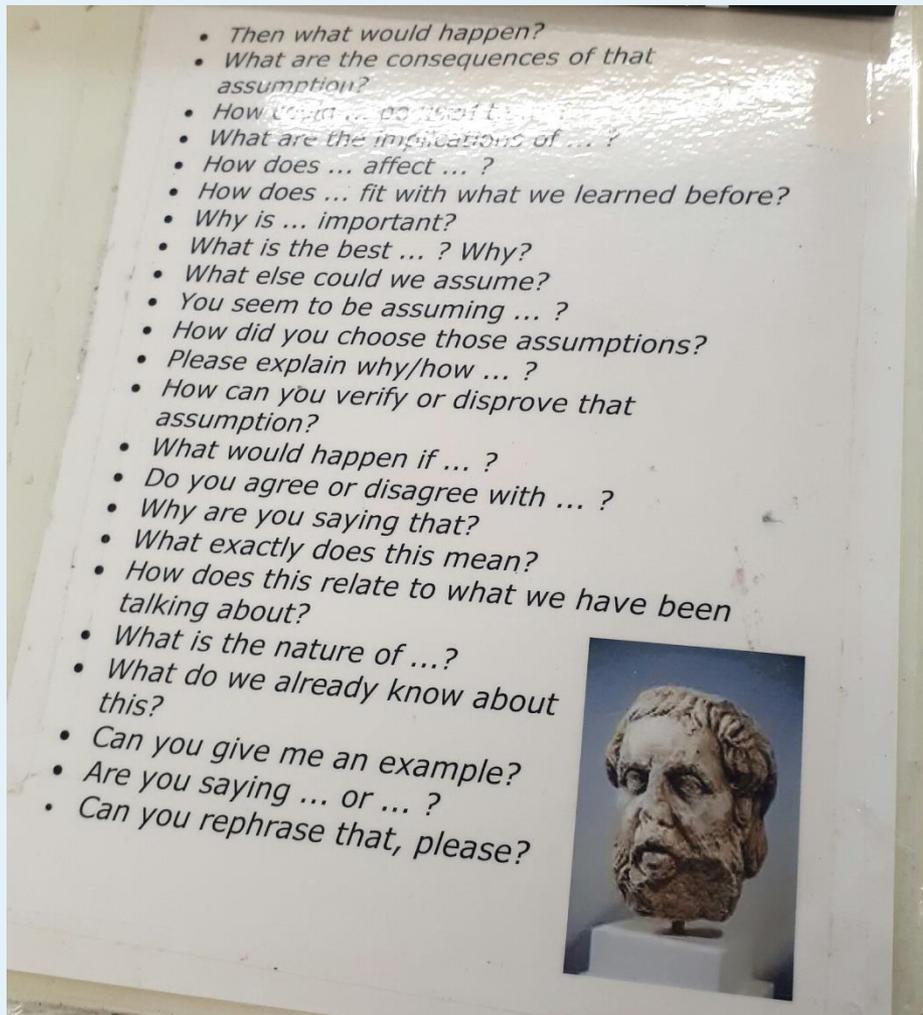
(pw) Socratic Stems:

- could you say more about where they used it in the quote.
- By the writer putting it at the start it shows what kind of condition its based on, so we know its very hot and dry. ✓

Another example of how the Socratic Stem 'Could you say more about...' has been used to probe evidence.

Used within peer feedback, the student has been challenged to develop their initial respond and think more deeply about their reasoning.





Copies of the Socratic Stems can be found displayed in many classrooms. Here is an example found on students' desks.

The purpose of these is to shape verbal contributions whilst developing oracy and expression when students respond to one another and share ideas in whole-class/pair discussions.



 Student / Teacher Feedback

www:

- Your analysis makes a valid point but
- I think that 'childs body' could be interpreted in
- another way because 'childs body' could
- ebic: mean something innocent and nice
-

This Socratic Stem 'You make a valid point but...' has been used to encourage students to challenge responses and consider additional views/perspectives.

In this example, the Socratic Stem seeks to provide an alternative approach to a student's language analysis within and English lesson.



Socratic stems

Assessment Feedback – Use the stems below to peer assess each of the assessments you are given.

- Building on what (insert name) said...
- I would like to add to what (insert name) said...
- I agree with (insert name) because...
- Could you please clarify your claim / point that...
- That's a valid point but I think...

An example of a guidance sheet given to students to support peer feedback of termly assessments.

In this framework, the Socratic Stems incorporate elements of A.C.E Questioning:

Accept
Challenge
Expand



An example of how a teacher has used the Socratic Stems to inform a D.I.R.T task given to a student as part of feedback within exercise books.

'How does...effect...?'

'Why is...important?'

! Student / Teacher Feedback CBN- 12/09

www:

- How does Lady Macbeth affect Macbeth's state of mind?
- L.M PUTS THE PLAN IN MACBETH'S MIND WHICH LEADS HIM TO
- HAVE MURDEROUS THOUGHT AND ENVISION THE DAGGERS

ebi: **STRETCH:** Why is the 'Order of Reng' important here?

- IF MACBETH GOES THROUGH WITH L.M PLAN HE WILL DISRUPT THE WHICH WILL IN TURN IMPACT ON UNIVERSAL ORDER,
↳ LINKS TO DIVINE RIGHT OF KINGS

