

Philpots Manor School



Assessment, Feedback and Marking Policy

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Rationale:

Assessment of learning refers to all activities undertaken by teachers, Teaching Assistants (TAs) and learners that provide information that can be used to modify the teaching and learning strategies where needed. Likewise, Assessment of learning is a process which provides information about the learning experience of the learner and their achievements, about what they know , understand and can do. Effective learning is more likely to take place when there is feedback which is as close to the learning experience as possible which allows learners to understand their strengths and see how to to improve and develop the quality of their work in the future.

Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy¹. We believe that the quality of feedback must outweigh the quantity of feedback and we support a 'no' one size fits all approach. This approach is based on the trust that our teachers are able to balance the expectations for assessment, marking and feedback set out in the

¹[School inspection handbook](#)

Teaching Standards² with their professional judgment in selecting the most effective feedback strategies for their learners. We fully support the recommendations set out by The Independent Teacher review Group (2016) that all marking should be meaningful, manageable and motivating.³

Philpots Manor School believes that effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can be achieved without extensive written dialogue or comments.

The school is committed to ensuring that all our learners make significant progress from their point of entry through to progression into further/higher education, training or employment. By providing a clear and robust Assessment, Feedback and Marking policy, we will be able to support the aspirational outcomes for all our learners at Philpots Manor School.

Our vision in creating an Assessment, Feedback and Marking Policy is to ensure that we successfully provide learners and teachers with:

- Guidance around the expectations of how assessment, feedback and marking are integrated to best support learning
- A simple marking tool which staff and learners can use across the school to facilitate improvement in outcomes
- A communication tool which encourages a conversation between learner and teacher which is both generic and specific in feedback
- Supports target setting and next steps process so learners can make good or better progress

Aims

This policy aims to demonstrate how assessment takes place, show alignments with national Curriculum and Ofsted expectations as well as providing transparency and expectations for staff. We believe that a positive, interactive whole school approach to Assessment, Feedback and marking will;

- Contribute to raising students' progress and self-esteem
- Challenge each student to achieve their best
- Celebrate the achievement and progress of each student
- Be purposeful and useful
- Be easy to understand and clear to follow
- Be meaningful to students, teachers and parents/carers
- Inform planning and teaching
- Give students a key role in evaluating their own achievements and progress
- Contribute to raising students' literacy and numeracy levels
- Be used at the whole school level to evaluate the effectiveness of teaching and learning for all students.

² [Teachers' standards](#)

³ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256

Objectives

The school will meet its aims by ensuring that the following activities take place:

- Assessment of student learning and progress carried out during lessons
- Termly teacher assessments of students' progress and achievement
- The annual review process for every learner
- Termly IEP targets and monitoring of progress towards them
- Monitoring and evaluation of student progress to identify areas for improvement
- Strategic planning, informed by assessment outcomes, to improve resourcing, curriculum and professional development.

1. Scope

1.1 This document describes the school's approach to assessment, feedback and marking so that our children and young people are challenged and their achievements are celebrated. This policy is intended as guidance for all stakeholders including staff, trustees and parents/carers.

1.2 This policy should be read in conjunction with our Whole School Curriculum Policy, Literacy Policy, Reading Policy, Writing Policy, Teaching and Learning Policy, Child Protection and Safeguarding Policy, Behaviour Policy, Equalities Policy (Exams) and the SEND Code of Practice (2014)⁴ where a student has an identified special educational need.

1.3 This policy aims to:

- Raise the profile for the whole school community of the importance in delivering an effective assessment, feedback and marking policy which is aligned to the ethos and values of the school
- Increase the understanding of leaders and teachers how the effectiveness of an assessment, feedback and marking policy will be used at a whole school level to evaluate the quality of teaching and learning
- Provide guidance to teachers, TAs, educational professionals and families about what assessment, feedback and marking looks like at Philpots Manor School.

1.4 The contents of the policy has been determined by:

Darin Nobes: Head of Education

Sue Cheshire: Deputy Head of Education and Designated Safeguarding Lead

Debra Richmond: Assistant Head of Education, Teaching and

⁴[SEND code of practice: 0 to 25 years](#)

All teaching staff have a responsibility to ensure their teams follow the guidance laid out in this policy.

2. Objectives

- Provide a baseline against which to measure attainment and progress in all areas, including the life skills and creative curriculum.
- Identify the learning needs of an individual pupil or a group of pupils.
- Inform planning, target setting and interventions.
- Assist with the development of quality teaching strategies which motivate pupils.
- Be accurate, reliable and consistent across the school using a range of evidence and strategies.
- Complies with statutory requirements.
- Gather and capture additional information necessary to provide a tailored education, of high quality to all pupils
- Inform parents and carers of their child's experiences and achievements.
- Support the identification of barriers to learning and the development of strategies to overcome these.

3. Curriculum Organisation

3.1 The curriculum is organised by Key Stages (KS 2-5) broadly by age following the Core elements of the National Curriculum. We are committed to a whole school PSHE programme which supports the school ethos for improving the educational outcomes and life chances of our learners who may struggle with social communication.

In addition, the school offers extensive outdoor opportunities like Equine, Forest school and Landcraft, and makes best use of the natural environment to support subjects like maths, English and science wherever possible.

3.2 Learners are taught a substantial amount of the curriculum by the class teacher in KS2 with specialist teachers leading lessons from KS3. There is a whole school approach to supporting learners and the school offers bespoke pathways from year 10 following an options programme in Year 9.

3.3 Learners transitioning from a class group or Key Stage will have all assessment data shared with new teachers in order to inform planning and maintain effective learning strategies to support learners to meet academic and all outcomes agreed in the EHCP.

3.4 Planning the delivery of Curriculum⁵

All planning should identify when, where and what assessment will take

⁵ See Teaching and Learning Policy and Curriculum Policy for further detail

place, making specific reference to summative assessment.⁶ It is expected that planning will address the needs of all learners in relation to improving literacy levels as per the associated policies, under the direction of the AHE and English Coordinator.⁷ The school supports subject coordinators to use planning formats of choice as long as they meet expectations set out in this and related policies.

Long Term Plans:

KS2 plan: 3 x cross-curricula theme based programmes across the areas Science, Humanities, Creative Arts and Life Skills.

KS3-5: Class teachers and subject coordinators work together to plan 6 half terms of delivery which meet the learning outcomes of their subject and level of their learners.

Medium Term Plans:

Termly plans are written by the subject coordinator with specific outcomes allocated to each week. All plans are differentiated with recommended resources and teachers will adapt the plan to suit their cohort of learners; this is likely to include additional resources in order to meet specific needs

Short Term Plan:

The teacher responsible for delivering the lesson will ensure that the planning includes an objective(s) for every lesson, a range of differentiated activities, targets for each learner and how ICT and resources (including staff) will be used effectively in the context of individual learner needs.

4.0 Assessment

At Philpots Manor School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 Formative Assessment

This is the day to day ongoing assessment which is based on how well learners are meeting learning outcomes. Teachers will provide feedback and involve the learner in improving on their own learning. Judgments by teachers will look out for learners who show understanding of an idea which they can use in new contexts, start to shortcut procedures because they understand the big picture, are able to explain what they have learnt and/or they are able to focus on a task for longer.

4.2 Summative assessment (see section 5.5)

This is used as a baseline from which to measure progress, to highlight strengths

⁶ It is assumed that summative assessment takes place at the end of a unit and may include grading at KS 4/5 whilst formative assessment takes place throughout a lesson as and when the teacher deems it is appropriate in order to move learning on.

⁷ Please refer to Literacy Policy, Reading Policy, Spelling Policy, Writing Policy

and areas for improvement and to provide information for teachers to help them monitor their planning and implementation.

Summative assessment will be used to measure and compare outcomes by using target setting.

Some learners will take the end of KS2 assessments where appropriate and all learners will take a range of KS4/5 assessments to support their transition into further education, training or employment.

4.3 Teachers' curriculum planning is informed by:

- Rigorous baseline testing on joining the school in literacy (reading, spelling, writing) and maths.
- Initial assessments at the start of a unit of work (baseline)
- On-going observation, teacher marking and student self and peer assessment (Assessment for Learning)
- Formal assessments in Years 10 and above will include 'mocks' in preparation for meeting the assessment guidelines issued by external awarding bodies for GCSEs, BTECs, Functional Skills, LASER and any other qualifications undertaken by the school.
- Assessments for any learners who have taken SATS tests at the end of KS2 will be used to plan for KS3 learning outcomes.

5.0 Assessment strategies

Teachers use a range of strategies to assess student progress, which include:

5.1 Observing Students

All teachers assess students' knowledge, understanding and skills through:

- Asking questions and listening to students
- Observing them in practical tasks
- Allowing time for reflection in which to talk to them about their learning and progress.
- Checking and evaluating students' progress against learning objectives/outcomes shared at start of each lesson
- Checking students' understanding of key words for each lesson.
- Sharing evaluation of progress and achievement with students during lessons.

5.2 Sharing Targets with Students on a one-to-one basis:

- IEP targets are set together with students on a termly basis.
- Class teachers meet with students to share IEP targets and discuss progress towards them on at least a half-termly basis (6 times per year)
- Current and target levels are shared with students by teachers on at least a termly basis.

5.3 Marking of Work (See separate Marking Policy in 10.0 and Appendices)

- Maintenance marking – this checks routine work has been completed to a satisfactory level

- Diagnostic marking – this marks work more thoroughly at set times within a term
- Assessment marking – this is work marked against examination board criteria, assessment schemes or subject criteria.

5.4 Student's Self-Assessment and Responses to Teacher's Comments

At all times, students are encouraged to reflect upon their achievements in order to recognise where they have been successful, boost their self-esteem and know how to move forward.

Specific strategies listed below will be used by the majority of learners with or without support, based on level of independence.

- Self-assessment of tasks with teacher providing the criteria
- Time in lesson for students to read, respond to and question teachers' marking comments
- Students making their own responses underneath marking
- Students setting their own targets for next time
- Students making changes to their work in light of marking

5.5 Assessment Framework Overview

Assessment of Learning:

- Summative assessment is a picture of where that pupil is at a particular moment in time and is carried out periodically, e.g. end of term or key stage.
- The assessment process is coordinated at a whole school level by the subject coordinators, in close liaison with subject teachers.
- Challenging targets are set by teachers for each student to reach by the end of the school year and progress is measured three times a year to monitor if a learner is working towards (WT) Working At (WA) or working beyond (WB) the expected end of year target (WT).
- Wherever possible, these targets are set at the end of the preceding school year and they are set with reference to the progression guidance and assessment data for each student.
- Assessment opportunities are provided throughout the schemes of work provided by the subject teacher, according to National Curriculum guidelines and external accreditation requirements.
- At Key Stage 4 and 5, controlled assessments, terminal examinations, and visits by external moderators and verifiers are built into the assessment framework for all externally accredited courses.
- This also allows us to track progress over time. Recording this is how information and levels of achievement are presented in planning and assessment formats which enable us to inform others about an individual pupil's experiences and attainment.
- Recording student progress is centrally shared with all staff who support the learner with the class teacher overall responsible for checking assessment is up to date.

6.0 Feedback

The feedback approach centres around teachers asking their pupils the following 2 questions:

- What are you doing well in this subject?
- What do you need to do to improve your work in this subject?

If pupils can answer these questions accurately, using subject-specific detail, the school is confident that they are receiving effective feedback.

6.1 Principles of feedback

- All feedback informs learner progress
- Has a positive impact on learner outcomes
- Is a good use of teachers' time

6.2 To make this happen, teachers build in dedicated lesson time, or entire lessons, for feedback. This includes activities such as working from prompt sheets, peer marking, analysing model examples, working through sample questions as a class, and self-correction.

6.3 Feedback is subject-specific and will take on different forms to suit the needs of the learner to help them make expected progress against their target. It may be **immediate** (during the lesson), **responsive** (often provided verbally to address missing knowledge) or **summative** (during the following lesson or end of unit)⁸.

6.4 Feedback is very pupil-centric. It is essential that pupils work as hard as their teachers. This means that teachers do not provide all corrections as a matter of course; they challenge learners where mistakes are made and they pose questions/prompts where there is a misunderstanding (**see 10.0 Marking Policy**)

6.5 Only significant pieces of work are 'marked' by the teacher and will be no less than every 3 weeks per subject. This marking approach assumes that the written feedback will:

- Point out a good attribute that the learner should continue to use **WWW** (what is working well)
- Point out a literacy error (spelling, punctuation, grammar according to ability and target)
- Point out an area for development **EBI** (even better if) which is highlighted in the text. This should be used in assessment marking, such as a GCSE style mark (where appropriate using exam board guidance and learning outcomes).

7.0 Recording of Student progress

The assessment process is coordinated at a whole school level by the Assistant Head of Education (AHE) who works closely with subject coordinators. Progress is recorded in a number of ways which are best suited to the subject, ability and any examination guidelines.

7.1 Class books/work files

⁸ Refer to Types of feedback Appendix 3

Evidence may be recorded in class books, folders, journals or similar with feedback identifying what the learner has done well in relation to the learning outcomes and what improvements are recommended to improve the outcomes. subject coordinators are responsible for ensuring that subject teachers have the expected record system in place at the start of any course. *Exam board guidance must be followed.*

7.2 Pupil Progress Trackers

All teachers record progress against targets three times a year for all key stages using a pupil progress tracker which holds all learning outcomes for each subject. The teacher uses any evidence plus their professional judgment to record if a learner is making progress and records at least 2 pieces of evidence. Progress is tracked against the standards set out in the National Curriculum or awarding body as appropriate.

Working Towards expected target (WT)

Working At expected target (WA)

Working Beyond the expected target (WB)

8.0 Monitoring and Moderation

Students' work is scrutinised across the curriculum on a termly basis led by the Subject Coordinators to ensure that marking, assessment and testing are carried out in line with the school's policy and that they are used effectively to help teachers improve students' learning. Scrutiny also ensures that students are given sufficient challenges, meaning that they do not necessarily 'get it right' the first time.

8.1 Monitoring student progress includes the triangulation of data from learning walks, book scrutinies and pupil progress information as per the quality assurance processes.

8.2 Student attainment and progress is monitored on a termly basis to identify any students requiring intervention strategies:

- By subject coordinators within departments
- By the AHE.

8.3 Action plans are produced by teachers for students who are underachieving and/or requiring additional support and these are evaluated on at least a termly basis and reported in the Pupil Progress Monitoring meetings. At department level, Subject Coordinators ensure that the necessary intervention strategies are in place.

8.4 The AHE oversees the action plan process, ensuring this is coordinated across the curriculum so that students experience continuity and consistency.

8.5 Internal Moderation

To assess and ensure there is a consistency in standards, progress and quality of learning. Assessed pieces of students' work are moderated:

- Within subject areas at curriculum meetings
- At cross-curricular moderation meetings on a termly basis
- With a focus on standards of literacy

9.0 Reporting Progress

Reporting the progress of learners takes place both informally and formally in order to best support our learners.

9.1 Informal: Education staff and leaders may contact or respond to a request from parents /carers by email, phone, online meetings or face to face, which is most beneficial to supporting a learner.

9.2 Formal:

- Pupil Progress Moderation meetings: The education team around the learner meets termly to discuss progress made against learner centred holistic targets and agreement is made about any interventions or change in provision to support the learner
- Annual reviews: The process where the local authority must review a learner's Education, Health and Care (EHC) plan at least once a year to see how the learner is progressing and to ensure that the plan is kept up to date. All parents/carers receive annual reports of their child's progress and achievement through the Annual Review, in accordance with the SEN Code of Practice. Annual Review Reporting to External Agencies Evidence from the Annual Review process and from formative and summative assessment strategies are used as appropriate in discussion with educational psychologists and other learning support agencies.
- ROA
- End of Year Reports: Parents/carers receive an end of year report in the summer term of their learner's progress and achievement against the targets set at the start of the year.

9.3 Statutory Assessment Requirements and Reporting

The Head of Education ensures that statutory requirements in assessment are being met in liaison with the AHE and Subject Coordinators.

- A teacher assessment is made in all National Curriculum subjects for all students at the end of Key Stage 3.
- In Key Stage 4 Assessment takes place according to external accreditation requirements.

9.4 Leadership and Monitoring of Whole School Assessment Process

- The Head of Education meets regularly with the AHE to review the effective use of the assessment framework, in order to plan appropriate action with regard to assessment policy and practice.
- The Head of Education reviews student progress data provided by the AHE to evaluate the effectiveness of planning, teaching and resourcing.

10.0 Marking Policy

Marking Policy Purpose/Rationale

The explicit aim of Philpots Manor School Marking Policy is to:

- Improve 'quality' of marking
- Raise achievement
- Include a variety of marking methods
- Ensure understanding of learning
- Meet the needs of every student at Philpots Manor School
- Support parental involvement and understanding (increased involvement, possible exemplars of student's own work sent home)
- Ensure all students are aware of the policy
- Accelerate learning outcomes
- Support a framework in line with whole school vision
- Enables Subject Coordinators and teachers to plan effectively for the next stage of teaching and learning
- Ensure students are aware of current achievements and future targets.

10.1 Guidelines for marking

- Staff marking in green
- Constructive – WWW for what went well and EBI for next steps
- Ticks within work to acknowledge good work
- Positive and purposeful
- Linked to success criteria
- Comments language students understand
- Age/ability appropriate
- Student self-marking and feedback in purple
- Student peer-marking in pen/pencil (staff discretion)

10.2 In Depth Marking

- Detailed feedback linked to students' individual targets
- Completed and shared with students on at least a half-termly basis
- Show evidence of student's response to in depth marking, e.g. student's initials/setting own targets/asking a question

10.3 During class marking

- Verbal feedback indicated in speech bubble with VF inside it plus comment
- Written/SPaG feedback
- Peer-marking
- Self-marking

10.4 Spelling, Punctuation and Grammar

- In subjects other than English, corrections of spelling, punctuation and grammar should be kept to around three to five on a half-side of writing. This needs to be tailored to the individual student, in order to ensure they are not overwhelmed by their errors.
- Where a SPaG error is made repeatedly, only correct the first one or two.

Correcting spelling

- Underline the word and write the correct spelling near it.
- Focus on subject-specific words and high frequency words.

Correcting punctuation

- Correct sentence demarcation (capital letter to start/full stop to finish) by circling the errors and adding correct punctuation. E.g. a full stop within a circle where one is missing.
- Correct use of capitals within words by circling a letter and giving the correct one next to it. Correct capital letters for proper nouns where they are omitted.

Grammar

- Underline and correct errors where they consist of one or two words (e.g. we was).
- For missing words, write this symbol where the word is missing [^] (***See Appendix 1 – Marking Symbol poster***).
- Draw a squiggly line in the margin where a few lines are unclear ~ (***See Appendix 1 – Marking Symbol poster***).

11.0 REFERENCES

School inspection handbook

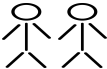
Eliminating unnecessary workload around marking

SEND code of practice: 0 to 25 years

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/5112

APPENDICES

APPENDIX 1 : MARKING SYMBOLS

Marking symbols	Marking explanations
I	Work independently completed
SS FS	Some support (verbal prompts, guided questioning) Full support
	Self assessment
	Peer assessment
WWW (verbal and written)	What went well (specifically stated that learner should continue to do)
EBI (verbal and written)	Even better if(specifically stated that learner should embed e.g. remembering to use capital letters or use connectives)
Sp (underline mistake/error and correct only error) C or P (underline mistake/error and correct only error) ^ or ^^ ?	Spelling/grammar error Spelling /grammar mistake Capital letter /punctuation error Capital letter /punctuation error Missing word or words Meaning is unclear
	Next steps (all learners need a short term target to help them improve to meet or exceed targets)

APPENDIX 2 Types of Feedback

How Teachers and support staff provide feedback
(Immediate/Responsive/Summative)

Type	What it looks like	Evidence
Immediate	• Takes place during a lesson with individuals, groups or the whole class. • Includes the teacher and/or teaching assistant gathering assessments from their teaching e.g., whiteboard/book work, verbal answers. • Often given verbally to pupils for immediate actions. • Praises effort and contributions. • May involve the use of a teaching assistant to provide support or further challenge. • May redirect the focus of teaching or the task.	Lesson observations; learning walks.
Responsive (catch-up)	• Takes place after the lesson or activity with individuals or groups. • Re-addresses knowledge from the lesson or activity or addresses missing prior knowledge. • Often given verbally with time to rehearse knowledge immediately. • Will usually be delivered by a teaching assistant based on guidance from the teacher. • An element of the child's responses to catch-up are recorded in their workbooks to show progress over time.	Learning walks; catch-up observations; feedback grids; book looks.
Summary (feed-forward)	• Involves reading/looking at the work of all pupils at the end of a lesson or unit. • Identifies key strengths and misconceptions for the sub-groups • Takes place during the following lesson. • Addresses overarching strengths and misconceptions as well as specific misconceptions for the sub-groups. • Involves allocating time for editing based on the feedback given or rehearsal of the knowledge. Editing is done in pink pen/pencil. • May involve some peer support or support from a teaching assistant. • May be delivered by the teacher or a teaching assistant.	Planning looks; lesson observations; learning walks; book looks.

APPENDIX 3

Types of marking (diagnostic, maintenance, assessment)

4.1 Diagnostic assessment is a crucial tool in a teacher's toolkit to help understand the specific areas of strength and weakness in learning, especially before teaching of a particular topic or unit begins. Take fluency and comprehension in reading for example

Pupils may not make good progress for a number of reasons, for example, activities may be too hard or easy, they may be disengaged, or have poor prior knowledge or poor working memory. It is important to take account of the diagnostic assessment data and change the teaching approach. This may mean using a focused intervention or using an approach more suited to the pupil's needs.⁹

4.2 Maintenance marking

Teachers use this approach of marking on a regular basis in class as a check that work is being completed in line with expectation and it may be in the form of a tick to show that the teacher is monitoring effort and outcomes. At set times in the term, the teacher will use an in depth marking approach which provides carefully worded feedback so that progress is clarified and any interventions are implemented.

4.3 Assessment marking

This is used at the end of a topic, term, or year to measure the extent to which a learner has met planned outcomes . The assessment may be internally planned and assessed or it externally planned and assessed such as GCSEs, FS and BTEC qualifications.

End of term and year assessments are subject to the school's internal moderation processes overseen by the Assistant Head of Education.

APPENDIX 5

Dos and Dont's for teachers... and why this is better for pupils

Don't	Do	Why this is better for pupils
Don't diagnostically mark every piece of work.	Do diagnostically mark selected key pieces of work which demonstrate the key skills and/or knowledge for that half term/unit of work.	Pupils have a manageable set of targets to work on for that half term. "This half term I'm working on improving my..."

⁹ [Diagnostic Assessment | Assessing and Monitoring Pupil Progress](#)

Don't write diagnostic annotations AND a diagnostic final comment.	Do choose which one you're going to do: annotations or final comment.	Annotations are often more powerful as they show pupils more precisely where they might have gone wrong.
Don't mark silly mistakes for them (e.g. missing off capital letters, forgetting to use the correct units).	Do guide pupils to correct their own mistakes ("go back through and put in all your capital letters", "check that every unit is the right one"). Provide feedback on misconceptions. It is often desirable to have pupils spend a minute or so checking their work before handing it in.	Pupils won't have their teachers there to correct their mistakes for them in an exam, so develop their conscientious attitudes to work now.
Don't tick and flick notes. It's a waste of time.	Do check pupils are making effective notes, using a 'notes check sheet' for example.	Pupils might not know what ticks mean. A 'notes check sheet' reinforces exactly what your expectations are for note-taking.
Don't keep marking in the same way (e.g. two stars and a wish at the end of the work) just because you've always done it that way.	Do think about what the most effective feedback strategy is - preferably before pupils complete the work in the first place. Plan HOW you're going to mark each activity.	Pupils receive the feedback in the most meaningful, useful way(s) possible.
Don't write generic praise comments, such as 'Good work' or 'Excellent'.	Do identify why you think the piece of work deserves praise. 'This is a big improvement - you've cracked sine and cosine', 'Excellent use of key terms'.	This builds self-esteem even more because they know their efforts in particular areas have paid off.
Don't keep writing the same thing on many pupils' work.	Do use letter/number codes for general misconceptions and have pupils look them up (on whole class presentation/worksheet). You could put the letter/number codes in the margin or inside the work itself (see annotations above). Address the	This will require pupils to read your feedback more closely.

	biggest misconceptions as a whole class.	
Don't mark for the adult observing your lesson.	Do mark for the pupils - observers will be able to work out if they are receiving effective feedback by asking the pupils: What am I doing well in this subject? What do I need to do to improve my work in this subject?	Pupils will benefit from 100% of what you write.