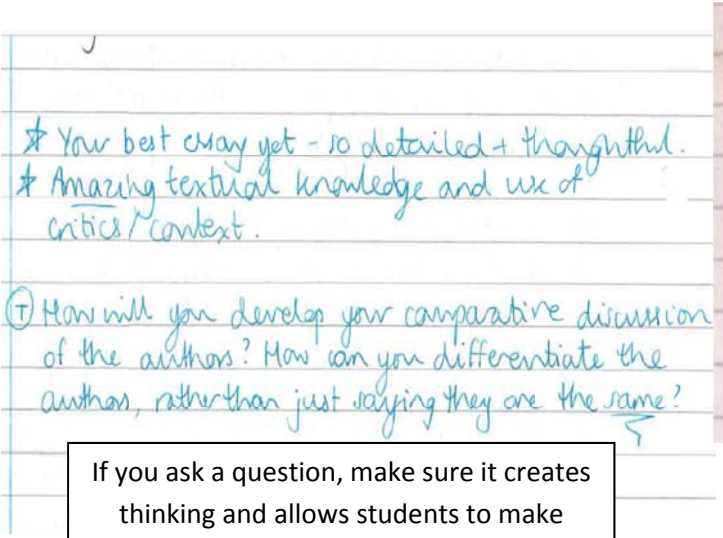
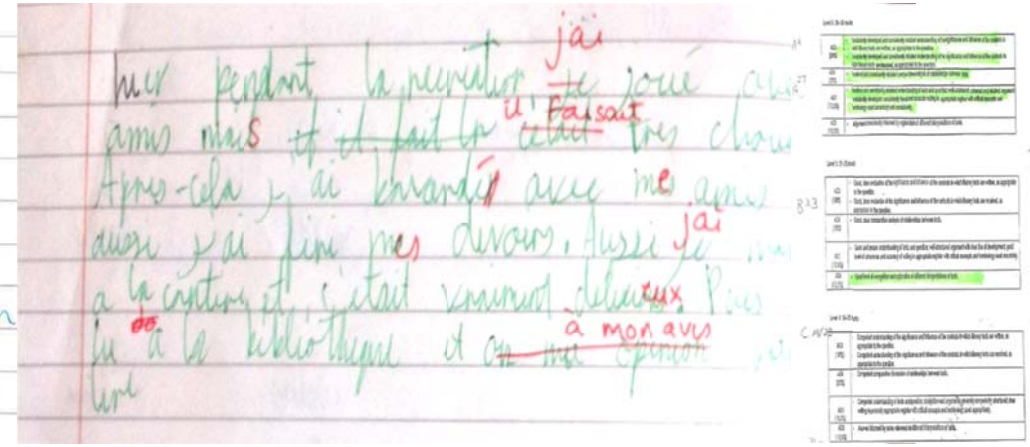


If you ask a question, make sure it creates thinking and allows students to make progress to the next level/band/grade.



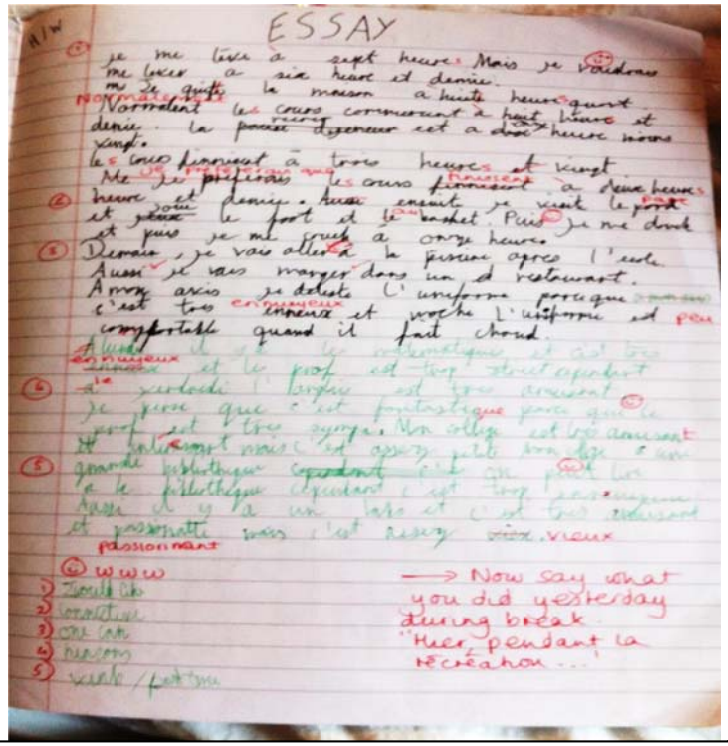
Use written feedback in conjunction with other feedback methods e.g. whole class feedback, then students make improvements BEFORE you give written feedback. Students then peer assess each other's improvements AFTER the written feedback.

Strong use of context throughout.

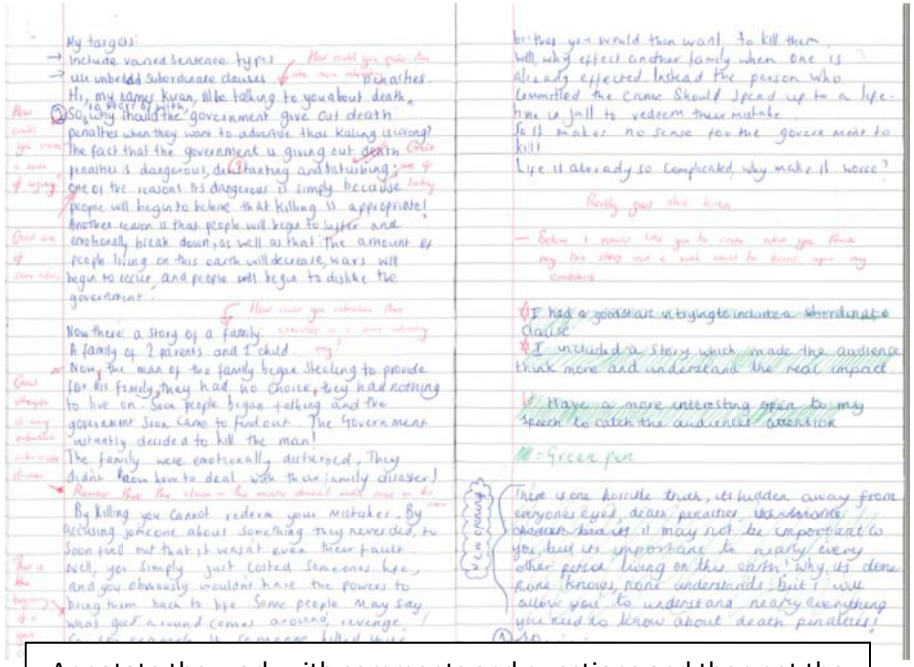
Excellent argument and understanding of the text. Well-focused on the question – e.g. excellent signpost sentences and frequent comparisons.

T/Q: Which different alternate readings could I include? How have different critics 'read' Rossetti over time?

Highlight the mark scheme/success criteria and get students to write their own stars and targets.



Choose one specific piece of work to mark in detail. Give written feedback on it and then get students to consider their own targets for previous pieces of work in their books.



Annotate the work with comments and questions and then get the students to write their own wishes and targets – makes them engage with annotations.

Today's ideas and notes:

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