



Feedback, Marking and Assessment Policy

November 2023

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Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated Safeguarding Lead (DSL)	Rebekah Dennett	Rebekah.dennett@rocnorthwest.co.uk 01772 957062 07776 528079
Deputy DSL	Sean Di Sora	Sean.disora@lintonschool.co.uk 01772 957062 07840 803896
Deputy DSL	Paul Barton	Paul.barton@lintonschool.co.uk 01772 957062
Regional Lead	Declan Tuer	Declan.tuer@caretech-uk.com 07827 302334
Local Authority Designated Officer (LADO) for Lancashire County Council	Tim Booth	Tim.booth@lancashire.gov.uk 01772 536694
Lancashire County Council – Multi-Agency Safeguarding Hub (MASH)		0300 123 6720 0300 123 6722 (out of office hours)
Local Authority Designated Officer (LADO) for Blackpool Council	Amanda Quirke	Amanda.quirke@blackpool.gov.uk 01253 477541
Blackpool Council – Multi-Agency Safeguarding Hub (MASH)		01253 477299
Channel helpline		020 7340 7264
Prevent / Channel Referrals		concern@lancashire.pnn.police.uk

If the child is at immediate risk, please call the police on 999.

Our School

Linton School is an independent special school for young people with social, emotional and mental health difficulties for both boys and girls aged 8-18 years old. The school is registered for up to 12 learners and consists of 4 small classes to provide a nurturing environment to develop and progress throughout their learning journey. We are a trauma informed school that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Located in rural Preston we therefore benefit from some amazing outdoor space where we develop our outdoor, equestrian and horticulture skills. All the staff at Linton School are committed to creating a setting which not only focuses on academic success, but also provides our learners opportunities to develop their social, communication and independent skills.

Culture and Ethos

We are committed to providing a nurturing, safe and ambitious learning environment that supports every young person to achieve lifelong skills through a diverse learner centered curriculum. Respectful and supportive relationships are at the heart of all we do; we value every member of the school community equally. Through bespoke curriculums tailored towards each individual pupil's needs, experiences, interests and strengths we foster a love for learning and support our young people to achieve their full potential. As an educational setting our main aim is to prepare our pupils to make a positive contribution towards society by giving our students the skills they need to be successful, resilient and inspirational young adults. Linton schools purpose is to improve the quality of life for our young people both now, and in the future, 'building our futures together'.

The Vision

Linton School provides a safe, nurturing learning environment to provide skills for lifelong opportunities, which gives the young people an ambitious outlook towards their future.

The vision drives everything we do and will be achieved through:

- Outdoor enrichment activities to promote life skills through play, nurture and teamwork.
- Promoting independence, patience and listening skills through Equestrian lessons.
- Multi-disciplinary links from both internal and external companies to provide a bespoke, broad and balanced curriculum that develops the education of our pupils.
- Empowering each learner to achieve their personal goals and develop a lifelong love of learning.
- A positive and ambitious school environment that promotes learning for all.
- Offering a broad range of learning experiences within the curriculum that values academic attainment as well as developing social skills, experiences and resilience.

More information about the school can be found in the school Prospectus.

1. Rationale

Marking is a central part of a teacher’s role and can be integral to progress and attainment. Written responses offer a key way of providing feedback to pupils and helping teachers assess their students’ understanding. However, the 2016 report of the Independent Teacher Workload Review Group noted that written marking had become disproportionately valued by schools, unnecessarily burdensome for teachers and that quantity of feedback has too often become confused with the quality. The group noted that there is no ‘one size fits all’ way to mark, instead recommending that all marking should be driven by professional judgement and be “meaningful, manageable and motivating”. For all these reasons, there is a clear need for high-quality evidence to inform schools’ decision-making about marking.

Please consider the following definitions and principles:

- **Marking** = the routine activity of reading, checking, monitoring, (when appropriate) correcting, and (where appropriate) giving a mark to students’ written work.
- **Feedback** = providing more detailed guidance to the learner in order to help them to improve their knowledge, understanding and skills

Marking	Feedback
Summative	Formative
Assessment of learning	Assessment for learning
Measure learning	Moves learning forwards
Directs thinking	Provokes thinking
Solves	Suggests
‘You should...’	‘How could you...?’

While it is important to note that written marking is only one form of feedback, as seen in the diagram below, marking offers an opportunity to provide pupils with the clear and specific information that the wider evidence base on feedback suggests is most likely to lead to pupil progress.



The type of feedback students get on their work will vary according to the subject. In drama, PE, art and music for example, much of the feedback will be verbal. In fact much of the best feedback in all subjects is verbal whilst the students are working. Teachers should consider the role of feedback during their lessons and should include a variety of marking and feedback across all subjects.

2. Written marking

Marking students' books is part of our professional duty. Routinely reading, checking and monitoring students' books connects us to their learning and helps to ensure that they care about the work they produce. It shows students that we value their work and provides us with crucial on-going information about how well they are learning. It also enables us to monitor the completion of class-based and home learning tasks.

This kind of routine light marking should be regular, timely and manageable. Frequency will vary from subject to subject, but as a general rule books should be taken in and marked before the next lesson. All subjects will have a range of marking to engage the young people and provided the children with next steps and/or challenges. Below are some of the things that you could see within the marking.

Positive feedback / praise	Using the intended learning outcomes or success criteria for the lesson the marking/feedback will reflect the positives that the young person has achieved during that lessons. Teachers will provided bespoke responses and marking will not appear the same for each child or lesson.
Mistakes / Corrections	Careless mistakes will be marked differently than errors results on misunderstanding. Misunderstandings will be addressed by providing hints or questions which lead students underlying principles. Mistakes will simply be marked as incorrect without giving the right answer.
Next steps	These will be used to show the young people where their learning journey is heading. Children are encouraged to read these and add comments if they should like.
Challenges	Challenges are used to move the learning forwards. These will be linked to the learning of that particular lesson and will provide the children will the opportunity to move their learning forwards.
Teacher tips	Teacher tips are used to reinforce the learning. Teachers will put helpful advice in the pupil's books to promote independent learning. If a child/children are struggling with something they can use their books to help them solve the question/problem. Meaning that, their work books become a source of knowledge and support.

Written marking will be carried out in a purple pen and stickers/stamps will be used so help the young people clearly identify the marking and/or feedback in their books.

There are four ground rules for giving effective written feedback:

1. Written feedback should result in more work for students than it does for teachers.
2. Written feedback should have some kind of meaningful impact on learning. If learning happens when we think hard, feedback should seek to provoke thought. Therefore, it should provide hints and clues but make students work for 'the answer'.
3. Written feedback should be given sparingly so that it is meaningful. Too- frequent written feedback can create dependence.

4. Written feedback should not be accompanied by a grade or measure of attainment, as this seems to interfere with students' ability to act on instructional feedback.

When and where appropriate all teachers will provide feedback on literacy; for example, addressing misspellings, lower case proper nouns and other punctuation errors. Spellings are also sent home weekly to challenge the children through a weekly spelling test. All teachers will be responsible for marking the SPaG in books in all subjects.

Written marking should be done every at least once per week in core subjects (English, Maths, Science and ICT) and every 2-3 weeks in all other subjects.

3. Verbal Feedback

Verbal feedback is specific information given to the learner their performance relating to their learning goals and/or the learning outcomes. Verbal feedback should aim to be (and be capable of) producing improvements in students' learning.

There are four ground rules for giving effective verbal feedback:

1. Be specific, accurate and clear (e.g. "It was good because you..." rather than just "correct")
2. Compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y...")
3. Encourage and support further effort and be given sparingly so that it is meaningful
4. Provide specific guidance on how to improve and not just tell students when they are wrong.

Verbal feedback should be done every at least once per week in core subjects (English, Maths, Science and ICT) and every 2-3 weeks in all other subjects.

4. Self and peer marking and assessment

Self or peer marking is when a student's (or their peers) check or mark work which is either right or wrong. This could be answers to questions or a maths problem like addition. It makes sense both in terms of instant feedback to the students (and the teacher) to ask students to mark this type of work themselves. Self or peer assessment (See Appendix 1) on the other hand is when students (or their peers) access piece of work against an explicit success criteria. Self and peer assessment is a very valuable process because by sharing and exemplifying success criteria we are sharing what excellent looks like. The success criteria may have been given by the teacher or constructed in discussion with the class.

The students are not the experts when it comes to assessments. This is why the process must be crystal clear and explicitly modelled by the teachers and/or teaching staff. This process must be constantly reinforced so students are clear what the success criteria are and what constitutes 'success' against the success criteria. (See Appendix 2).

Students may not always understand and value peer and self-assessment, so we must clearly communicate why we are doing it. It is not to save us time because we don't have to mark the work. We ask them to peer and self-assess to give them instant feedback, to give them the opportunity to see their peers' work (sharing excellence) and to help them see what meeting success criteria actually looks like so they can build this into their future learning.

Peer feedback will also be a regular part of classroom practice. Using peer feedback as part of a culture of critique within the classroom can have a transformational effect on learning especially when students are given time to act on and use it (see section 6 – Pupil participation in marking and feedback). Peer feedback should be modelled as part of a culture of classroom critique which is kind, specific and helpful. Peer feedback should be done in green pen.

When peer assessing students need to stick to the following 3 rules:

1. **Be kind:** All comments should focus entirely on the work. No personal comments at all. No sarcasm or put downs. The comments can be challenging but the creator of the work should feel that the feedback is work orientated and be happy to receive it. 'Hard on content, soft on people.'
2. **Be specific:** Refined and precise dialogue with detailed explanations on positives and steps to improve. Comments should explain exactly what needs to be worked on (like a set of instructions) which the writer can simply take away and use. The success criteria need to be referred to.
3. **Be helpful:** If the comments don't benefit the work, the learning, the learners or the class, then don't share it. Everything you provide feedback on is there to help make the work better.

Peer-assessment should be done every 2-3 weeks in core subjects (English, Maths, Science and ICT) and every 4-6 weeks in all other subjects.

5. Pupil participation in marking and feedback

Once feedback has been given, students need to be enabled to respond. When giving feedback, therefore, we should offer students time to reflect critically on how to craft and improve their work and then to develop new techniques to put their feedback into practice. A dialogue is opened up with students about their feedback, and we offer time and space for this to happen.

There are three ground rules for the effective use of time to develop more disciplined learner, these are:

1. **Reflect critically** – we expect students to spend approximately twice their time reflecting on their feedback as we have devoted to giving it. This is most effective when done individually, in silence.
2. **Developing techniques** – although this time is about independent reflection, teacher guidance is crucial. We model and scaffold to exemplify the feedback we have given and show students how to improve.
3. **Crafting and improving** - As well as encouraging students to critically reflect on their feedback, this time can also be effectively used for crafting and improving work. This allows students to immediately apply their feedback and put the techniques into practice.

The time given for pupils to reflect on their work should be no more than 15 minutes per lesson although, sometimes teachers may wish to dedicate a whole lesson to it, for example if a significant piece of written work is being re-drafted. The purpose of this is to allow the learners time to address the errors/omissions/misconceptions which will give them the opportunity to bridge the learning gap. Closing gaps in learning needs to be prioritised in order for learning to progress and move forwards.

What should students do during this time?

There are many different tasks that pupils can do during this time. It depends on what they got wrong or missed out in their assessed work. The following list is by no means exhaustive:

1. Redrafting of a whole piece of work
2. Redrafting of a section of the work
3. Redoing something (for example a graph)
4. Answering a question / questions
5. Editing

Pupil participation should be done every 2-3 weeks in core subjects (English, Maths, Science and ICT) and every 4-6 weeks in all other subjects.

6. Inclusive marking and feedback

At Linton School we recognise the impact that marking and feedback has on learning and in order to ensure that marking and feedback is inclusive to all young people we may use different platforms and/or methods so that everyone has the same opportunities. Some of the ways in which we may differentiate marking and/or feedback are, but not exclusive to:

- Dictaphones
- Multimedia recordings
- SymWriter
- Visual aids
- Signs and symbols
- Makaton
- Social stories

7. Assessment and tracking progress

Assessment, particularly teacher assessment is one of the best ways to move learning forwards and ensure that children are on the right academic path. At Linton School we ensure that our assessment is effective and efficient by baselining the young people, creating bespoke attainment targets and adapting planning to fill the educational gaps in order to accelerate academic progress. Since the removal of National Curriculum levels we created our own assessment level which are the '100 steps to success'. Each year the young people at Linton School are set 100 bespoke targets for each academic subject and these are continually monitored and updated by teachers and teaching staff. Unlike mainstream settings our targets may come from more than one year group or key stage but, they will be what each particular child needs to succeed.

Pre-placement Information

As part of the transition process to Linton School, academic information about the learner is requested from the placing authority and/or the current education setting prior to the onset of a placement. This data may include:

- National Curriculum Levels from testing in Year 2, 6 and 9
- EHCP
- School reports, certificates and teacher observations
- SEN information including access arrangements
- Educational Psychology reports
- Samples of learner work
- Risk Assessment of behaviour in school

- Individual Education Plans
- Personal Education Plans

This information allows the Head Teacher/SENCO to build a baseline assessment programme that takes into account prior learning.

Initial Baseline Assessments

Over the first six weeks following admission to the school, all pupils undergo a baseline assessment in the areas of curriculum, cognition and behaviour. As part of this, any identified and specific diagnostic assessments will also be arranged. These may be carried out by the on-site Therapy team.

When possible baseline assessments are incorporated into normal lesson time. These can happen:

- In discrete lessons solely for subject testing, such as 1:1 intervention sessions;
- As an element of the planned lesson to confirm learning;
- As a section of the lesson devoted to assessment;
- As part of teacher assessed work.

All baseline assessment data is recorded on the Pupil Progress Tracker. Using this information, teachers map out an individual learning pathway for the academic year.

At this point, teachers produce the first IEP for each student.

Summative Assessment

Summative assessment is Assessment of Learning. It measures performance and clearly identifies a standard of pupil attainment. It is carried out at the end of a period of learning, eg:

- External Examinations
- Internal School Examinations
- End of unit assessments

Summative assessment

- happens after the learning
- proves learning has taken place
- assists in measuring learning
- is externally referenced
- is focused on the outcome

At Linton School all young people are given the opportunity to receive accreditation for their achievements in school. It is often impossible to predict the length of a placement, or the future for a pupil once they leave the school. Therefore, we seek to provide pupils with a wide range of available accreditation, across all areas of the curriculum, at Key Stage 3 and 4, appropriate to age and abilities. Likewise, wider curriculum opportunities and vocational activities are linked to recognised summative accreditation when possible.

We offer the following routes to accreditation:

- Entry Level Certificates in English, Maths and Science (single and double)
- Functional Skills in English and Maths
- Level 1 and 2 Awards
- AQA Unit Awards at various levels

- ASDAN short courses
- Arts Award
- ASDAN Employability
- iDEA
- Duke of Edinburgh (Outdoor Education)
- BTech

Formative Assessment

Formative assessment is Assessment for Learning (AfL). It is ongoing and provides evidence of and for progression in learning. It supports learning by identifying difficulties, providing feedback and diagnosing future learning priorities.

Formative assessment:

- happens during the learning
- helps to improve learning
- is done with learners
- is personally referenced
- is focused on the process

Qualitative and quantitative information is gathered through good use of Assessment for Learning (AfL) practices in the classroom and regular formative assessment across the year. Students are encouraged and supported to take responsibility for their learning: evaluating their progress towards end of year targets. The development of self-assessment skills to enable them to do this is a fundamental part of all learning across the curriculum.

Tracking Progress

At Linton School we also track the progress of the young people using our 'Steps to Success'. These are targets for each and every subject which are bespoke to the young people and a pathway designed by teachers and teaching staff to ensure progression towards a common goal and/or target. These are updated continuously by teaching staff and pupil progress meetings are held termly. During these pupil progress meetings the teaching staff, Head Teacher and SENCO will review the progress made by each young person and decide on the next steps; these could be for example additional resources, interventions and/or input from the therapy team.

Progress will be shared with parents/carers termly. Linton School will use the Curriculum Overview document to keep parents/carers up to date with their child's progress and each child will have a full report in the summer term.

8. Effective plenaries

Planning engaging lessons is crucial to being an outstanding teacher. In practice, this means that the students are engaged from the start of every lesson. When planning lessons, teachers are encouraged to have a hook at the start, which grabs the attention of the students. It could be a question, an image or music. Whatever it is, it needs to introduce the topic and then provoke further questions.

Likewise, the plenary of a lesson is just as important as students need to understand what progress they have made and demonstrate what they learnt. It should not be rushed, and certainly shouldn't be a quick add on. Effective plenaries (like the main learning session) must be planned. A plenary is important for the students as it rounds off the lesson – they should leave the classroom knowing that they now know more than when they walked in.

Here are 5 key features of an effective plenary:

1. The plenary allows the teacher to *assess the whole class's understanding at once*.
2. They are planned into a lesson *where appropriate* to summarise learning and *this is not necessarily at the end*. Mini plenaries can be used as an effective form of assessment at transition points within a lesson, although make sure pupil learning or consolidation is at the heart of a mini-plenary, not just a tick box exercise.
3. They are *differentiated* to the needs of your class. Allowing your class to access the plenary is critical but some challenge is needed so you can assess what they do not know.
4. An effective plenary should highlight the pupil's *misconceptions*; once identified they need to be addressed either at the time or within the lessons that follow.
5. They give the pupils the opportunity to *reflect* on **what** and **how** they have learnt and *guides* them to their next steps to success.

There are a variety of ways of to create an effective plenary (see appendix 3).

9. Review

This policy will be reviewed on an annual basis by the Head Teacher and Regional Lead. It will be due for review in **November 2024**.

10. Links to other policies

Certain points discussed in this policy may be investigated in greater detail through referring to other policies and documents listed below:

- Curriculum policy
- Additional Learning Needs policy
- Staff code of conduct

Appendix 1: Pupil self-assessment

Strategies that raise the expectations for students before work is submitted to be marked:

1. Do not accept substandard work.

As teacher/educators we must create and maintain a culture of challenge and high expectations in our classrooms. It is therefore important to communicate to our students that we will not accept “sloppy” work. It may bring some logistical problems, but there are occasions where we could give a pupil a “redraft” deadline to improve the structure and presentation of their work. Of course this relies on teachers and teaching staff knowing our students and what represents “sloppy” work for each of them.

2. Proof reading and editing (by the students).

If teachers or teaching staff are going to be assessing a piece of written work, then it will be beneficial to give pupils time to proof-read and correct it. They may need dictionaries to check words they may have spelt incorrectly. They can also re-read their work so it flows and makes sense. This will cut down on the number of literacy corrections teachers or teaching staff need to make and can also lead to better content being handed in.

3. Triple Impact Marking.

Before handing in their work, pupils could self-assess against the success criteria for their task. These criteria might have been shared at the start of the task or only revealed once the work has been completed. Pupils then highlight the bits of work that they are proud of and explain how they have met the success criteria. The teacher then takes in the work and comments on the self-assessment of the student. The teacher then gives pupils a task based on the parts of the success criteria they did not meet (the task could be a redraft, a partial redraft or something else completely). Pupils then complete the follow-up task. Alternatively, triple impact marking could be self-assessment against success criteria, peer assessment against success criteria then finally teacher assessment against success criteria.

4. Pupils use a success criteria when completing their work.

It is clear that the provision of quality success criteria is key to effective assessment. The success criteria can be numbered and simply ticked if met or crossed if requiring further attention – just like a success criteria checklist. As well as being suitable for peer and self-assessment, this technique takes up very little teacher time, whilst still leaving plenty of work for the student to do.

Appendix 2: Example of success criteria's checks

Example: *English lesson success criteria grid*

Stuck in the pupils books.

Pupil	Objective	Teacher
✓	Check spelling and punctuation is accurate.	✓
X	Make sure you are using adjectives to describe objects (see adjectives word mat)	X
✓	All words must have finger spaces	✓
✓	Make sure all letters are sitting on the line	X

Example: *Maths lesson success criteria checks*

Displayed on the board for all young people to see.

Success Criteria

1. Date and learning objective at the top of the page
2. Addition starts from the right hand side of the sum
3. Carrying is shown under the line
4. Word problems have key words highlighted

In the pupil books:

Success criteria checks				
1	2	3	4	5
✓	X	✓	✓	X

Appendix 3: Ideas for an effective plenary

1. List 3 things you found out/learnt today
2. List 3 things your neighbour has learnt today
3. Summarise this character/scene/chapter in 5 bullet points
4. Summarise topic in 5 sentences – reduce to 5 words – reduce to one word
5. 60 second challenge – sum up knowledge of text, or write down all the words you can think of to describe...
6. Identify the key points of the lesson from anagrams
7. Break the code to identify the 3 main points from today's lesson (a=b, b=c...)
8. Write 5 top tips/golden rules for...
9. Design your own writing mat to give advice to other students about...
10. Create a poster to illustrate the spelling strategy you have learnt
11. Create a mnemonic which reflects the meaning of a new word or term you have learnt today
12. Write dictionary definitions for new terms learnt today
13. The answer is XYZ – now write the question. N.B. the question must begin with the words 'What is...'
14. Spot missing words in cloze summary of learning
15. Wordsearch containing key words or information learnt during lesson – use clues/definitions to help you
16. Poetry bingo – teacher reads/shows quotations. Pupils must spot technique and mark card
17. If the aim of the lesson was set as a question... Pupils answer questions on whiteboards – with word limit for sentence to provide extra challenge
18. Take one minute to compose two statements in your head to explain what we have learnt and how we have learnt it
19. In pairs, answer the question set at the start on a 'post it' note. Stick on board and review – did class agree?
20. Where can you apply this skill in your HW/other subjects? Give 3 examples
21. Choose from 5 statements on the board. Which 3 best reflect...
22. In pairs, sequence the 5 factors/influences/events – justify your choices
23. Prediction – what will happen next? Why do you think this?
24. Brainstorm the conventions of the text type studied. Aim for 5 or more
25. Use the style – in pairs or fours, tell a story in the style/genre being taught
26. Self-assessment/target-setting - choose from a list of suggestions on OHT
27. Show work to peer – work in pairs to set targets

28. Teacher shows extract from previous pupil's work – students identify 3 strengths and 3 pieces of advice for redrafting
29. Answer teacher's questions without saying yes or no
30. Fist of five – pupils assess effectiveness of an image or technique by holding up the appropriate number of fingers
31. True or false – hold up card/whiteboard to show whether statement on OHT is true or false
32. Write the epitaph for a character you have been studying
33. Write a short blurb for a new book jacket
34. Jigsaw feedback – groups work on different parts of task, then reform to share findings
35. Envoying – representatives travel to other groups to share findings, then report back to 'base'
36. Group 'show and comment' on what was learnt – on OHT
37. Feedback to whole class by one or two groups only – according to rota or roll of dice
38. Change role – student as teacher. What questions would you ask the class and why?
39. Groups of 3, numbered 1-3. Put up 3 statements on OHT which individuals must explain to group
40. Set 'who wants to be a millionaire' questions for your neighbour or other groups
41. Quick-fire oral quiz to review/revisit learning
42. Label a diagram or illustration – one word in each box
43. Brainstorm or mind map of what has been learnt during lesson
44. Graphic summary of lesson – steps, flowchart
45. Pictures/cartoons – which would you put with the day's learning and why
46. Pictionary – draw the word without speaking or writing
47. Tension chart – give score out of 5 for tension at various points in text. Plot on graph and review findings
48. Simple timeline of events in chapter/scene
49. Drama activity – freeze frame summary
50. In role answering – hot seating activity

Appendix 4: 100 ways to say good job or very good

You're on the right track now!
You've got it made.
SUPER!
That's right!
That's good.
I'm very proud of you.
You're really working hard today
You are very good at that.
That's coming along nicely.
GOOD WORK!
I'm happy to see you working like that.
That's much, much better!
Exactly right.
I'm proud of the way you worked today.
You're doing that much better today.
You've just about got it.
That's the best you've ever done.
You're doing a good job.
THAT'S IT!
Now you've figured it out.
That's quite an improvement.
GREAT!
I knew you could do it.
Congratulations!
Not bad.
Keep working on it.
You're improving.
Now you have it!
You are learning fast.
Good for you!
Couldn't have done it better myself.
Aren't you proud of yourself?
One more time and you'll have it.
You really make my job fun.
That's the right way to do it.
You're getting better every day.
You did it that time!
That's not half bad.
Nice going.
You haven't missed a thing!
WOW!
That's the way!
Keep up the good work.
TERRIFIC!
Nothing can stop you now.
That's the way to do it.
SENSATIONAL!
You've got your brain in gear today.
That's better.
That was first class work.
EXCELLENT!
That's the best ever.

You've just about mastered it.
PERFECT!
That's better than ever.
Much better!
WONDERFUL!
You must have been practicing.
You did that very well.
FINE!
Nice going.
You're really going to town.
OUTSTANDING!
FANTASTIC!
TREMENDOUS!
That's how to handle that.
Now that's what I call a fine job.
That's great.
Right on!
You're really improving.
You're doing beautifully!
SUPERB!
Good remembering.
You've got that down pat.
You certainly did well today.
Keep it up!
Congratulations. You got it right!
You did a lot of work today.
Well look at you go.
That's it.
I like knowing you.
MARVELOUS!
I like that.
Way to go!
Now you have the hang of it.
You're doing fine!
Good thinking.
You are really learning a lot.
Good going.
I've never seen anyone do it better.
Keep on trying.
You outdid yourself today!
Good for you!
I think you've got it now.
That's a good (boy/girl).
Good job, (person's name).
You figured that out fast.
You remembered!
That's really nice.
That kind of work makes me happy.
It's such a pleasure to teach when you work like that!
I think you're doing the right thing