



CORRECT LESS, IMPROVE MORE

Look for learning. Choose the next step.



THE IDEA

Prioritise a meaningful improvement instead of correcting every surface error at once.



IN THE CLASSROOM

Select one learner response and one improvement that matters for its meaning.

ACROSS SUBJECTS

Maths: identify the missing justification. Humanities: identify the unsupported claim or missing source link.

HOW TO USE IT

1



Prioritise a meaningful improvement instead of correcting every surface error at once.

2



Name one gap the learner can act on.

3



Show or discuss how to improve that gap.

4



Require a revised response and a fresh attempt to check transfer.

CORRECT LESS, IMPROVE MORE

Instead of “add detail”, write “Name the resultant force and connect it to acceleration.” The learner revises “It goes faster” into an explanation of the force relationship.



WHY IT WORKS

Connects the next teaching decision to evidence of learning.



EAL UPGRADE

Move from a full correction to a question, then to a learner-selected self-check.



TRY IT TOMORROW

Check the new example, not only whether the original correction was copied.



TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”